MAURITIUS RESEARCH COUNCIL
SMALL SCALE RESEARCH GRANT

EVALUATION OF TRAINING PROGRAMMES OF COMMUNITY LEADERS IN MAURITIUS

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DRAFT REPORT OF MAURITIUS RESEARCH COUNCIL SMALL RESEARCH GRANT

EVALUATION OF TRAINING PROGRAMME OF COMMUNITY LEADERS

By Boopen DOOBAH *17 August 2002*

BACKGROUND

Up to now no systematic and scientific research has been undertaken in Mauritius to determine whether there is a need to train community leaders, the type of training and methodology required. General observation has shown that a great number of community leaders are not properly equipped to deliver appropriate care to those in need.

Community Leaders in Mauritius are inadequately trained to cope with the growing number of challenges. The astonishing number of complaints from recipients and advocates of care is just one indication that care providers lack specific skills. Very few have received formal and informal training. Moreover conflicts at field level between young university trained social facilitators with relatively limited practical experience and community workers with tremendous work practice of a more autodidactic and informal nature, further aggravates the delivery and quality of care. The need for a mediated approach and upgrading of knowledge and skills of those community leaders is highly felt.

INTRODUCTION

"Evaluation of Training Programmes of Community Leaders in Mauritius" is a Small Scale Research conducted through a Small Scale Research Grant obtained from the Mauritius Council (MRC). The research was conducted by Boopen Doobah in close collaboration with Dr Farida Oodally and members of the Community Development Programme Agency (CODEPA), and the Municipality of Quatre Bornes, under the supervision of Mrs Satinder Ragoobur, Associate Professor, Department of Social Science of the University of Mauritius. Due to unforeseen circumstances beyond our control the research has lasted more than scheduled, that is 12 months instead of 8. It started in July 2001.

After preliminary consultations with stakeholders in July 2001, a broad picture view of the problem was obtained. The other stages were as follows:

- Negotiation on proposed evaluation criteria and methodology.
- Questionnaire design
- Focus Group discussions and interviews
- Data collection and analysis
- Recommendations and Reporting

GENERAL AND SPECIFIC OBJECTIVES

General objective

1. The general objective of the research is to evaluate training programmes of community leaders in Mauritius

Specific objectives

1. To develop appropriate yardsticks for a participatory evaluation using both quantitative and qualitative methods

2. To improve community development through continuous training and capacity building programmes

OUTCOMES

1. To promote a sustainable community Development through appropriate training schemes and methods.

2. To empower community leaders through education, reflection, and participation

3. To make policy recommendation and formulation in line with the changing social, economic, environmental and institutional contexts.

PROJECT SUMMARY

The project concerns the evaluation of formal and informal training programmes designed for community leaders involved in various sectors of activity. Around 150 leaders and stakeholders have been surveyed both quantitatively and quantitatively during one year. Methods used were general observation, structured and unstructured interviews. Focus groups discussions, and survey questionnaires. The evaluation conducted in three phases. It was operative and participatory, based on the principles of Action Research.

PHASE 1

Phase 1 consisted in identifying potential regions and organizations responding to the objective set in the research proposal. Literature review has been achieved as well as analysis of specific training programmes and approaches. Phase 1 was of a more qualitative nature that involved site visits, preliminary discussions and negotiations with stakeholders concerned and collection of data for community profiling.

PHASE 2

In phase 2, specific Community Based Training organizations and regions were given consideration. The main objective was to constitute working groups in 6 targeted localities, in order to study how the community leaders were trained in community development and the extent to which they were able to use those tools efficiently. Due to time and resources constraints, we focussed on two case studies namely **Chamarel and Cite Bassin.** Two persons were interviewed namely Mr Ram Nookadee, Secretary of MACOSS and Mr Gabriel Savrimuthu, Secretary of APPIM. The table below indicates the regions and their responsible (CODEPA) research facilitator as well as the collaborating CBO. Different negotiated criteria that guided the research team in their choice of specific CBO's were as follows:

1. Vision for the integral development of their local community.
2. Active participation in community work
3. Willingness to acquire specific community based training
4. Team spirit and participatory characteristics

5. Willingness to cope with changing environments

PHASE III- QUANTITATIVE SURVEY

Phase III started in October with the designing of a survey questionnaire by Dr Farida Oodally (copy annexed herewith) which was then pre-tested by members of the CODEPA team consisting of Boopen Doobah, Ahmad Soogali, Francoise Botte Noyan , Someraj Sahadew and Ajay Thacoor and amendments to the questionnaire were made.

Formal and informal meetings held within localities and with concerned authorities at village councils and district councils, allowed CODEPA members to identify active community leaders.

This phase also included the organisation of a Two- Day Training workshop (21-22 December 2001) for those identified community Leaders. A half session of the workshop was used to enable the community leaders to fill the questionnaire after duly explaining the rationale of the survey. All members of CODEPA present at the survey acted as facilitators. Community leaders who had difficulty with the questionnaire were helped all along. Additional information was given to all wherever facilitators felt there was ambiguity or language problems.

EPI INFO 6 software was used for data entry and analysis.

The exercise attempted to present a broad preliminary picture view as a result of a general analysis of findings obtained from 36 community leaders surveyed.

LITERATURE REVIEW

Introduction

Before coming to **sustainable community based education,** I have considered some theories underpinning **sustainable community development** with emphasis on the role of the community leader. An attempt to distinguish between the institutional social worker and the neighborhood community worker had been made. Community based training methodology has been analyzed in the light of the Community Driven Development (CDD), an empowering concept.

Communitarian philosophy and empowerment

The *Communitarian Approach* to community care empowers people through their defining and participating in services for their *own* needs. Popple cites Heginbotham (1990) in Analyzing Community work theory and Practice *p.58* and argues for a ***new vision*** of volunteering in which people manage local services. Continuous capacity building of community leaders represents an essential requirement to achieve this goal.

Some community development theories

The Social-Democratic Consensus (*the post-war universal welfare system in Britain)*, the Pluralist Community: Schumpeter and Weber (the reformist theory of the sixties argue that power in society is not located in any single group or type of group. Instead within democracy, all public policies are the outcome of compromises between different competing groups.) Work theory, The Radical and Socialist Theory and the Feminist Work Theory (Popple 1996): the most recent CDD Community Driven Development Theory whose main proponent is actually the World Bank. www.worldbank.org/cdd

At this stage it would be worth highlighting the CDD foreword address of Calisto Madavo,Vice President of the Africa Region of the World Bank published in 2001.

CDD is basically a Vision of Poverty Reduction (through the ***Poverty Reduction Strategy Paper -PRSP Process)*** through Empowerment in the Africa region of the Worldbank. The main

objective of CDD is to help empower local communities in Africa including Mauritius to shape their future by giving them more resources (mainly untied funds) and the authority (decentralization and devolution of authority) as well as better participatory tools to use these resources effectively to improve their standards of living in a smart and dignified way. He argues that to date, the World Bank has made a variety of contributions to local empowerment, but not in an integral manner. Poverty has remained stubbornly high in Africa for decades, due to top down plans and donor driven approaches. CDD on the other hand provides integrated, decentralized, and empowering operational principles through the participatory and demand-driven development

DEFINITIONS AND INTERPRETATIONS OF SUSTAINABILITY

Although the concept of sustainability has been around for a long time, it became more widely used in the 1980's. Back in 1983, the Secretary-General of the UN established a commission called the World Commission on the Environment and Development. This commission is frequently referred to as the Brundtland Commission, after Gro Harlem Brundtland, the head of the commission and formerly the Prime Minister of Norway.

Sustainability is defined by the Brundtland Commission as development that meets the needs of the present without compromising the ability of future generations to meet their own needs"

World Commission on the Environment and Development (I983)

Thus Sustainable Development (SD) -- the notion that economic development can meet basic human needs without undermining cultures (human communities) or natural environments -- is an idea whose time has come.

Sustainable Community *Driven Development* SCDD concept

The term " Sustainable Community *Driven Development (SCDD)"* is becoming trendy nowadays. What does it really mean to those involved in community work at the grassroots levels? *Sustainable Community Driven Development* represents a shift

from a centralized top down to a decentralized participatory community based demand driven management system. It empowers community workers to participate actively and exercise control at different echelons of the system. Transparency and accountability are also emphasized.

It is important for community leaders operating in the neighborhoods to understand sustainable community development based on the Community Driven Development (SCDD) new vision of empowerment.

SCDD new vision of empowerment

The SCDD new vision of empowerment seeks to put local governments and rural and urban communities more in a decision making position with a new set of powers, rights and obligations namely:

- The right to be treated as people with capacities, not objects of pity
- The power to plan, implement and maintain projects, to serve their felt needs.
- The right to hold politicians and officials accountable.
- The power to command local bureaucrats instead of being supplicants.
- The right to hire, pay and discipline all those who provide them with frontline local services like education, health, municipal and agricultural services.
- The right to a share of central government revenue
- The right to levy user charges and local taxes
- The obligation to enable women, ethnic minorities, the poorest, and other long excluded to participate fully in economic development
- The obligation to be accountable to local people, not just central government and donors.

Actually this approach is emphasized by the World Bank and other institutions www.worldbank.org/cdd in their quest to alleviate poverty through *the Community Development Model (Popple 1996 p.60)*.

Social/ Community work practice

In practice, Social /community work addresses the barriers, inequalities and injustices that exist in society. It responds to crisis and emergencies as well as to everyday personal and social problems, and utilizes a variety of skills, techniques and activities. Community workers operating at field level are involved in counseling, facilitation, focussing on meeting human needs and developing human potential, basic family assistance, and helping people obtain services and resources in the organization and consolidation of local communities.

Definition of social work

" *The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well being. Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.*

Source: International Federation of Social Workers- IFSW

Social workers

Social workers are agents of change in the society and in the lives of the
Individuals, families and communities they serve. Social work is an interrelated system of values, theories and practice (IFSW)

The "***institutional social worker***" on the other hand is more involved at the level of agency interventions and engaging in social and political action to impact social policy and economic development. For example, social facilitators of Trust Fund for the Social Integration of Vulnerable Groups (TFSIVG), Citizens Advice Bureau (CAB) Organizers, and officers of the Sugar Industry Labor Welfare Fund (SILWF).

Working definitions of the profile of the community and social worker in Mauritius-The general profile

Two profiles exist in Mauritius:

1. The Community based worker
2. The (Institutional) Social Worker

The Community worker is neighborhood based. He is committed and identifies himself with the local community. He is more of a voluntary worker. The latter is employed by state funded or semi government organizations. They are mostly civil servants working according to clear guidelines and specific policy frameworks. Their commitment to social work is often criticized as being relatively superficial.

However due to their position they have easier access to formal training and other capacity building opportunities. On the other hand the community worker has long field experience but unfortunately due to lack of basic academic qualifications it becomes very difficult for him to get formal training in community development. It has become that a specific community based training approach be devised for those community leaders to bring them in the mainstream of community development.

SUSTAINABLE COMMUNITY BASED TRAINING: A NEW CONCEPT

Mauritius is facing an unprecedented socio-economic challenge. It at the crossroads of a crucial integrated development. The fast globalisation process is opening new exploratory avenues for a sustainable economic and social development. The recent announcement of the creation of a National Economic and Social Council (NESC) by the Minister of Economic Development is a clear indication that Mauritius is determined to look for a balanced socio economic development.

In that context, the World Bank's Sustainable Community Driven Development (SCDD) approach is gaining more and more acceptance in developing

countries. Mauritius is no exception. SCDD principles guide the operationalisation of the Action Plan for Poverty Alleviation conceived by the Trust Fund for the Social Integration of Vulnerable Groups.

Justification for community based training

With the constantly changing socio-economic, political and cultural environments, community workers should be empowered to respond to growing exigencies through a ***Proposed Tailored and Continuous Community Based Training Programme***

In this new scenario there is also an urgent need to train social and community workers accordingly to be capable of understanding actual needs in different care settings, in order to provide quality care to recipients. There is a lack of appropriate training programmes for community workers based on CDD principles. Their potential in terms of skills and field experience cannot be denied. However, the lack of basic qualifications represents real bottlenecks for access to the University of Mauritius that actually remains the only formal and structured training. Though other organizations strive to fill the training gap through seminars, workshops, and debates, observers argue that this is not sufficient to cater for the exigencies of community development in the new era. It is high time to study the components of a proposed New Community Based Training Concept for Mauritius

Characteristics of community based training

1. Community based training as a means of empowerment

Community based training if well implemented could represent an important tool of empowerment. The experimental field based participatory approach adopted by the researcher at ***Chamarel*** and ***Cite Bassin*** illustrates Palfrey' comment on this issue.

Colin Palfrey (1997) cites Rappaport (1987) on Empowerment:

"People gain control in their lives in the context of participating with others to change their social and political realities"

According to Wallerstein (1992) "empowerment becomes a social action process that promotes participation of people who are in positions of perceived need and actual powerlessness towards goals of increased individual and community decision making and control and equity of resources and improved quality of life"

2. Empowerment as the outcome of community based training methodology

Community based training enables the community leader to understand the four avenues of empowerment: Voice, Choice, Participation, and Control and to act as a facilitator for local grassroots people to better access to those avenues.

Empowerment can be achieved through different strategies. The four avenues of empowerment are VOICE, CHOICE, and PARTICIPATION AND CONTROL as described by Burns et al (1984) and Papadakis and Taylor Goody (1987). This study analyses the interplay of those four avenues in the implementation of the Microcredit Scheme based on the Grameen Programme.

Choice

The ability to choose among various services and providers empowers the user to accept or reject care packages offered to them. Also described as the market approach, empowerment through choice or "exit" is contrasted against monopolistic provision of care, where the user cannot "exit" and move to other options if he/she is not satisfied with the quality of care provided. It is argued that monopolistic state provision of care tends to be stigmatising where the beneficiary is considered as a " dependent patient " rather than an " independent client".

Means and Smith (1994, p. 85) highlight Craig's (1992) research on the Independent Living Fund (ILF) set up by central government to empower disabled people in

choosing care packages which meet their needs. It is true that disabled people are among the most vulnerable dependent groups seeking continuous assistance from the state. The ILF was established in 1991 as an independent trust with the main objective to:

" *help severely disabled people on low incomes who need to employ personal care or domestic assistance to enable them to live independently in the community"*
(quoted in Craig, 1992, p. 41)

The ILF first assessed the needs of disabled people, then a voucher was issued accordingly, with which they could buy the services they needed from various providers. This "exit" model of empowerment therefore illustrates how effective choice between alternatives could improve the quality of life, and foster a sense of independence and control from vulnerable groups.
Though the market approach has much to offer to service users, it has certain limitations. According to observers, exit through "choice mechanisms" could impose high costs, for example, mental health services, or elderly people in residential care or nursing homes.

Voice

Voice could be another avenue of empowerment that not only complements the market approach, but also provides another means of overcoming its limitations. Through "voice mechanisms" service users can exert pressure upon providers through user committees and consumer organizations such as "L'Association des Consommateurs de L'Ile Maurice (ACIM)" in Mauritius. They can also threaten contract withdrawal at a later stage if there is no improvement in services is provided. Many actual policies on Social Development and Community Care Reforms lay much emphasis on strategies of user empowerment, where "voice" has an important role to play. As such, views of users are sought before deciding upon the overall strategic direction -- from service planning to service delivery. "Voice" mechanisms lead to delivery of appropriate and flexible care packages.

Participation

The extent to which users are able to participate at various stages of a programme determines its efficiency and effectiveness. Therefore "Participation" is a suitable criteria in the evaluation of community care. User Participation is becoming one of the main concerns for policy makers. Section 46 of the NHS and Community Care Act 1990 (UK) highlights this policy guidance by requesting local authorities to consult health agencies, housing agencies, voluntary organizations, private agencies, user groups, and carer groups (Means and Smith, 1994, p. 90).

Collaborative participation promotes understanding and better communication among stakeholders. Moreover, it provides policy makers and practitioners with feedback enabling them to review and fine tune objectively their policies, methods and services. Participation can be achieved through appropriate access to information, voice mechanisms, negotiation, joint planning, and focus groups discussions, at preplanning, planning, implementation, reporting and evaluation stages of a particular programme

Control

Control is another tool for empowerment. Users who cannot access specific control mechanisms of a programme are prone to manipulation from those retaining power and authority over them. However the power game between authorities and beneficiaries is quite complex. Actually authorities are placing much emphasis on client oriented approach to service delivery, where customer satisfaction is measured according to the degree of control users have over the planning and delivery of care. The concept of control also incorporates principles of choice, voice, and participation.

RESEARCH METHODOLOGY

Operationalisation of the SCDD concept of empowerment

In the "operationalisation" stage avenues degrees of empowerment through the mechanisms of Choice, Voice, Participation, and Control can be effectively achieved through the Action Research Methodology

Action research methodology (ARM)

Alan Bryman (1989 p.178) describes **action research** as:

" An approach to applied social research in which the action researcher and the client collaborate in the development of a diagnosis of and solution for a problem, whereby the ensuing findings will contribute to the stock of knowledge in a particular empirical domain".

In Action Research the researcher becomes one with the community workers, while maintaining the required degree of objectivity. They work at the level of the specific communities to search for solutions collectively. After having studied different research options the researcher and the team of Community Development Programme Agency (CODEPA) as well as other stakeholders, agreed that the ARM would be appropriate.

PHASE I:

IDENTIFICATION OF MAJOR FORMAL AND INFORMAL TRAINING ORGANISATIONS

Phase 1 consisted in identifying potential regions responding to the objective set in the research proposal. Contact persons and community leaders were interviewed. Phase 1 was of a more qualitative nature that involved site visits, preliminary discussions and negotiations with stakeholders concerned and collection of data for community profiling.

In this phase, first exercise consisted in identifying organizations providing formal and informal training/ capacity building to community leaders. The research team also identified CBO's for site visits and case studies. The scope of this research does not allow for an intensive analysis of all the training providers and courses contents. A selective list has been drawn after appropriate enquiry and discussions with stakeholders concerned. However case studies analyzed below highlights the strengths and weaknesses of training approaches for community leaders.

Organizations providing formal and informal training/ capacity building to community leaders

(i) University of Mauritius: Training in social work (structured courses mostly youngsters aspiring a career in social work)
(ii) Institut pour le Development et le Progres (IDP) (one year part time training for community workers)
(iii) SOS Poverty (4 months - every Sunday morning for youth leadres)
(iv) Ministry of Women/ International Fund for Agricultural Development (IFAD) (Community Dvp and Microcredit by foreign experts)
(v) Ministry of Social Security/ MACOSS (2nd NGO University etc)
(vi) UNDP/ Global Environment Facility (capacity building)
(vii) CARITAS

(viii) Fondation Georges Charles (L' Express 9/11/01 academic and vocational training to young handicapped persons)
(ix) Trust Fund For the Social integration of Vulnerable Groups (training workshop for facilitators and community leaders)
(x) Ministry of Youth and Sports: Youth Leaders training
(xi) Centre Loys Lagesse
(xii) Lizie dans la main
(xiii) The Arya Samaj
(xiv) The Muslim Youth Federation
(xv) YMCA
(xvi) Les Dames Mourides
(xvii) Service Clubs
(xviii) Jeune Chambre Economique
(xix) Training and Employment of Disabled persons Board

Identification of Community Based Organisations

The table below indicates the regions and their responsible (CODEPA) research facilitator as well as the collaborating CBO. Different negotiated criteria guided the research team in their choice of specific CBO's namely:

1. Vision for the integral development of their local community.
2. Active participation in community work
3. Willingness to acquire specific community based training
4. Team spirit and participatory characteristics
5. Willingness to cope with changing environments.

REGION	RESPONSIBLE OFFICER	COMMUNITY BASED ORGs
1. CHAMAREL	Mr. Boopen DOOBAH	Amis de Chamarel
2. CITE BASSIN	Mr. Ahmad SOOGALI	Forces Vives Residences Bassin
3. QUATRE BORNES	Mr. Ahmad Soogali	Forces Vives La Louise- Q. Bornes
4. ISIDORE ROSE	Mr. Somraj SAHADEW	Isidore Rose Community Asso.
5. CAROLINE	Mr Boopen DOOBAH	Asso. de Developpement Caroline
6. CUREPIPE	Mrs Francoise BOTTE NOYAN	Federation des cites Curepipe

REGION OF CUREPIPE – CITE MALHERBES B/ 'NOUVEAU CITE'

METHOD OF IDENTIFICATION

My method of identifying community leaders has been to carry out an oral enquiry among the residents, comprising of 10 young persons, 15 women and men were asked three questions, namely:

(1) Do you know a person who is well known and active in some social activities?
(2) Could you give me the names and addresses of these persons?
(3) What types of activities are they engaged in?

The names and addresses of these persons were placed into a format sheet with some grids. Each time the name of one or another leader was mentioned again he or she was allocated a cross symbolizing a note in the grid those who have gathered the maximum crosses were identified as community leaders these oral enquiry was carried out during the last two weeks of June.

On Friday 13 July 2001, two community leaders were interviewed lengthily so as to obtain a community profile.

COMMUNITY AND DEMOGRAPHIC PROFILE

The Cite Malherbes B is a new housing estate settlement which dates back to 7 years ago. 400 households which amounts to some 1,100 families live in this estate. There are around 3500 residents comprising of 1,300 children meaning all those aged under 18 years old and the rest are adults. Approximately 100 children are attending pre-primary schools even if there is no pre-primary school within this new estate. Around 200 primary school children are attending the two neighbouring

schools of Wooton Government and Jean Bosco RCA Schools situated more than one kilometer outside this estate. Children of age of attending secondary schools, are in schools but they all have a low school performance as most of them did not do well at C.P.E Level therefore they are attending the low standard secondary schools.

From an ethnical perspective, the population consists of approximately 70% of persons from the General Population origin, 20% are of Hindu and Tamil origins while the 10% others are of mixed origin it includes also some of Muslim origin.

Community Services

There is no school or healthcare facility, the only three community services are the 3 shops which exists in the estate, secondly an easy access to public intra-urban transport and thirdly municipality service for the collection of refuse.

Employment

Around three-quarter of the men work in the construction industry mostly masons and other blue collar jobs and they are employed on a seasonal basis, 40% of the women are working either as factory workers or housemaids. Actually more than 50% of the men are unemployed. They are victims of unemployment and other social-ills related problems such as alcoholism, drugs addiction and gambling. The majority of the unemployed persons appear to be '***disheartened***' by this prevailing situation. The low level of literacy and access to good education is yet another problem.

Even if there are some sorts of social activities, the majority of the people are not involved. There are some social organisations such

as the 'Comite 2ieme Age', two religious groups but there is no youth group or club within the estate although there are approximately 600 teenagers, there is only one football team which is not well-organised.

Hereunder is the list of identified community leaders:

1. Mrs Brigitte Ecumoir, 11 Bernardin de St Pierre Cite Malherbes B
2. Mrs Rosemonde Armance, Rue Charles Baudelaire
3. Mr Edouard Gebert, Ave de Lilas, Cite Malherbes B
4. Mr Remi Mootooveren, Rue Mahatma Gandhi
5. Mr Francois Antonio, DJ Conrad St, Cite Malherbes B
6. Mr Samy Valaydon c/r of La Boutique Valaydon Cite Malherbes B

General Remarks: While talking to these persons so as to obtain their views about their social leaders, some were a bit reticent or aggressive. When I probe further about such behaviors, I came to know that they have already been contacted recently by some political agents in view of the forthcoming Municipal election and they have mistrusting attitudes.

PHASE 2

Objective

In phase 2, in-depth analyses of certain training courses and case studies regarding CBO's have been considered. The main objective was to constitute working groups in targeted regions, in order to study how the community leaders were trained in community development and the extent to which they were able to use those tools efficiently. Due to time and resources constraints, we focussed on two case studies namely Chamarel and Cite Bassin. Two persons were interviewed namely Mr Ram Nookadee, Secretary of MACOSS and Mr Gabriel Savrimuthu, secretary of APPIM

ANALYSIS OF TRAINING ORGANISATIONS AND COURSES

INSTUTUTE FOR DEVELOPMENT AND PROGRESS/ INSTITUT POUR LE DEVELOPMENT ET LE PROGRES (IDP)

IDP was formed in the mid-seventies, when the country was facing crisis at various levels: social economic political and cultural. Unemployment was at its highest rate. It was a nightmarish scenario with the imminent threat of civil outbreak and the emergence of uncontrolled social deviance. The country was in real need of volunteers and trained community leaders to address growing community needs. The scarcity of both local and foreign training institutions in capacity building and social empowerment was deeply felt. IDP was one of the rare NGOs' lead by a pool of intellectuals, social leaders, and community workers to position itself as a main community based training provider.

It also served as a platform for reflection to a new breed of thinkers, many of whom were to mark the future development of Mauritius. Some well-known social and political figures (IDPists) come from the IDP school. After a decade of fruitful contribution to the social development, IDP went into a long "hibernation phase", since the mid eighties, due to lack of resources, consistency in action and persons to continue with the same philosophy and line of action. It is only recently that the (NOUVEL) IDP has "reappeared" actively.

TRAINING COURSES PROVIDED BY IDP

The training courses provided by IDP are namely Cours D'Aptitude Sociale (CAS I/ CAS II) : Level I and Level II

Cours D'Aptitude Sociale (CAS I/ CAS II) :

Courses are organised at the seat of IDP on one Sunday of each month during 6 months for
CAS Level I and one year for level II. At the end of their course participants have to submit a case study.

IDP/ APPIM AND COMMUNITY BASED TRAINING for the EMPOWERMENT OF FISHERMEN
(Les Pecheurs a l'Ile Maurice- Une experience de Liberation 1984, APPIM)

Taking into consideration that the document dates back to 1984, it is quite evident that it cannot be used to reflect the actual situation of fishermen in Mauritius. However, according to Mr Gabriel Savrimuthu, Secretary of the Association des Pecheurs Professionnels de L'Ile Maurice (APPIM), the general principles of empowerment through community based training for fishermen (having studied up to the primary level in most cases) in Mauritius actually have not undergone drastic changes. The document is still considered as a reference for them.

Chapters 1-3 describe the general profile of mauritian fishermen
Chapter 4 and 5 emphasised on the dependency of fishermen on unscrupulous middlemen for the sale of their products, the need for social and economic empowerment through community based tarining.

Chapters 6-8 elaborate on the training methodology including general principles of evaluation of micro fishing projects.

Problematising Training Methodology inspired from Action Based principles

Working with people with a "problematising" approach means immersing oneself in the struggle of disadvantaged communities and engaging in the task of critical reflection and collective action (Popple 1996 p.64)

Posters leading to reactions and reflections

Visual supports and posters containing short texts in creole.

Posters illustrating different aspects of their dependence on unscrupulous Middlemen and the consequent exploitation were presented to participants.

The facilitator/ animator shows the posters invites reflections and reactions from the fishermen. He tries to maintain a positive atmosphere of action/ reaction with a view to come out with constructive collective proposals for their empowerment .

Reactions are written on a large board as well as proposals for " *Projets de Liberation*" (Projects for Liberation).

The same methodology is adopted for other issues affecting fishermen. In fact the role of the facilitator is to make the participants live the scenario through visuals and posters. At the end the facilitator helps them reflect on possible empowering actions.

ANALYSIS AGAINST THE THEORETICAL FRAMEWORK OF FREIRE'S "EDUCATION FOR LIBERATION"

The Traditional Hierarchical "Banking System" of education and "Education for Liberation"

The IDP/ APPIM could be analysed against the theoretical framework of the concept of "*Education for liberation*" developed by the famous Brazilian adult educator and visiting professor at Harvard's Centre for Studies in Educational Development Paulo Freire (1976).
Paulo was more interested in approaches by which people can express their feelings and experiences (Popple 1996 p. 63).

He distinguished between the *traditional hierarchical "banking system" of education and "education for liberation"*. He criticized the former that he considered being a commodity accumulated in order to gain access to positions of power and privilege. On the other side he proposes another education philosophy known as "*education for liberation*", where learners and teachers engage in a process in which abstract and concrete knowledge, are integrated into action intended to alter the material and social world. Freire's "*education for liberation*" served as a significant challenge to school- based education, and represented an avenue *par excellence for community*

education. The characteristics of both systems according to Freire are given below:

TRADITIONAL BANKING SYSTEM OF EDUCATION	FREIRE'S EDUCATION FOR LIBERATION
Based on the liberal model of education	Based on the radical model of education
Hierarchical, elitist, and formal	Innovative, informal, political
Focusses around upper class elite	Focusses around working class action
Promotes discussion	Promotes critical thinking and dialogue
Conventional and rigid to change	Challenges conventional explanations of everyday life
Centres on ideological domination which means that subordinate groups accept, and frequently collude with, the reproduction of a society's inequalities and the explanations with justifications offered for status, power and privilege of their oppressors.	Centres on the concept of "conscientization" otherwise known as "politicisation" and political action with a view to overcome oppression
Provide opportunities for few people with financial and intellectual capacities to further consolidate and validate their knowledge and experience.	Provide opportunities for disadvantaged people to validate their experience, culture, dreams, values and histories
Adopts a "Problem- Solving" approach which involves an expert being distant from a person's reality while engaging in an analysis in view of resolving difuculties before dictating a strategy for policy.	Work with people with a "problematising" approach which means immersing oneself in the struggle of disadvantaged communities and engaging in the task of critical reflection and collective action
Empowers the elite individually	Empowers disadvantaged people collectively

General observation

Though Freire's *Education for Liberation* incorporates important empowerment principles for those involved in community work, the question which is raised is whether its application is appropriate for community development in Mauritius. The fact that such a system centres on the concept of "politicisation" and political action, one should be careful while interpreting "politicisation" in the Mauritian context. One of the main criticisms leveled against well trained
Community leaders in Mauritius is that many have used such capacity building as a stepping stone to get involved in active politics, thus forgetting their commitment and towards their local communities.

The Secretary of MACOSS pointed out that the upward shift of trained community leaders into politics could be interpreted in two ways. Firstly, it is legitimate that one aspires to serve his country as a politician. Secondly because the structure for community development and education in Mauritius has remained comparatively informal, traditional and too characterised by voluntarism, it is therefore incapable of providing the necessary incentives and recognition to community leaders.

FONDATION GEORGES CHARLES

The Fondation Georges Charles is a CBO based at Pointe aux sables. It is involved in socio economic development and *Life Skills Training* particularly aimed at the integration of disabled persons. In that context, the organisation is conducting academic and vocational training based on microenterprise development to young handicapped persons aged between 10 to 22 years (L' Express 9/11/01, Academic and Vocational Training to young handicapped persons)

The subjects for school curriculum are namely English French, Mathematics, Physics, and Moral Values. Two of them have recently sat for the Certificate of Primary examination. Courses are run during the day from 9 to 15 hours.

Workshop based training are provided by the following resource persons in the fields described below:

Workshops

Flower arrangement and Handicraft
Woodwork
Poultry rearing
Agriculture
Binding of books

Financial limitations

Fondation Georges Charles is operating with a tight and limited budget. It receives a state grant of Rs.500,000, while the actual yearly expenses go beyond Rs. 1 million. The CBO depands largely on sponsors and partners as well a the micro poultry and rabbit rearing and agricultural activities it is involved in.

Focus Group Discussions (FGD) and facilitators for community based activities

Focus group discussions were centered around the following issues:

- The objectives of the organisation
- The nature of activities organised to achieve the objectives
- Limitations faced
- Training obtained and provided

As part of the Action Research methodology, facilitators responsible for each region collaborated and participated in activities organised by respective CBO's. This enabled the facilitator to better understand and assess the capacities, strengths and weaknesses of community leaders in their local working environments. It also explains their participation of as animators for creative children activities, training of resource persons, counselors in gender issues, community services management, functional literacy, and youth development and open day celebrations.

CHAMAREL

Community Profile

Chamarel is a small agricultural village situated in the mountainous region south west of Mauritius.Though access is quite difficult by car, Chamarel is well known for its coloured earth and historical aspects related to slavery. Around 170 families with an average of 800 inhabitants live at Chamarel. 101 children has been recorded. The number of men and women is reasonably balanced. Little statistical updated information is actually available. It is to be noted that Chamarel is one least developed western rural area from the social, economic and cultural perspectives. It is the last village to get connected to the electrical network in the seventies. There is a Village Council with democratically elected councilors.

Most of the inhabitants are of afro-mauritian origin and of catholic faith. There are also a hundred people who adopt the " Naturalistic Jamaican Reggae Community Lifestyle". They have a great veneration for the "Rasta philosophy and music". They mix Reggae with "sega rhythms" and call it the "Mauritian Seggae".

Only one primary school managed by the Roman Catholic Authority provides education for children. After their CPE most of them choose agriculture, farming or craft activities, as it is very difficult for children to continue with secondary and further education due to the transport problems and the remoteness of colleges.

Football, indoor games and music are the main leisure activities of "Chamarelians".
No health facilities are available in Chamarel. Inhabitants have to travel long distances to reach the nearest community health centre.

Method of identification

The identification process of community leaders started in the month of January 2001.
The method of identification consisted in inquiring from community workers, village councilors, craftspersons, youth

leaders, and representatives of women's association living in Chamarel. Questions related to the profile of the community leader, the fields of operation, perception of performance and impact of their work. Counter verifications of statements were made in order to get a clear picture of their achievements.

Persons contacted were:

1. Mr Rico L'Intelligent: Former Chairman of Black River District Council and Village Councillor
2. Mr Edmond Seraphine: President of Chamarel village Council
3. Mrs Pervance Louise: Representative of Chamarel Women's Association
4. Mr. Clifford Noel: Community worker
5. Mr. Robert Auguste: Leader of a Musical Rasta Group
6. Mr Jean Daniel Louise: Youth leader and body building athlete

Working Sessions

During the identification process it became quite clear that it was difficult to bring the different leaders together around one table to discuss community issues. Divisions and criticisms among different groups operating in the locality represented real bottlenecks for an integrated development. We had working sessions with each group respectively. One group was composed of village councilors elected periodically. This group was more politically oriented though involved in community development. The second group was much concerned with activities initiated and/or supported by the Catholic church. The third group is comparatively more open minded and represents people of different social and cultural professional profiles.

The first two groups are operating in the traditional way and too "*leader- centered*". A handful of persons particularly those in agriculture with an average mid secondary education level, control power and authority as well as the decision- making process. The principle of participation is not fully emphasized for fear of their authority being questioned and challenged. They are resistant to innovation and change with respect development, and quite reluctant to accept external advice and collaboration.

The third group has another vision of an integrated "modern" socio-economic development of the locality. Well determined to help the inhabitants to get rid of such social evils as alcoholism, illiteracy, drugs, and delinquency. However they lacked the resources and training necessary to achieve their objectives. They have even approached outside organizations and authorities to back their initiatives in the setting up of a popular theatre, support to craftspersons and disadvantaged children. After discussion with the research team, it was decided that CODEPA extends its technical support to consolidate the capacity of the group.

CODEPA adopted an action research approach while participating in their capacity building process. In the beginning it was necessary to consolidate the structure, team spirit, and the initial vision of the group. This has been achieved through group discussions, visits, working sessions, participation in seminars, and facilitating external contacts with collaborators and future funders. The *learning by doing methodology* was thus experimented .

It is interesting to note the assimilation capacity of the leaders and their determination to apply the organisational tools thus acquired. In a matter of months the group had gained the respect of other organisations, both local and external. Through constructive brainstorming they have decided to adopt the name ***"Amis de Chamarel"*** for their association. Procedures for registration with the Registrar of Association are actually being undertaken. ***"Amis de Chamarel"*** is actually preparing the presentation of this case study at the forthcoming seminar on ***Community Services Management- A New Vision*** organised by CODEPA in collaboration with the UNDP/ Global Environment Facility and the Ministry of Social Security on 21-22 December 2001. The table below describes the different stages of the ***Decentralised Capacity Building Process.***

CASE STUDY

AMIS DE CHAMAREL

FROM AN INFORMAL "REFLECTION GROUP" TO THE ACTIVE ASSOCIATION *AMIS DE CHAMAREL*

ACTIVITY	DATE	REMARKS
Researcher met community leaders of community group3 while effecting preliminary visits at Chamarel	May 2001	CODEPA took note of their motivational drive to develop community work in their neighbourhoods
A second meeting to hear from other members of the group. They elaborated on their vision of community development for Chamarel.	June 2001	The researchers visited the seat and operation site of Group 3. They advocated for better participation of the inhabitants.
A formal working sessions was organised with leaders to study consolidating the structure group3	July 2001	The researcher acted as facilitator in that exercise. It was proposed that registration as an association be sought for them to be able to approach institutional collaborators and funders.
Setting up of priorities and projects through brainstorming sessions	August 2001	After brainstorming sessions members were agreeable that priorities were to cater for the education of disadvantaged children; capacity building for craftspersons to improve production of handicraft items for tourists; socio economic empowerment particularly women; youth and cultural activities activities.
Creation of proposed NGO called ***"Amis de Chamarel"***	September 2001	They were unanimous that the group should be recognised and registered. The name proposed and agreed was ***"Amis de Chamarel".*** Founders were of opinion that members particularly professionals and technicians from outside Chamarel could form part provided they represent precious assets

		for the development of the locality. This illustrated the spirit of openness and collaboration of the group.
Activity 1: Training of two group leaders at the National Handicraft Promotion Agency Training Centre	September 2001 (ongoing)	Clifford Noel and Gabriel Simeon are actually following handicraft courses with specialisation in ceramics. They are also given workshop training to enable them setting up and manage a handicraft workshop. This training has guided the two leaders to prepare the participation a team of local craftspersons for the Regional Handicraft Fair

FORCES VIVES RESIDENCE BASSIN: CASE STUDY

FIELD BASED CAPACITY BUILDING PROCESS *THROUGH THE ACTION RESEARCH APPROACH*

The Cite Bassin case study is an interesting illustration of the BEFORE/ AFTER EXPERIMENTAL FIELD BASED CAPACITY BUILDING PROCESS THROUGH THE ACTION RESEARCH APPROACH. The research team lead by Boopen Doobah proceeded to the identification of the locality according to common established criteria adopted for other regions. In the beginning of the year 2001, community leaders were operating on an informal and disorganised basis to tackle problems regarding environmenta, health and street children . Moreover their relatively low level of education and lack of basic organisational skills prevented them from achieving constructive results. As good collaborators in CODEPA project, they were also expecting much in terms of capacity building from the researchers. After discussion the research team decided to extend their technical support to enable the group to constitute theselves in a bona fide association with clear objectives and projects.

CASE STUDY

FORCES VIVES RESIDENCES BASSIN- QUATRE BORNES

FIELD BASED CAPACITY BUILDING PROCESS THROUGH THE ACTION RESEARCH APPROACH

Cite- Bassin is situated in remote Quatre Bornes. This case study is an interesting illustration of the BEFORE/ AFTER EXPERIMENTAL FIELD BASED CAPACITY BUILDING PROCESS THROUGH THE ACTION RESEARCH APPROACH. The exercise could also be termed as A JOURNEY TOWARDS EMPOWERMENT OF COMMUNITY LEADERS.The research team lead by Boopen Doobah proceeded to the identification of the locality according to common established criteria adopted for other regions. In the beginning of the year 2001, community leaders were operating on an informal and disorganised basis to tackle problems regarding environmental, health and street children . Moreover their relatively low level of education and lack of basic organisational skills prevented them from achieving constructive results.

As good collaborators in CODEPA project, they were also expecting much in terms of *capacity building and field training* from the researchers. After discussion, the research team decided to extend their technical support to enable the group to constitute themselves in a bona fide association with clear objectives and projects. Thus Mr. Boopen Doobah and Ahmad Soogali were designated to meet the group on a fortnightly basis to review previous discussions, assignments and targets. Issues considered were as follows:

ACTIVITY	DATE	REMARKS
Working sessions with the informal group in view of organising an open day cum playful creative activities particularly for street children and those lacking in primary education	**February 2001 organised by CODEPA/ Service Volontaire International/ and Forces Vices La louise Quatre Bornes**	**A collective success involving the active participation of the neighborhoods realising their organising and problem solving potential.**
Fostering team building to overcome teething troubles in the first phase of group structuring	**March - June 2001**	**In the beginning the group had some difficulty in sensitising local "scattered" community workers to work in a structured and organised way in order to find collective solutions to problems in the locality.**
Brainstorming on major problems the community is facing	**July 2001**	**Problems identified in order of priority are; Integration of Street Children through Functional Literacy, Environmental problems and lack of information and education; Drugs and lack of Leisure Activities.**
Brainstorming on an appropriate name of the association	**July - August 2001**	**At this stage the group was further consolidated and organised. They were ready to constitute themselves into a registered association. The name they had choosen is *Forces Vives Residences Bassin.* The word *Cite***

		was discarded and replaced by *Residences* after brainstorming as it had a pejorative connotation and downgrading
Organisation of the founder meeting and election of a managing committee	**September-October 2001**	**A draft minutes of the founder meeting was prepared and forwarded to the Registrar of Association.**
Preparation of first major project aimed at the integration of 75 Street Children through the Ecole Complementaire Project initiated by the St Esprit College in collaboration with Forces Vives Résidences Kennedy	**October-November 2001**	**Members were advised on how to present the draft project to Ecole Complémentaire Project. The first response was positive. An agreement in principle was reached regarding the admission. FVRB had to seek funds for transport costs amounting to Rs 75.000**
Facilitation for meeting with funder	**November 2001**	**A meeting was arranged with the Coordinator og the Trust Fund for the Social Integration of Vulnerable Groups and the project discussed. The Coordinator informed representatives of FVRB that the project responds to eligibility criteria of the Trust Fund, but he will only**

		consider funding if registration is obtained
Preparation of FVRB to participate in the National Workshop on Community Services Management organised by CODEPA	**December 2001**	**The workshop is scheduled for 21-22 December 2001 at the Municipality of Quatre Bornes. Among the papers presented are Community Based Training, Basic principles of Project Management and Monitoring**

THE INTERVIEW PROCESS

Mr. Ram Nookadee, Secretary of MACOSS
Date 20.11.01

The interview was semi structured, leaving the interviewee the freedom to interpret issues and to answer with much ease and flexibility

1. Could You please elaborate on the historical development of MACOSS.

MACOSS was formed in 1965 with main objective to promote social development in Mauritius. As it was a time when the country was passing through a critical transitional phase from the social ecomomic and political perspective, there was a need for the setting up of an apex organisation to facilitate and coordinate the work of various social service providers.

2. Some names….

Caritas Mauritius, Young Farmers Federation, Arya Samaj, Institut pour le Development et le Progres (IDP), Federation of Unesco Clubs, Federation of Youth Clubs, Organisation National pour le Development et le

Progres (ONDP), Action Familiale, Association des Pecheurs Professionnels de Maurice (APPIM)….

3. Along which lines did social development started in Mauritius?

In the mid sixties the organisation and provision of social services were much influenced by the British social system. This could explain why in Mauritius social development has been comparatively complacent particularly due to the British colonial legacy.

1. What was the profile of community work and workers in the beginning?

In the beginning community work consisted in the provision of services to the elderly, women, children, the poor, farming and the fishermen community. The state had a relatively limited contribution, as most of the support came from volunteers and socio cultural organisations operating on an informal basis in the neighbourhoods. The community leader was someone who did not necessary possess big educational qualifications. He/ she was much more interested to see the development of his/her locality and the welfare of its inhabitants. This might explain why community workers have tremendous field experience without actually possessing secondary school qualifications.

2. How were those community workers trained in the mid seventies?

Most of them were self-trained. It was rather a trial and error approach. Community Leaders learnt most of their skills from field activities. Apart from MACOSS, there were very few training providers. Young Farmers Federation, Federation of Unesco Clubs, IDP, Caritas and to a certain degree the Ministry of Youth and Sports were providing limited training to social and community workers.

3. What do You mean by limited training?

Rather informal training in the form of short term courses, seminars, workshops, sensitisation and awareness campaigns, debates and conferences.

4. What were the contents of such training programmes?

Issues related to child and family development, the elderly, poverty, family planning, youth development, socio-cultural development, agriculture, fishing, drugs and education. It should be noted that themes related to environment, socio- economic development, women empowerment, were comparatively less emphasised.

5. What is different now regarding the training of community leaders?

The structure of community development in Mauritius as well as its operational aspects have remained informal in spite of major economic and industrial achievements, the country has known. This is why community based training has not progressed. Actually with the emerging global challenges, community leaders are facing difficulties in understanding the new environment in which they are called to operate. The formal training provided by the University of Mauritius in social work is not accessible for them as in the majority of cases they do not fulfill entry requirements.

6. It is argued that certain trained community leaders use the training and experience obtained as a ladder to shift upwards towards institutional positions and active politics at the detriment of their involvement community work. Your comments please.

It is a legitimate right for someone to aspire becoming a politician, particularly if he has the capacity. The reasons behind the upward shift of community leaders towards institutional posts could be explained by the fact that the community sector has remained informal and lacks due recognition. Moreover, it seems that other priorities in this global world are taking over voluntarism and community work. Time and socio- economic constraints faced by community workers are other factors responsible for such shift.

7. **What has been the role of MACOSS in the training of community leaders in Mauritius?**

Though MACOSS is not a formal training institution in community based training, it has since its creation acted as a coordinator and facilitator for training of social and community leaders. MACOSS had a important contribution in the setting up of a course in social work at the University of Mauritius. Moreover, it has been organising seminars, workshops, conferences, in collaboration with other NGO's for those involved in community work. MACOSS also collaborated with the University of Wales-Swansea in 1997 to organise a MSc in Community Services Management for Community Development Practionners.

8. **Should Community based training be centralised or decentralised?**

A semi decentralised approach with a good blend of informal and formal methodology. Actually the trend is rather decentralised allowing trainers and community workers to interact more actively.

9. **What are your last words on community development in Mauritius?**

BACK TO THE LOCAL COMMUNITY FOR A BETTER COMMUNITY ORIENTED DEVELOPMENT.

TWO- DAY TRAINING WORKSHOP ON TRAINING AND COMMUNITY SERVICES MANAGEMENT ORGANIZED BY CODEPA

A two -day seminar (21-22 December 2001) on Training and *Community Services Management for a Sustainable Community Development* was organized by the Community Development Programme Agency (CODEPA- NGO/ CBO involved in advocacy, training, research and development) and coordinated by Boopen Doobah . The philosophy adopted goes in line with the philosophy of participation, empowerment, transparency and accountability. The main objective of the workshop was to bring together leaders of various organizations involved in Community Development to reflect and discuss issues pertaining to training and provision quality care within neighborhoods. Reflections and discussions, as well as a case study by Jeune Chambre Economique of Port Louis on Community Based Environmental Education brought a new impetus to the workshop.

Burning issues affecting the work of community leaders were discussed. They were General Principles of Community Services Management for a Sustainable Community Development, Community based Integrated Training including Environmental Education, Socio- Economic development. Gender Issues, Project Management and Participatory Evaluation

The workshop was organized in collaboration with the Ministry of Social Security and National Solidarity, the Municipality of Quatre- Bornes, and UNDP/ Global Environment Facility.

The workshop has been a success beyond our expectations. The 90 community leaders present approved the participatory training methodology proposed by CODEPA following prior research and pre testing. They were unanimous that the follow up be extended during the month of January to enable a constructive monitoring and evaluation of certain topics particularly the *"Evaluation of Training Programmes of Community Leaders"*. Resolutions made thereupon were namely:

- Better communication and sharing among community leaders
- The development of Community Safety Promotion
- **Sustainable Community Development with emphasis on Environmental Protection and Education for local Community Leaders**
- Appropriate Project Development and Funding for CBO's
- Research on Training for Community Leaders in the context of the Small Islands Programme.

Main conclusion of workshop

The workshop concluded that it is therefore imperative that community workers and leaders, particularly those who cannot access to formal training methods, be informed and trained appropriately in that context. A Decentralized Community Based Education Programme(DCBE) representing an essential component for Sustainable Community Development (SCD) was proposed accordingly

PHASE III- QUANTITATIVE SURVEY

REPORT OF THE QUANTITATIVE STUDY

36 community leaders replied to the Questionnaire.

A. PROFILE OF COMMUNITY LEADERS

1.AGE DISTRIBUTION

The age of the community leaders varies from 16 years minimum to 74 years maximum, the mean being 40.6 years and the mode being 41.0 years.

2.SEX DISTRIBUTION

There is an equal distribution of males and females(Table1).

SEX	Freq.	Percent	Cum.
Female	18	50.0%	50.0%
Male	18	50.0%	100.0%
Total	36	100.0%	

Table 1: Age distribution

3.AGEGROUP AND SEX

The variable "age" is recoded into "age group" by 10 years. This cross tabulation (Table 2) shows an equal gender distribution at almost all age groups with the maximum distribution between the age 40 to 49 in both genders.

	SEX		
AGEGROUP	F	M	Total
10 to 19	1	1	2
20 to 29	3	4	7
30 to 39	3	3	6
40 to 49	8	5	13
50 to 59	2	2	4
60 to 69	1	2	3
70 to 79	0	1	1
Total	18	18	36

Table 2: Age group distribution with respect to sex

4. DISTRIBUTION OF COMMUNITY ACTIVITY BY DISTRICT AND AREA

Nearly 2/3 (21/36)came from the district of Plaines Wilhems (Table 3). There was a slightly higher proportion in the suburban area (36.1%)as regards the areas from which community leaders come from (Table4).

DISTRICT	Freq.	Percent	Cum.
B/River	4	11.1%	11.1%
Flacq	3	8.3%	19.4%
G/Port	1	2.8%	22.2%
Moka	3	8.3%	30.6%
P-Louis	3	8.3%	38.9%
P/Wilhems	21	58.3%	97.2%
Savanne	1	2.8%	100.0%
Total	36	100.0%	

Table 3: Distribution by district

AREA	Freq.	Percent	Cum.
Urban	11	30.6%	30.6%
Sub-Urban	13	36.1%	66.7%
Rural	12	33.3%	100.0%
Total	36	100.0%	

Table 4: Distribution by area

12 out of 21 community leaders are active in the suburban areas (Table5).

	AREA			
DISTRICT	urban	s/urban	rural	Total
BR	0	0	4	4
FLA	0	0	3	3
GPT	0	0	1	1
MOK	0	0	3	3
PL	2	1	0	3
PLW	9	12	0	21
SAV	0	0	1	1
Total	11	13	12	36

Table 5: Distribution of leaders in the different regions of the districts

In our sample, 6/13 of the 40-49 age group are active in the urban area, 5/6 of the 30-39 age group work in the community and 4/7 of the 20-29 age group participate in the rural community activities (Table 6).

	AREA			
AGEGROUP(years)	**urban**	**s/urban**	**rural**	**Total**
10 to 19	2	0	0	2
20 to 29	2	1	4	7
30 to 39	0	5	1	6
40 to 49	6	3	4	13
50 to 59	0	2	2	4
60 to 69	0	2	1	3
70 to 79	1	0	0	1
Total	11	13	12	36

Table 6:Participation of each age-group with respect to age

5.MEMBERSHIP OF ASSOCIATION/NGO

80.6% (29/36) of community leaders are either members of an association or of an NGO(ASS/NGO).
There are as many males as females having a membership (Table7)

	MEMBERSHIP OF ASS/NGO		
SEX	**+**	**-**	**Total**
F	15	3	18
M	14	4	18
Total	29	7	36

Table 7: Frequency of sex with respect to membership of an association or an NGO

6.ACADEMIC CURRICULUM

89% (32/36) comprising 17 girls and 15 boys passed the Certificate of Primary Education (CPE).5.6% (2/36) failed and 5.6% left school prior to Standard 6 (Table 8).

CPE

SEX	+	-	Total
F	17	1	18
M	15	1	16
Total	32	2	34

Table 8:Distribution of CPE holders by sex

An overall view of the state of schooling at the secondary level is shown in Table 9.

19.4%(7/36) left the secondary curriculum altogether (2 had left earlier on at standard 3 and 4 respectively, 2 failed CPE and another 3 who passed CPE did not join the secondary school).

19.4%(7/36) did not reach Form V level.

Out of 61.2%(22/36) who sat for the SC examination, 18 out of 22 passed.

Out of the 18 who passed, 1/3 (6) pursued Form VI studies(1 at Lower 6 level and 5 Upper 6 level.

Only 13.9%(5/36)reaches Upper VI level.

For the 5 students having reached Upper VI level: 1 failed, 2 were awaiting results and 2 got through.

SECONDARY	Freq.	Percent	Cum.
Left	7	19.4%	19.4%
Form I-IV	7	19.4%	38.8%
Form V	16	44.4%	83.3%
Lower VI	1	2.8%	86.1%
HSC	5	13.9%	100.0%
Total	36	100.0%	

Table 9 The education level reached by the 36 community leaders during their secondary schooling.

SECONDARY LEVEL OF EDUCATION

SEX	1	2	3	4	5	LVI	UVI	Total
F	0	0	0	2	10	1	1	14
M	1	1	1	2	6	0	4	15
Total	1	1	1	4	16	1	5	29

Table 10: Male and female community leaders at secondary level.

13.9% (5/36) pursued either alternative or higher education: 1 completed a Nursing Certificate, 2 did a Diploma in Business administration, 1 specialised in Fine Arts and 1 completed a Bachelor's Degree in Sociology.

If we do regroup academic level as:

- Primary cycle(1) for those who did enter the primary level whatever be the level at which they do leave,
- Secondary cycle(2) for those who did enter the secondary level whatever be the level at which they do leave and
- Higher cycle(3) for those who did pursue tertiary or alternative studies after their secondary schooling

Then table 11 shows the frequency of the different education cycles.

EDUCATION	Freq	Percent	Cum.
1.Primary	7	19.4%	19.4%
2.Secondary	24	66.7%	86.1%
3.Higher	5	13.9%	100.0%
Total	36	100.0%	

Table 11: Distribution of community leaders at different education cycles

36.1%(13/36) of community leaders are in the age group 40-49 with the highest proportion,9/13, having entered a secondary level of education (Table 12).

AGEGROUP	EDUCATION CYCLE 1	2	3	Total
10 to 19	0	2	0	2
20 to 29	1	5	1	7
30 to 39	1	5	0	6
40 to 49	1	9	3	13
50 to 59	2	2	0	4
60 to 69	2	0	1	3
70 to 79	0	1	0	1
Total	7	24	5	36

Table 12: Education cycle with respect to age group.

7. ACQUIRED SKILLS

To the question whether the community leaders acquired any other skills: one did not reply and 14 out of the 35 who replied did acquire skills. The tendency to acquire skills differed according to the educational statute of the community leader (Table 13).

SKILL	EDUCATION CYCLE 1	2	3	Total
+	1	11	2	14
-	6	12	3	21
Total	7	23	5	35

Table 13: Acquisition of skills with respect to education level

When asked, to specify which skills they did acquire, 14/36 (38.9%)chose replied as shown in table 14:

Fields of skill acquired	Freq.	Percent	Cum.
No reply	22	61.1%	61.1%
Accounts & Economics	2	5.6%	66.7%
Information Technology(IT)	1	2.8%	69.4%
Account + Economics + IT	1	2.8%	72.2%
Home Economics	2	5.6%	77.8%
Craft making	1	2.8%	80.6%
Manual Skills	1	2.8%	83.3%
Spirituality	2	5.6%	88.9%
Community care	1	2.8%	91.7%
Agriculture	1	2.8%	94.4%
Child development	1	2.8%	97.2%
Vulnerable group care	1	2.8%	100.0%
Total	36	100.0%	

Table 14: Distribution of different types of skills acquired

8. TRAINING OBTAINED

When requested to say which further training they did acquire, 27.8% (10/36) either acquired none or chose not to reply. Table 15 gives the details of the remaining 26 who replied.

Training acquired	Freq.	Percent	Cum.
No reply	10	27.8%	27.8%
Accounts(Acc)+Economics(Eco)	1	2.8%	30.6%
Acc + Eco + IT	1	2.8%	33.3%
Information Technology(IT)	4	11.1%	44.4%
Health care	2	5.6%	50.0%

Health care + Safety	1	2.8%	52.8%
Health care + Child development	1	2.8%	55.6%
Craft	1	2.8%	58.3%
Community care	2	5.6%	63.9%
Community care + Communication	1	2.8%	66.7%
Safety	2	5.6%	72.2%
Leadership	1	2.8%	75.0%
Leadership + Communication	1	2.8%	77.8%
Leadership + Child development	1	2.8%	80.6%
Leadership + Community services management	1	2.8%	83.3%
Teaching & training for vulnerable groups	4	11.1%	94.4%
Child development	1	2.8%	97.2%
Acc + Eco + Home care	1	2.8%	100.0%
Total	36	100.0%	

Table 15: Distribution of the different types of training acquired

9. OCCUPATION OF COMMUNITY LEADERS

3 are unemployed. 4 are voluntary workers. Most of the different levels of occupation are represented as listed in table 16. 17/36 (47.2%) had a previous occupation.

Present Occupation	**Freq.**	**Percent**	**Cum.**
Unemployed	3	8.3%	8.3%
1.Professional	3	8.3%	16.7%
2.Cadre	7	19.4%	36.1%
3.Clerical	6	16.7%	52.8%
4.Student	4	11.1%	63.9%
5.Skilled Worker	2	5.6%	69.4%

6.Unskilled Worker	4	11.1%	80.6%
7.Voluntary Worker	4	11.1%	91.7%
8.Housekeeper	2	5.6%	97.2%
9.Labourer	1	2.8%	100.0%
Total	36	100.0%	

Table 16: Present occupation of respondents

Table 17 gives a view of the occupation of male and female community leaders.

Present Occupation	SEX F	M	Total
Professional	2	1	3
Cadre	3	4	7
Clerical	2	4	6
Student	0	4	4
Skilled Worker	2	0	2
Unskilled Worker	3	1	4
Voluntary Worker	3	1	4
Housekeeper	1	1	2
Labourer	0	1	1
Total	16	17	33

Table 17: indicates the present occupation of the community leaders with respect to gender.

B. THE PERCEPTION OF THE ROLE OF COMMUNITY LEADERS

1.Definition of the term "Community"

To the question of definition of the term community, nearly half (47.2%)think that the term community means a group of people having the same interest leading to the same goal, and about one third (30.6%)think that it is a group of people of the same locality (Table 18).

Term "Community"	Freq.	Percent	Cum.
Same Region/Area	11	30.6%	30.6%
Same Interest/goal	17	47.2%	77.8%
Same Religion/Ethnic	2	5.6%	83.3%
Region + Interest	2	5.6%	88.9%
Team	2	5.6%	94.4%
Social life	2	5.6%	100.0%

Total	36	100.0%

Table 18: Definition of the term "community" as perceived by community leaders

2. Definition of the term "Leader"

As regards the term of leader, equal numbers, that is, 13/36(36.1%) said that a community leader is either somebody who cares for the community or possess leadership skills. Another 16% think that he commands respect.

LEADER	Freq.	Percent	Cum.
(No reply)	1	2.8%	2.8%
Community care	13	36.1%	38.9%
Leadership skills	13	36.1%	75.0%
Decision maker	1	2.8%	77.8%
"Rassembleur"	2	5.6%	83.3%
Commands respect	6	16.7%	100.0%
Total	36	100.0%	

Table 19: Definition of the term "leader" as perceived by community leaders

3.Preferred field of activity

When asked about their fields of action preferred, the respondents were allowed multiple answers if need be. All of them gave a combination of fields of interest. Table 20 below shows the rate of interest in the listed fields: Sensitisation on need for environment protection(61.1%) and social action in favour of women, family and children(75.0%) came out in force.

Field of Action	**Freq/36**	**Percent**
Advocacy on health issues/community health	9	25.0%

Advocacy for safer lifestyles among youth	14	38.9%
Sensitising on need for environment protection	22	61.1%
Specific action for environment protection within the community	15	41.7%
Counselling for street children for street children	15	41.7%
Taking early actions before degeneration of at-risk situations	10	27.8%
Creation of opportunities for street children of the local community	7	19.4%
Group reflection on venerable groups	17	47.2%
Inventory on local social dilemmas and group reflection thereon	8	22.2%
Co-Ordination with religious leaders	10	27.8%
Creation of opportunities for inter religious dialogue	7	19.4%
Social action in favour of women, family and children	27	75.0%
Poverty alleviation through socio-economic initiatives	18	50.0%

Table 20:Frequency of fields of interest of community leaders

4. Fulfillment of role as community leaders and their strengths

Community leaders were asked whether they were able to fulfil their roles in a holistic way.41.7% (15/36) said yes, while 44.4% (16/36)felt that they could only carry out their role partially and 14%(5/36) said they could not play their role well.

Asked to reflect on their strong points, 7 community leaders who had difficulty coping with their roles, 10 who were managing partly and 2 who thought they were managing fully did not reply (Table 21).

List of strong points	Freq.	Percent	Cum.
No reply	17	47.2%	47.2%
2.Motivation	7	19.4%	66.7%
3.Collaboration/Solidarity	4	11.1%	77.8%
7.Training	4	11.1%	88.9%
5.Knowledge of comm. Needs	2	5.6%	94.4%
4.Decision making	1	2.8%	97.2%
2+5.Motivation + comm.needs	1	2.8%	100.0%
Total	36	100.0%	

Table 21: Frequency of community leaders' strong points.

Out of the 31, who were managing either wholly or partly 19 did voice out their strong points. Table 22 shows that nearly same number of male and female leaders did reflect on their strong points.

List of	SEX

Strong pts	F	M	Total
2	5	2	7
3	1	3	4
4	1	0	1
5	1	1	2
7	2	2	4
2 +5	0	1	1
Total	10	9	19

Table 22:Sex distribution of strengths of leaders in their community roles

Among the 19 leaders, their age group distribution is as shown in Table 23. Major reflection (9/19)came from age group 40-49.

	List of strong points						
AGEGP	2	3	4	5	7	25	Total
20 to 29	1	0	0	0	0	0	1
30 to 39	2	0	1	0	1	0	4
40 to 49	3	2	0	2	2	0	9
50 to 59	0	2	0	0	1	0	3
60 to 69	1	0	0	0	0	1	2
Total	7	4	1	2	4	1	19

Table 23: Distribution of strengths with respect to age group

Among those who reflected on their strengths, 14 out of 19 were employed, 3 were volunteers, 1 was a student and 1 was unemployed.

5. Constraints in their role as community leaders

There are numerous constraints in their fulfilment of their community leaders' role: the need for better leadership skills, lack of resource persons, and need for better guidance for problem-solving come as the main constraints to fulfil their role (Table 24).

Constraints	Freq	Percent%
Need for better leadership skills	22	61.1

Lack of pool of ressource persons	20	55.6
Need for better guidance for problem-solving	20	55.6
Inadequate organisational skills	17	47.2
Inadequate advocacy skills towards the community on issues of common interest	16	44.4
Inadequate exposure to and training in handling victims of social scourges	15	41.7
Inadequate Community needs identification skills	14	38.9
Lack of proper venue as meeting place	13	36.1
Need for conflict-resolution skills	13	36.1
Lack of proper office space	13	36.1
Inadequate Community needs reporting skills	12	33.3

Table 24: frequency of constraints experienced by community leaders

As for the needs for better communication skills towards different target groups, all the specific vulnerable social groups are taken on board with the poor, the unemployed, the young and the distressed parents showing higher proportions as shown in table 25.

Communication Skills	**Freq**	**Percent%**
In school youth	17	47.2%
Out of school youth	13	36.1%
Unemployed people	17	47.2%
Working people	11	30.6%
Drug addicts	12	33.3%
Alcoholics	15	41.7%
Juvenile delinquents	11	30.6%
Distressed parents	17	47.2%
For poor people	19	52.8%
Well-off people	7	19.4%
The elderly	12	33.3%
Religious leaders	7	19.4%
Other Community Leaders	13	36.1%

Table 25: frequency of Communication problems encountered with various target groups by community leaders

As to the question concerning the fields in which they felt a lack of information to be of adequate help in their respective community, the response was again substantial lacunae in several fields as illustrated in table 26 below:

Information needed	*Freq.*	*Percent %*
Administrative field	12	33.3%
Legal field	15	41.7%

Social field	18	50.0%
Economic field	11	30.6%
Services available in government sectors	19	52.8%
Services offered by different NGOs	15	41.7%
Rights & Responsibilities of individuals	13	36.1%
Community-based environmental issues	15	41.7%

Table 26: frequency of information problems met by community leaders in various fields

As regards other constraints, parents' negative attitude accounted for 8.3% of constraints and lack of equipment, political interference and difficulty for transport for 2.8% each.

Present constraints as perceived by male and female community leaders was reviewed and tabulated (Table 27) below. Quite a few differences in the male and female perceptions can be noted. However the perceptions do reconcile over the need for leadership skills and need for guidance for problem solving.

Present Constraints	No of Males : /18	% of males	No of females: /18	% of females
Lack of office space	6	33.3	7	38.8
Lack of resource persons	12	66.6	8	44.4
Need for leadership skills	12	66.6	10	55.5
Inadequate organisational skills	10	55.5	7	38.8
Inadequate community needs reporting skills	6	33.3	6	33.3
Inadequate exposure to& training in handling victims of social scourges	9	50.0	6	33.3
Inadequate advocacy skills towards the community on common interest issues	9	50.0	7	38.8
Lack of proper venue for meetings	8	44.4	5	27.7
Need for better guidance for problem solving	9	50.0	11	61.1
Need for conflict resolution skills	9	50.0	4	22.2
Inadequate community needs identification skills	7	38.8	7	38.8

Table 27:Distribution of constraints perceived by sex

6. Desired Activities

An attempt was then made to have a glimpse in the community leaders' possible fields of interest, the activities that they would like to carry out in these fields and what would be the type of help they would be needing.

6a.Cultural field

Half of the respondents had no particular interest in the cultural field and for the remaining half, the type of activities in this field is as listed in table 28.

Proposed Activities In the Cultural field	Freq.	Percent	Cum.
No interest	18	50.0%	50.0%
Developing arts (music, theatre)	7	19.4%	69.4%
Cultural show	6	16.7%	86.1%
Exchange programs	3	8.3%	94.4%
Creating sega group	1	2.8%	97.2%
Music Show	1	2.8%	100.0%
Total	36	100.0%	

Table 28: Frequency of proposed activities in the cultural field

Regarding the type of help (Table 29) that would be needed in the cultural field, apart from the 18 respondents not wishing to propose cultural activities, 5 other respondents out of the remaining 18 did not require any help.

Type of help needed for Cultural activities	Freq.	Percent	Cum.
No help required	23	63.9%	63.9%
Resource Persons	1	2.8%	66.7%
Finance	2	5.6%	72.2%
Organisation & Planning	1	2.8%	75.0%
Logistic	4	11.1%	86.1%
Know-how	1	2.8%	88.9%
Dissemination	1	2.8%	91.7%
Link : Ministries-Village council	1	2.8%	94.4%
Finance & Venue	1	2.8%	97.2%
Finance & Logistic	1	2.8%	100.0%
Total	36	100.0%	

Table 29: Frequency of type of help needed for cultural activities

6b. Social field

81.6% showed interest in the social field and the frequency of the various activities are as per table 30.

Proposed Activities in the Social Field	Freq.	Percent	Cum.
No interest	7	19.4%	19.4%
Get together	3	8.3%	27.8%
Building solidarity	4	11.1%	38.9%
Working with excluded groups	3	8.3%	47.2%
Working with groups for development	8	22.2%	69.4%
Leisure and sport	5	13.9%	83.3%
Parental counselling	1	2.8%	86.1%
Leadership training	1	2.8%	88.9%
Advocacy for social engagement	1	2.8%	91.7%
Get together + Leisure and sport	3	8.3%	100.0%
Total	36	100.0%	

Table 30: Frequency of proposed activities in the social field

For the help needed for the social activities, other than the 7 leaders who did not wish to be actively involved in social activities, 10 out of 29 who were going to be thus involved did not need help. Table 31 shows the frequency of the different types of help needed.

Type of help needed In the social field	Freq.	Percent	Cum.

No help needed	17	47.2%	47.2%
Resource Persons	2	5.6%	52.8%
Finance	2	5.6%	58.3%
Organisation & Planning	1	2.8%	61.1%
Venue	1	2.8%	63.9%
Information/Documentation(ID)	2	5.6%	69.4%
Know-how	3	8.3%	77.8%
Training	3	8.3%	86.1%
Transport	1	2.8%	88.9%
Resource Persons & Finance	2	5.6%	94.4%
Venue & Know-how	1	2.8%	97.2%
Resource Persons & ID	1	2.8%	100.0%
Total	36	100.0%	

Table 31: Frequency of type of help needed in the social field

6c. Psycho-medical field

52.8% (19/36) showed no interest in the psycho-medical field.For the rest the proposed activities are very much linked with health promotion as shown in table 32.

Proposed Activities in the Psycho-medical	**Freq.**	**Percent**	**Cum.**
No interest	19	52.8%	52.8%
Yoga & Aerobics	7	19.4%	72.2%
Talks	4	11.1%	83.3%
Organise regular check-up	3	8.3%	91.6%
Health activities	2	5.6%	97.2%
Care of mental cases	1	2.8%	100.0%
Total	36	100.0%	

Table 32: Frequency of proposed activities in the psycho-medical field

3 out of 17 wishing to pursue activities in the psycho-medical field did not need help. For those needing help, non-availability of resource persons is a major source of problem for 8/14 community leaders (table 33).

Type of help needed in the	

psycho-medical field	Freq.	Percent	Cum.
No help	22	61.1%	61.1%
Resource Persons	8	22.2%	83.3%
Venue	2	5.6%	88.9%
Know-how	1	2.8%	91.7%
Resource Persons,Organisation & Planning	1	2.8%	94.4%
Resource Persons & I/D	2	5.6%	100.0%
Total	36	100.0%	

Table 33: Frequency of type of help needed in the psycho-medical field

6d. Field of Education & Training

50.0% of the respondents would be interested in carrying out activities in education and training. The polyvalence of their activities of interest in this field is to be noted (Table 34).

Proposed activities in the Educational/Training field	Freq.	Percent	Cum.
No interest	18	50.0%	50.0%
Adult literacy	7	19.4%	69.4%
Vulnerable groups	3	8.3%	77.7%
Community workers	2	5.6%	83.3%
Information Technology	1	2.8%	86.1%
Psychology	1	2.8%	88.9%
Medico-Social	1	2.8%	91.7%
Street management	1	2.8%	94.4%
Life-skill training	1	2.8%	97.2%
Training of trainers for disabled	1	2.8%	100.0%

Total	36	100.0%

Table 34: Frequency of proposed activities in the education & training field

Apart from the 50.0% not involved in this field, only one of the remaining half does not need help.10/17 of the leaders involved in this particular field has difficulty in finding resource persons. Other needs are as listed in table 35 below.

Type of help needed in the Education & training field	Freq.	Percent	Cum.
No help	19	52.8%	52.8%
Resource Persons	7	19.4%	72.2%
Venue	1	2.8%	75.0%
Know-how	1	2.8%	77.8%
Training	2	5.6%	83.3%
Link : Ministries-Village council	2	5.6%	88.9%
Resource Persons & Finance	1	2.8%	91.7%
Resource Persons & Venue	1	2.8%	94.4%
Resource Persons & Logistic	1	2.8%	97.2%
Finance & Organisation & Planning	1	2.8%	100.0%
Total	36	100.0%	

Table 35: Frequency of type of help needed in the education & training field

6e. Field of Commerce & Finance

The interest in these fields are still very limited: 11.2% (4/36).Activities proposed, as indicated in table 36 below, are of a specialised nature.

Proposed activities in the Commercial/Financial fields	Freq.	Percent	Cum.
No interest	32	88.9%	88.9%
Participation in internat/national fora	1	2.8%	91.7%
Running a cooperative shop	3	8.3%	100.0%

Total	36 100.0%

Table 36: Frequency of proposed activities in the Commercial & Financial fields

To these particular specialised activities proposed, help is required by all of those involved (table 37).

Type of help needed in the Commercial&Financial fields	Freq.	Percent	Cum.
No help	32	88.9%	88.9%
Organisation & Planning	2	5.6%	94.4%
Information/Documentation	1	2.8%	97.2%
Know-how	1	2.8%	100.0%
Total	36	100.0%	

Table 37: Frequency of type of help needed in the Commercial & Financial fields.

6f. Field of Entrepreneurship

44.4% (16/36) of community leaders were interested to conduct activities in the field of entrepreneurship with the objective of empowering members of their community. Across the various activities as listed in table 38 below, they request help both in training and consultancy through CODEPA services in this field to set up businesses and trade their craftsmanship in a more professional way so that the unemployed could be cared for.

Proposed activities in the Field of Entrepreneurship	Freq.	Percent	Cum.
No interest	20	55.6%	55.6%
Care of unemployed	2	5.6%	61.1%
"Artisanat"	6	16.7%	77.8%

Business set-up	6	16.7%	94.4%
Training	1	2.8%	97.2%
Regionalisation of CODEPA	1	2.8%	100.0%
Total	36	100.0%	

Table 38: Frequency of proposed activities in the field of entrepreneurship

Among the 16 who wish to undertake activities in the field of entrepreneurship, 3 do not need help. Need for both resource persons and know-how is felt by 5/13 of the leaders. Other needs are spelt out as per table 39. Combined needs are requested by 4/13 of community leaders.

Type of help needed	**Freq.**	**Percent**	**Cum.**
No help	23	63.9%	63.9%
Resource Persons	2	5.6%	69.4%
Finance	1	2.8%	72.2%
Organisation & Planning	1	2.8%	75.0%
Know-how	5	13.9%	88.9%
Training	1	2.8%	91.7%
Resource Persons (RP) & Finance	1	2.8%	94.4%
RP & Organisation & Planning	1	2.8%	97.2%
Resource Persons & Logistic	1	2.8%	100.0%
Total	36	100.0%	

Table 39: Frequency of type of help needed in the field of entrepreneurship

6g. Field of Environment

44.4% (16/36) of community leaders would like to conduct or carry on activities in the field of environment as per table 40, wishing not only to create awareness on its protection but also on the risks associated with its destruction.

Proposed activities in the Environmental field	**Freq.**	**Percent**	**Cum.**

No interest	20	55.6%	55.6%
Awareness on environmental sanitation	9	25.0%	80.6%
Awareness on environmental destruction	6	16.7%	97.2%
Propose green parks in each village	1	2.8%	100.0%
Total	36	100.0%	

Table 40: Frequency of proposed activities in the environmental field

14 out of the 16 interested with environmental issues do need help in the implementation of their activities. The range of help needed is described in table 41 below with once more the need for resource persons being felt amidst 50.0% (7/14)of these community leaders.

Type of help needed in the	**Freq.**	**Percent**	**Cum.**
No help	22	61.1%	61.1%
Resource Persons	4	11.1%	72.2%
Finance	1	2.8%	75.0%
Information/Documentation	1	2.8%	77.8%
Know-how	1	2.8%	80.6%
Dissemination	1	2.8%	83.3%
Training	1	2.8%	86.1%
Link : Ministries-Village council	2	5.6%	91.7%

Resource Persons(RP) & Finance	1	2.8%	94.4%
RP & Organisation & Planning	1	2.8%	97.2%
Resource Persons & I/D	1	2.8%	100.0%
Total	36	100.0%	

Table 41: Frequency of type of help needed in the environmental field

6h. Other Activities

Other possible activities have been proposed by 8.3% (3/36) of leaders and include road safety, civic rights and health care with resource persons needed and help required to establish better links with concerned authorities.

7. The assessment needs of the community.

To help the community leaders in their dealings with their respective communities, it is felt that it is of importance to assess how they perceive the ways and means at their disposal to grasp the needs of their community. They were allowed multiple replies and for each reply the frequency of use was calculated. Personal observation (72.2%), social workers(69.4%) and local residents (50.0%) are among the most frequently used sources of information on community needs. Multiple other sources are also used as shown in table 42.

Sources of information	*Freq*	*Percent%*
Personal Observation	26	72.2%
Reported Observation	13	36.1%
Hearsay	10	27.8%
Other Community leaders	13	36.1%
Religious leaders	6	16.7%
Social Workers	25	69.4%
Police Officers	2	5.6%
Local Residents	18	50.0%
National or Regional Sources	6	16.7%
Press	14	38.9%
Radio	9	25.0%

TV	10	27.8%
Books	4	11.1%
Publications	4	11.1%

Table 42: Frequency of source utilisation for community needs assessment by community leaders

Regarding the type of information required and their availability, the community leaders were asked to choose between 3 options : only formal, only informal or both. 33 out of 36 replied as shown in table 43. Nobody requested only formal information.

INFORMATION REQUIRED	Freq.	Percent	Cum.
No reply	3	8.3%	8.3%
Only informal	5	13.9%	22.2%
Both formal and informal	28	77.8%	100.0%
Total	36	100.0%	

Table 43 showing the type of information required in the fulfilment of their role.

Regarding formal and informal information, a knowledge of their accessibility is deemed quite important.36.1% and 27.8% did not reply regarding formal and informal information respectively.

Only 6/23 found formal information and 6/26 found informal information easily accessible. Table 44 gives further details.

Accessibility of Information	Formal Information Freq	Formal Information Percent%	Informal Information Freq	Informal Information Percent%
No reply	13	36.1	10	27.8
Easy Access	6	16.7	6	16.7
Difficult Access	14	38.9	17	47.2
Not accessible	3	8.3	3	8.3

Table 44: Frequency of type of accessibility of information

Asked whether a community leader need to be rewarded, table 45 shows what 36 leaders had to say.

REWARD	Freq.	Percent	Cum.
No reply	1	2.8%	2.8%

Yes	25	69.4%	72.2%
No	10	27.8%	100.0%
Total	36	100.0%	

Table 45: Need for reward for community leaders

For the 25/36 who said the community leaders needed a reward, table 46 describes the type of recognition they would like to have. No one claimed financial reward only.

Recognition	**Freq.**	**Percent**	**Cum.**
No reply	11	30.6%	30.6%
Social	10	27.8%	58.3%
Social and financial	15	41.7%	100.0%
Total	36	100.0%	

Table 46: Distribution of type of recognition wished by community leaders

Table 47 indicates what 32 out of 36 community leaders think of their empowerment through the training courses they had received so far.
About 71.9% (23/32) said they were only partially or not at all empowered.

Empowerment By Training	**Freq**	**Percent**	**Cum.**
Yes	9	28.1%	28.1%
No	6	18.8%	46.9%
Partly	17	53.1%	100.0%
Total	32	100.0%	

Table 47: Frequency of empowerment by training courses followed

The community leaders were requested

(i) to list in which field or fields training would be of help to them. Table 48 lists the frequency of their demands pertaining to these.

Field of Training courses	**Freq**	**Percent%**

Preventive Health	12	33.3%
Health Promotion	13	36.1%
Medico-social issues	10	27.8%
Social issues	20	55.6%
Environmental issues	19	52.8%
Economic issues	9	25.0%
Family issues	16	44.4%
Gender issues	6	16.7%

Table 48: Frequency of demands of training courses

(ii) to list the type of skills they would like to develop to be better prepared in their role as community leaders. Table 49 gives the list of areas for these. Communication skills were requested by 55.6%.

Areas of Skills Development	**Freq.**	**Percent%**
Communication	20	55.6%
NeedsAssessment	10	27.8%
Basic counselling	16	44.4%
Motivation	12	33.3%
Networking	10	27.8%
Management	8	22.2%
Project writing	14	39.8%
Report writing	7	19.4%
Teaching/Training	13	36.1%
Groupwork	11	30.6%
Monitoring & Evaluation	14	38.9%
Entrepreneurship	14	38.9%
Information Search	1	2.8%
Human Ressource	9	25.0%

Table 49: List of areas for skill development and their respective frequencies

Regarding training opportunities that are available to community leaders, 30.6% chose not to answer and 25.0% said none. For the remaining 44.4% (16/36), table 50 indicates the existing possibilities.

TRAINING OPPORTUNITIES	**Freq.**	**Percent**	**Cum.**
No reply	11	30.6%	30.6%
Nil	9	25.0%	55.6%
NGO	3	8.3%	63.9%

Church	1	2.8%	66.7%
Mauritius Employees Federation: MEF	1	2.8%	69.4%
Red Cross	1	2.8%	72.2%
Nouvel IDP	2	5.6%	77.8%
Handicap International	2	5.6%	83.3%
IVTB	1	2.8%	86.1%
Handicraft Centre	1	2.8%	88.9%
Workshops	1	2.8%	91.7%
Creativity centre	1	2.8%	94.4%
Crafts aid	1	2.8%	97.2%
Trust Fund for Vulnerable Groups	1	2.8%	100.0%
Total	36	100.0%	

Table 50: List of training opportunities offered to community leaders

As for the constraints of existing training courses, table 51 shows the multiple combinations possible.

Constraints of existing training courses	*Freq.*	*Percent%*
Entry requirements or qualifications	10	27.8%
Timing (regarding time)	14	38.9%
Timing (regarding days of week)	11	30.6%
Venues too far	13	36.1%
Transport problems to & from venues	12	33.3%
Cost of training	9	25.0%
Duration	3	8.3%
Payment facilities	8	22.2%
Securing loan difficult	2	5.6%
Securing sponsorship difficult	3	8.3%
Not enough field training	10	27.8%
Not enough institutional training	9	25.0%
Language medium used	3	8.3%
Training methodology	5	13.9%
Skills acquired only partly effective	5	13.9%
Skills acquired not effective	3	8.3%

Table 51: Frequency of various constraints of existing training courses

With all these constraints and the felt needs for further training, the community leaders were asked to give their suggestions as to near tailor-made training courses for them.

Regarding minimum qualification required, table 52 indicates the suggestions for the 26 leaders who responded.

PREREQUISITE	Freq.	Percent	Cum.
No reply	10	27.8%	27.8%
Literate	4	11.1%	38.9%
Form 2	1	2.8%	41.7%
Form 4	2	5.6%	47.2%
S.C	10	27.8%	75.0%
STD 6	8	22.2%	97.2%
None	1	2.8%	100.0%
Total	36	100.0%	

Table 52: Frequency of minimum qualification required

Asked whether field experience was a prerequisite for training courses, only 22/36 replied: 20 said yes and 2 said no.

Regarding the timing of the training courses, the majority would prefer these to be part time (Table 53)

TIMING	Freq.	Percent	Cum.
No reply	4	11.1%	11.1%
Full Time	4	11.1%	22.2%
Part Time	28	77.8%	100.0%
Total	36	100.0%	

Table 53: Frequency of type of timing for training courses

Weekends were preferred (Table 54).

WEEK	Freq.	Percent	Cum.
(No reply)	5	13.9%	13.9%
Weekdays	11	30.6%	44.4%
Weekends	20	55.6%	100.0%

Total	36	100.0%

Table 54: Frequency of preferred periods during the week

When asked about specific days, the preference goes to the week-ends(Table 55).

Days Preferred	Freq.	Percent	Cum.
(No reply)	11	30.6%	30.6%
Wednesday	1	2.8%	33.3%
Thursday	1	2.8%	36.1%
Saturday	9	25.0%	61.1%
Sat. & Sun.	9	25.0%	86.1%
Sunday	1	2.8%	88.9%
Anyday	4	11.1%	100.0%
Total	36	100.0%	

Table 55: Frequency of preferred days of the week

44.4% did not reply. Of those who did reply, after office hours seemed to be preferred (Table 56)

HOURS	Freq.	Percent	Cum.
(No reply)	16	44.4%	44.4%
After Office Hours	14	38.9%	83.3%
During Office Hours	6	16.7%	100.0%
Total	36	100.0%	

Table 56: Frequency of preferred hours

Preferred period of the day seems to be the afternoon(Table 57).

Time Preferred	Freq.	Percent	Cum.
(No reply)	11	30.6%	30.6%
Morning	3	8.3%	38.9%

Full Day	4	11.1%	50.0%
Evening	4	11.1%	61.1%
Afternoon	14	38.9%	100.0%
Total	36	100.0%	

Table 57: Frequency of preferred period during the day

Local venue is favoured (Table 58)

Venue Preferred	**Freq.**	**Percent**	**Cum.**
(No reply)	8	22.2%	22.2%
Regional	4	11.1%	33.3%
Local	18	50.0%	83.3%
Anywhere	1	2.8%	86.1%
Accessible by public transport	5	13.9%	100.0%
Total	36	100.0%	

Table 58: Frequency of preferred venue

When consulted on the minimum price they would agree to pay, 52.8% (19/36) did not reply. For the remaining it varies from no payment
to R10000 for a course.

For the maximum price, 72.2%(26/36) did not reply. For the rest the maximum varies from R300 to R50000.

Regarding payment, 13 out of the 14 who replied would like to benefit from payment facilities. Furthermore 17out of 18 who replied would like to have a loan or sponsorship.

For the type of training, out of the 24 who replied, 2 would like only fieldwork whereas 22 preferred both theoretical and practical work(Table 59)

Training	**Freq.**	**Percent**	**Cum.**

No reply	12	33.3%	33.3%
1.Field	2	5.6%	38.9%
2.Institutional	0	0.0	38.9%
3.Both 1 & 2	22	61.1%	100.0%
Total	36	100.0%	

Table 59: Distribution of type of training

The request to give their language of choice in order of preference was not well understood. Computing the number each language was ticked, gives table below which shows that Creole appears to be the preferred language medium (Table 60).

Language Preferred	Freq.	Percent
English	17	47.2%
French	25	69.4%
Creole	31	86.1%

Table 60: Frequency of language preferred.

Table 61 shows the appreciation of community leaders on a mixture of different languages during courses with the objective to convey ideas efficiently.

Mixture	Freq.	Percent	Cum.
(No reply)	2	5.6%	5.6%
Very well	13	36.1%	41.7%
Well	17	47.2%	88.9%
Fairy Well	3	8.3%	97.2%
Not at all	1	2.8%	100.0%
Total	36	100.0%	

Table 61: Appreciation of a mixture of the 3 languages during training

As regards effective training methodologies, only 11 out of 36 community leaders replied as per table 62 below.

Effective Training	Freq.	Percent	Cum.
(No reply)	25	69.4%	69.4%
Interactive	4	11.1%	80.6%
Demonstration	1	2.8%	83.3%
Group work (gp/wk)	1	2.8%	86.1%
Lectures	2	5.6%	91.7%
Documents	1	2.8%	94.4%
Visual & gp/wk	1	2.8%	97.2%
Visual & lecture	1	2.8%	100.0%
Total	36	100.0%	

Table 62: Frequency of training methodology perceived as effective by community leaders

All participants are in favour of having expert advice in specific fields and they were allowed multiple answers regarding these fields: frequency at which the different fields were chosen are shown in table 63.

Field for consultancy	*Freq.*	*Percent%*
Social	25	69.4%
entrepreneurship (income-generating)	20	55.6%
communication	21	58.3%
.legal	14	38.9%
health	17	47.2%
psychological	18	50.0%
educational	18	50.0%
housing	5	13.9%
services	9	25.0%
environmental	23	63.9
financial (costing)	12	33.3%
project writing	19	52.8%
Questionnaire design	7	19.4%
Report writing	9	25.0%
information technology	12	33.3%

Table 63: Frequency of fields for consultancy

Ongoing continuing professional development (CPD) was recognised as necessary by most of the community leaders. 33 out of 34 who replied agreed to CPD. One said no because of old age. But of the 33 who said yes, only 15 gave their

reason as indicated in table and 14 gave an indication as to the frequency they wished for CPD (table 64)

Reasons for continuous development	Freq.	Percent	Cum.
(No reply)	21	58.3%	58.3%
Oncoming issues	2	5.6%	63.9%
More self confidence	1	2.8%	66.7%
Improvement of quality of care	7	19.4%	86.1%
Capacity building	3	8.3%	94.4%
Opportunity for sharing/collaborating	2	5.6%	100.0%
Total	36	100.0%	

Table 64: Reasons for CPD

Around 40% replied: among them, 9 out of 14 proposed CPD half yearly Table 65).

Frequency for CPD	Freq.	Percent	Cum.
(No reply)	22	61.1%	61.1%
2 weeks	1	2.8%	63.9%
1 month	1	2.8%	66.7%
3 months	2	5.6%	72.2%
6 months	9	25.0%	97.2%
1 year	1	2.8%	100.0%
Total	36	100.0%	

Table 65: Frequency requested by community leaders for continuous professional development

Other issues raised by community leaders are listed in table 66 below.

COMMENT	Freq.	Percent	Cum.
(No reply)	16	44.4%	44.4%
Sensibilisation of the environment	1	2.8%	47.2%
Community School for CPE dropouts	1	2.8%	50.0%
Street children issue	1	2.8%	52.8%
Plea for social work recognition	1	2.8%	55.6%
More workshop for experience and knowledge sharing	6	16.7%	72.2%
Database for skill development and training facilities	1	2.8%	75.0%

To come out with a structured training program	6	16.7%	91.7%
Contact with CODEPA	1	2.8%	94.4%
Need for infrastructure	1	2.8%	97.2%
Youth Development Programs	1	2.8%	100.0%
Total	36	100.0%	

Table 66 : Issues raised by community leaders.

DISCUSSION

The objective of the research was to evaluate existing training programmes of community leaders in Mauritius so as, on one hand, to develop appropriate yardsticks for a participatory evaluation using both quantitative and qualitative methods and, on the other hand, to improve community development through the setting up of appropriate basic and continuous training programmes liable to sustain capacity building and therefore the quality of such development.

To start with, this study has a certain number of limitations in that the number of community leaders surveyed in the sample was low and rendered statistical inference from cross-tabulation difficult. The representativeness of the sample could not be made on a national scale. But taking into account the small scale of the study and the need to confront both qualitative and quantitative findings, the objective of the study has been met.

After meeting with community leaders on the field and through meeting with them at the workshop, the mixed feeling of determination and disarray was prominent. The

knowledge that much has to be done in the field and the inner feeling that they are not well-prepared to meet this challenge bring most of them to move on without taking time to reflect on their actions, undoubtedly worried that their motivation could be jeopardised somehow if they did so. This brings us to reflect on the high frequency with which so many community leaders chose not to reply to certain questions which, had through discussions with them, seemed so vital to them and for quite a few who did reply they chose not to give the reason of their choice. This state of affairs did hinder data interpretation.

The psychology of the community leaders is worth trying to apprehend by all those who wish to provide them guidance and a framework for development

After a first analysis of the appropriateness of training provided by existing organisations, a broad picture view of the situation reveals itself thus:

LACK OF STRUCTURED COURSES

Apart from the University of Mauritius other training dispensed to community leaders are rather informal. They take the form of seminars, short term workshops, and conferences. Most Community workers get limited and inappropriate training essential for them to provision quality services. Interviewees often criticise training they received as being an "eye wash". In many cases, such courses they argue, represents providential platforms to politicians rather than an empowering tool for community workers.

LACK OF ACCESS TO ACADEMIC TRAINING

Though courses are more structured at the University of Mauritius, the majority of commmunity workers find it difficult to get access to them simply because they do not possess the basic requirements (SC/ HSC).

VERY FEW ORGANISATIONS PROVIDING COLLEGE BASED AND FIELD BASED TRAINING

IDP on the other hand is an NGO providing college based training as well as field based training for community workers with practical experience. However financial and logistic limitations prevent them to properly monitor and review their courses in order to undertake continuous training.

RESOURCE LIMITATIONS IN THE PROVISION OF AN INTEGRATED TRAINING PACKAGE

MACOSS also organise short term training workshop for social and community workers. As it groups around 140 NGO's out of more than 3000 with 300 active ones, it is clear to understand that MACOSS cannot provide an integrated training package accordingly due to financial and human resource limitations.

LACK OF RESEARCH IN TRAINING FOR COMMUNITY WORKERS

Organisations interviewed are unanimous that there has comparatively very little research regarding an appropriate training programme for community leaders

THE GENDER ISSUE NOT EMPHASIZED IN COMMUNITY BASED TRAINING PROGRAMMES

The evaluation has brought foreword that community workers are not well equipped and trained to understand and interpret gender issues at field level, particularly feminisation of poverty and economic empowerment of women

With reference to the Report on the feminisation of Poverty made public on 31.10.2001.
Minister of Women Rights (Week end 21.10.2001 P. 54) laid emphasis on the reinforcement of the economic social and financial policy through a "Gender Responsive Budget-Engendering the budget" :

" The gender issue has been at the forefront of SOCIO-ECONOMIC POLICY in Mauritius for the last two decades"

She proposes the Sensitisation of ministers and MP's on the "GENDER RESPONSIVE BUDGETING" in November 2001 at a workshop held in collaboration with the UNDP where ministries and the TFSIVG participated to analyse 2 docs namely: GENDER ACTION PLAN and POVERTY ACTION PLAN. The outcome of the workshop will be the publication of a second report on SOCIAL VULNERABILITIES IN MAURITIUS. The Minister announced the opening of a Handicraft Village at Pheonix for women entrepreneurs. This announcement represents in itself the constructive operationalisation of the Economic Empowerment of Women Strategy.

USEFUL INFORMATION FROM SEMINARS AND MEETINGS WITH EMINENT PERSONALITIES IN THE FIELD OF COMMUNITY DEVELOPMENT INCLUDING COMMUNITY SAFETY PROMOTION

It is worth mentioning that useful information has been gathered from seminars and meetings with eminent personalities in the field of community development including community safety promotion.

The Minister of Social Security Senior Citizen Welfare and Reform Institution who is also a respected active social worker with more than twenty five years field experience, enabled the research team to identify potential fields of community based training. This was further confirmed by Prof Leif Svanstrom, Head World Health Organisation Coordinating Committee, Karolinska Institute who conducted a two day training workshop for 50 Community Leaders on Community Safety Promotion in Mauritius from 13-14 August 2002. The sectors thus recommended are namely:

Community Safety Promotion
Mediated learning principles
Gangs, Hooliganism and Community Safety
Poverty Alleviation programme in Mauritius

FINDINGS AND RECOMMENDATIONS

The research revealed that that there is a crucial lack of appropriate training cum capacity building programmes for community leaders. According to analysis of the findings, a list of priority sectors has been established to be included in a proposed decentralized training package for these community leaders. It was found that the majority of those surveyed pointed out that they did not get adequate training in community services management particularly community based environmental education.

RECOMMENDATIONS

1. MID WAY TRAINING ORGANISATION

It seems that though the University of Mauritius (UOM) is actually the only training instutution providing formal organised in social development. Most of its diploma and degree holders work as civil servants, social facilitators, and field officers in government bodies. The actual rigid structure, entry requirements and centralised approach to social education of the UOM is certainly not the appropriate one to accommodate community leaders working at local levels. In order to do so ,it will have to undergo drastic structural and operational changes that will definitely cost huge sums of money time, energy and human resources.It is not a simple straight foreword exercise, but might put into question the whole academic policy and strategy of the institution. An alternative is to set up a MIDWAY training organisation with a relatively flexible and decentralised structure to involve NGO's and CBO's in the provision of college based and field based training to community workers lacking basic academic entry requirements.

2. DECENTRALISED COMMUNITY BASED TRAINING PROGRAMME

The adoption of a **Decentralised Community Based Training Programme** based on an innovative concept combining training and community action. It aims at the empowerment and integration of those operating at field level. Based on the Sustainable Community Driven Development principles, it is also practical and tailored for community leaders who need capacity building to identify, initiate and monitor community based actions and related projects.

Its objectives are as follows :

1. To provide College-Based and Field-Based training in General Principles of Community Services Management with emphasis on Community Based EnvironmentalEducation
2. To enable Community Leaders to better understand Needs Assessment and Project Management
3. To promote a client oriented approach to the provision of care within the community through appropriate training, and monitoring and evaluation mechanisms
4. To reinforce capacity building of Community leaders to better respond to funding exigencies of funders
5. To empower community workers through restoring their self-reliance and self-confidence

Population targeted: Community Leaders, Field Workers, and those involved in the delivery of care with a basic notion of environmental protection and sensitization.

Pre-requisite: A reasonable level of education
Aptitude in the delivery of care
Other acceptable pre-requisites

3. DECENTRALIZED AND SUPERVISED TRAINING METHODOLOGY

Those participating in the Proposed Training Programme gets appropriate *Action Based Training* (ABT) prior to the presentation of their final project assignment. Emphasis is be laid on practical aspects *Learning by Doing*. Provisions are made to integrate those who lack basic academic knowledge but posess long practical experience in community work. Such potential trainees are given a *Functional Literacy Course* as a pre-requisite prior to the full programme. Theoretical studies are supported by

Practical Assignments on specific Community Based Projects leading to an Certificate.

Though the ABT includes both College and Field Based Training components, however, most of the times, trainers should be prepared to work odd hours and to accompany groups at the level of their respective local communities. Thus a Decentralized and Supervised Training Approach is be adopted. The Training Programme is Individual Centered, enabling trainees to affirm their aptitudes and capacities.

14 modules have been identified accordingly: **The first 6 modules are** related to community based environmental issues. The other 8 modules deal with different community development issues.

MODULE 1: Sustainable Community Development

MODULE 2: Community Services Management: A New Vision for Community Leaders

MODULE 3: Environment: A major component of Sustainable Development

MODULE 4: Biodiversity, Climate Change, and International Waters; An overview

MODULE 5: Community Based Projects aiming at solving environment problems

MODULE 6: General principles of Project Development, Monitoring / Evaluation

MODULE 7: Community Safety Promotion

MODULE 8: Leadership skills and their application

MODULE 9: Gender and Family issues in community work

MODULE 10: Socio-Economic issues of community development

MODULE 11: The 4 avenues of Empowerment: Voice, Choice, Participation, and Control

MODULE 12: Introduction to Mediated Learning for Community

Leaders

MODULE 13: Mediation practice for community leaders

MODULE 14: Gangs, Hooliganism, and Community Safety

MODULE 15: Poverty alleviation program in Mauritius

Boopen DOOBAH

(Researcher) **Date: August 17, 2002**

3.....

6. Present Occupation(with dates):.....

7. Past Occupation if any (with dates):.....

PART II

ROLES, ASPIRATIONS AND CONSTRAINTS

1. **What do you understand by the term 'community'?** ***Le terme 'Communauté' que vous évoque-t-il ?***

.....

.....

.....

2. **What, in your opinion, is a community leader?** ***Selon vous, un leader ou chef de file de la communauté, c'est qui?***

.....

.....

.....

You may be leading or attempting to lead in the community. ***Vous êtes en train de diriger ou d'essayer de diriger une communauté.***

3a. What are your present fields of action? ***Quelles sont vos activités présentes?*** **(Tick as appropriate)**

- ❑ Advocacy on health issues / Community health
- ❑ Advocacy for safer lifestyles among youth
- ❑ Sensitising on need for environment protection
- ❑ Specific action for environment protection within the community
- ❑ Counselling for street children
- ❑ Taking early actions before degeneration of at-risk situations
- ❑ Creation of opportunities for street children of the local community
- ❑ Group reflexion on vulnerable groups
- ❑ Inventory on local social dilemnas and group reflexion thereon
- ❑ Concertation with religious leaders
- ❑ Creating opportunities for interreligious dialogue
- ❑ Social action in favour of women, family and children
- ❑ Poverty alleviation through socio-economic initiatives

Any other, specify.....

.....

.....

3b. Are you at present able to fulfil this role in a holistic way? ***Etes-vous en mesure actuellement de mener ce rôle pleinement?***

(Tick as appropriate) **Yes ❑** **No ❑** **Partly ❑**

3c. If yes, List your strong points. ***Si oui, listez vos points forts.***

.....

.....

.....

3d.What are your present constraints? ***Quelles sont vos difficultés actuelles*****? (Tick as appropriate).**

❑ Lack of proper office space ❑ Lack of proper venue as meeting place
❑ Lack of pool of ressource persons ❑ Need for better guidance for problem-solving
❑ Need for better leadership skills ❑ Need for conflict-resolution skills
❑ Inadequate organisational skills ❑ Inadequate Community needs identification skills
❑ Inadequate Community needs reporting skills
❑ Inadequate exposure to and training in handling victims of social scourges
❑ Inadequate advocacy skills towards the community on issues of common interest

❑ **Need for better communication skills with specific groups (Tick appropriate groups):**
❑ In school Youth ❑ Out of school youth ❑ Unemployed people ❑ Working people
❑ Drug addicts ❑ Alcoholics ❑ Juvenile delinquents ❑ Distressed parents
❑ For poor people ❑ Well-off people ❑ The elderly ❑ Religious leaders
❑ Other Community Leaders
❑ **Lack of information to be of adequate help in the following(Tick as appropriate):**
❑ Administrative field ❑ Legal field ❑ Social field ❑ Economic field
❑ Services available in government sectors ❑ Services offered by different NGOs
❑ Rights & Responsibilities of individuals ❑ community-based environmental issues

Other constraints, Specify: ❑.....
❑ .....
❑.....
❑.....

4. TICK any other field(s) of interest and specify in each field, the activities you would like to conduct and point out what type of help you may need.

a) ❑ **Cultural**: Proposed Activities (Brief).....
.....
.....
Type of Help that may be needed.....
.....
.....

b) ❑ **Social**: Proposed Activities (Brief).....
.....
.....
Type of Help that may be needed.....

.....
.....

c) ❑ **Psycho-medical**: Proposed Activities (Brief).....
.....
.....
Type of Help that may be needed.....
.....
.....

d) ❑ **educational/training**: Proposed Activities (Brief) .....
.....
.....
Type of Help that may be needed.....
.....
.....
e) ❑ **Commercial/Financial**: Proposed Activities (Brief) .....
.....
.....

Type of Help that may be needed.....
.....
f) ❑ **Entrepreneurship**: Proposed Activities (Brief)
.....
.....
Type of Help that may be needed.....
.....
.....
g) ❑ **Environmental**: Proposed Activities (Brief) .....
.....
.....
Type of Help that may be needed.....
.....
.....
h) ❑**Any others**: Proposed Activities (Brief) .....
.....
.....
Type of Help that may be needed.....
.....
.....

5 How do you go about to find out the needs of the community? Tick as appropriate.

❑Personal Observation ❑Reported Observation ❑Hearsay ❑ Other Community leaders

❑ Religious leaders ❑ Social Workers ❑ Police Officers ❑ Local Residents

❑ National or Regional Sources ❑ Press ❑ Radio ❑ TV ❑Books ❑ Publications

6. Type of information required and their availability. ***Type d'information nécessaire et leur disponibilité***

❑ Only Formal information ❑Only Informal information ❑ Both formal & Informal

Formal information is: ❑of Easy Access ❑of Difficult Access ❑Not accessible
Informal information is: ❑of Easy Access ❑of Difficult Access ❑Not accessible

7a. Do you feel a Community leader should be rewarded? Yes ❑ No ❑

7b. If yes, specify type of reward expected, tick as appropriate
❑ Social Recognition ❑ Financial Recognition ❑ Both

8a. You are a Community leader. You have aspirations and constraints. Do you feel the training you have received so far has well empowered you to play your role fully? ***Vous êtes un leader communautaire, vous avez des aspirations et des difficultés.Les formations déjà reçues vous ont-elles bien préparés à jouer votre rôle pleinement?***
Yes ❑ No ❑ Partly ❑

8b. If Yes, list these training courses that did empower you:
.....

.....

.....

8c. If no, in which field would training be of help? Tick as appropriate

❑Preventive Health ❑Health Promotion ❑ Medico-social issues ❑Social issues
❑Environmental issues ❑Economic ❑ Family issues ❑Gender issues

Skills Development in:
❑Communication ❑ NeedsAssessment ❑Basic counselling ❑Motivation ❑Networking
❑Management ❑Project writing ❑ Report writing ❑Teaching/Training ❑Groupwork
❑Monitoring & Evaluation ❑Entrepreneurship ❑nformation Search ❑ Human Ressource

Any other, specify: .....
.....

8d. What are the other training opportunities available to you at present? List them.

.....

.....

8e. What are or have been the constraints of existing training courses?

❑entry requirements or qualifications ❑timing (regarding time) ❑ timing (regarding days of week) ❑ venues too far ❑transport problems to & from venues ❑cost of training ❑duration ❑payment facilities ❑securing loan difficult ❑securing sponsorship difficult ❑not enough field training ❑not enough institutional training ❑Language medium used ❑Training methodology ❑skills acquired only partly effective ❑skills acquired not effective

❑Mismatch of needs and course contents ❑Any other, specify : .....
.....

8f. If training courses, aiming at helping you play your role as a community leader and as a responsible Mauritian citizen fully were to be tailor-made for you, what would be your suggestions regarding:

i. Entry requirements or qualifications:
Minimum acceptable: .....
Field experience: .....
Any other consideration, specify: .....

ii. **Timing:** Should it be? ❑part-time or ❑full time

❑Weekdays ❑Weekends ❑During office hours ❑ After office hours

Specify days preferred: ..... Time preferred: .....

iii. Venues
.....
.....

iv. total cost (minimum and maximum)
.....
.....

v. payment facilities
.....
.....

vi. sponsorship/loan
.....
.....

vii. **type of training:**

❑field training ❑institutional training ❑both
Other Comments: .....
.....

viii. language medium to be used: write 1,2,3 in each box in order of higher to lower preference: ❑English ❑French ❑Creole

How would you accept the use of a mixture of all languages provided meaning is conveyed ? ❑ Very well ❑Well ❑ Fairly well ❑not at all

ix. Training methodologies seeming effective to you in order of decreasing effectiveness:
.....

.....

x. Any other suggestion, specify:

.....

.....

9a. Would consultancy (expert advice) in specific fields be beneficial? Yes ❑ No❑

9b. If yes, list the fields in which you would like to receive such consultancy.

❑social ❑entrepreneurship (income-generating) ❑communication ❑legal ❑health ❑psychological

❑educational ❑housing ❑services ❑environmental ❑financial (costing)

❑project writing ❑Questionnaire design ❑Report writing ❑information technology

Any other(specify):.....

9c. Would ongoing continuing professional development be necessary to you? (Tick as appropriate) Yes ❑ No❑

9d. If yes, why and at what frequency?

.....

.....

.....

9e. If no, why?

.....

.....

.....

10. Any other information or comment you would like to share:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

For Official Use Only:
Responsible Officer

Name: ..... Signature: ..... Date: .....

COMMUNITY DEVELOPMENT PROGRAMME AGENCY
23, Royal Road, La Louise, Quatre Bornes
E-mail codepa 2001@yahoo.com

PART I: PROFILE OF THE COMMUNITY LEADER

Tell us about you / Faisons connaissance

Your Full Name (Nom et Prénom):.....

Age: .....years Date of Birth: ...../...../..... Sex : M ☐ F ☐

Your Full Address: .....Tel:.....

Fax: ..... E-mail:.....

Member of NGO/ Assoc.☐ Specify Name &Address:.....

Academic Curriculum (Parcours académique):

1. Primary Education

Last class attended : Std ..... CPE obtained ☐ Year of Obtention 19.....

2. Secondary Education

Last class attended : Form .....

SC obtained ☐ Year 19..... GCE 'O' obtained ☐ Year 19.....
HSC obtained ☐ Year 19..... GCE 'A' obtained ☐ Year 19.....

3. Tertiary Education (Tick as appropriate)

☐Certificate in ..... Year 19.....
☐Diploma in ..... Year 19.....
☐Bachelor's Degree in..... Year 19.....
☐Master's Degree in ..... Year 19.....
☐M.Phil.in .... Year 19.....
☐Doctorate in ..... Year 19.....

4. Other specific skills acquired: (specify):

.....

5. Other Training Courses

Name of Course & Duration	Name & Address of Institution	Name of Award and Year of Obtention
1.....		
2.....		
3.....		

6. Present Occupation(with dates):……..

7. Past Occupation if any (with dates):…..…….

PART II

ROLES, ASPIRATIONS AND CONSTRAINTS

1. **What do you understand by the term 'community'?** ***Le terme 'Communauté' que vous évoque-t-il ?***

……..

……..

……..

2. **What, in your opinion, is a community leader?** ***Selon vous, un leader ou chef de file de la communauté, c'est qui?***

……..

……..

……..

You may be leading or attempting to lead in the community. ***Vous êtes en train de diriger ou d'essayer de diriger une communauté.***

3a. What are your present fields of action? ***Quelles sont vos activités présentes?*** **(Tick as appropriate)**

- ❑ Advocacy on health issues / Community health
- ❑ Advocacy for safer lifestyles among youth
- ❑ Sensitising on need for environment protection
- ❑ Specific action for environment protection within the community
- ❑ Counselling for street children
- ❑ Taking early actions before degeneration of at-risk situations
- ❑ Creation of opportunities for street children of the local community
- ❑ Group reflexion on vulnerable groups
- ❑ Inventory on local social dilemnas and group reflexion thereon
- ❑ Concertation with religious leaders
- ❑ Creating opportunities for interreligious dialogue
- ❑ Social action in favour of women, family and children
- ❑ Poverty alleviation through socio-economic initiatives

Any other, specify……

……...

……...

3b. Are you at present able to fulfil this role in a holistic way? ***Etes-vous en mesure actuellement de mener ce rôle pleinement?***
(Tick as appropriate) **Yes ❑ No ❑ Partly ❑**

3c. If yes, List your strong points. ***Si oui, listez vos points forts.***

.....

.....

.....

3d.What are your present constraints? ***Quelles sont vos difficultés actuelles*****? (Tick as appropriate).**

❑ Lack of proper office space ❑ Lack of proper venue as meeting place
❑ Lack of pool of ressource persons ❑ Need for better guidance for problem-solving
❑ Need for better leadership skills ❑ Need for conflict-resolution skills
❑ Inadequate organisational skills ❑ Inadequate Community needs identification skills
❑ Inadequate Community needs reporting skills
❑ Inadequate exposure to and training in handling victims of social scourges
❑ Inadequate advocacy skills towards the community on issues of common interest

❑ **Need for better communication skills with specific groups (Tick appropriate groups):**
❑ In school Youth ❑ Out of school youth ❑ Unemployed people ❑ Working people
❑ Drug addicts ❑ Alcoholics ❑ Juvenile delinquents ❑ Distressed parents
❑ For poor people ❑ Well-off people ❑ The elderly ❑ Religious leaders
❑ Other Community Leaders
❑ **Lack of information to be of adequate help in the following(Tick as appropriate):**
❑ Administrative field ❑ Legal field ❑ Social field ❑ Economic field
❑ Services available in government sectors ❑ Services offered by different NGOs
❑ Rights & Responsibilities of individuals ❑ community-based environmental issues

Other constraints, Specify: ❑.....
❑ .....
❑.....
❑.....

4. TICK any other field(s) of interest and specify in each field, the activities you would like to conduct and point out what type of help you may need.

a) ❑ **Cultural**: Proposed Activities (Brief).....
.....
.....
Type of Help that may be needed.....
.....
.....

b) ❑ **Social**: Proposed Activities (Brief).....
.....
.....
Type of Help that may be needed.....
.....

.....

c) ❑ **Psycho-medical**: Proposed Activities (Brief).....
.....
.....
Type of Help that may be needed.....
.....
.....

d) ❑ **educational/training**: Proposed Activities (Brief) .....
.....
.....
Type of Help that may be needed.....
.....
.....
e) ❑ **Commercial/Financial**: Proposed Activities (Brief) .....
.....
.....

Type of Help that may be needed.....
.....
f) ❑ **Entrepreneurship**: Proposed Activities (Brief)
.....
.....
Type of Help that may be needed.....
.....
.....
g) ❑ **Environmental**: Proposed Activities (Brief) .....
.....
.....
Type of Help that may be needed.....
.....
.....
h) ❑**Any others**: Proposed Activities (Brief) .....
.....
.....
Type of Help that may be needed.....
.....
.....

5 How do you go about to find out the needs of the community? Tick as appropriate.

❑Personal Observation ❑Reported Observation ❑Hearsay ❑ Other Community leaders

❑ Religious leaders ❑ Social Workers ❑ Police Officers ❑ Local Residents

❑ National or Regional Sources ❑ Press ❑ Radio ❑ TV ❑Books ❑ Publications

6. Type of information required and their availability. ***Type d'information nécessaire et leur disponibilité***

❑ Only Formal information ❑Only Informal information ❑ Both formal & Informal

Formal information is: ❑of Easy Access ❑of Difficult Access ❑Not accessible
Informal information is: ❑of Easy Access ❑of Difficult Access ❑Not accessible

7a. Do you feel a Community leader should be rewarded? Yes ❑ No ❑

7b. If yes, specify type of reward expected, tick as appropriate
❑ Social Recognition ❑ Financial Recognition ❑ Both

8a. You are a Community leader. You have aspirations and constraints. Do you feel the training you have received so far has well empowered you to play your role fully? ***Vous êtes un leader communautaire, vous avez des aspirations et des difficultés.Les formations déjà reçues vous ont-elles bien préparés à jouer votre rôle pleinement?***
Yes ❑ No ❑ Partly ❑

8b. If Yes, list these training courses that did empower you:
.....

.....

.....

8c. If no, in which field would training be of help? Tick as appropriate

❑Preventive Health ❑Health Promotion ❑ Medico-social issues ❑Social issues
❑Environmental issues ❑Economic ❑ Family issues ❑Gender issues

Skills Development in:
❑Communication ❑ NeedsAssessment ❑Basic counselling ❑Motivation ❑Networking
❑Management ❑Project writing ❑ Report writing ❑Teaching/Training ❑Groupwork
❑Monitoring & Evaluation ❑Entrepreneurship ❑nformation Search ❑ Human Ressource

Any other, specify: .....
.....

8d. What are the other training opportunities available to you at present? List them.

.....

.....

8e. What are or have been the constraints of existing training courses?

❑entry requirements or qualifications ❑timing (regarding time) ❑ timing (regarding days of week) ❑ venues too far ❑transport problems to & from venues ❑cost of training ❑duration

❑payment facilities ❑securing loan difficult ❑securing sponsorship difficult

❑not enough field training ❑not enough institutional training ❑Language medium used

❑Training methodology ❑skills acquired only partly effective ❑skills acquired not effective

❑Mismatch of needs and course contents ❑Any other, specify : .....

.....

8f. If training courses, aiming at helping you play your role as a community leader and as a responsible Mauritian citizen fully were to be tailor-made for you, what would be your suggestions regarding:

i. Entry requirements or qualifications:

Minimum acceptable: .....

Field experience: .....

Any other consideration, specify: .....

ii. **Timing:** Should it be? ❑part-time or ❑full time

❑Weekdays ❑Weekends ❑During office hours ❑ After office hours

Specify days preferred: ..... Time preferred: .....

iii. Venues

.....

.....

iv. total cost (minimum and maximum)

.....

.....

v. payment facilities

.....

.....

vi. sponsorship/loan

.....

.....

vii. **type of training:**

❑field training ❑institutional training ❑both

Other Comments: .....

.....

viii. language medium to be used: write 1,2,3 in each box in order of higher to lower preference: ❑English ❑French ❑Creole

How would you accept the use of a mixture of all languages provided meaning is conveyed ? ❑ Very well ❑Well ❑ Fairly well ❑not at all

ix. Training methodologies seeming effective to you in order of decreasing effectiveness:

.....

.....

x. **Any other suggestion, specify:**

.....

.....

9a. Would consultancy (expert advice) in specific fields be beneficial? Yes ❑ No❑

9b. If yes, list the fields in which you would like to receive such consultancy.

❑social ❑entrepreneurship (income-generating) ❑communication ❑legal ❑health ❑psychological

❑educational ❑housing ❑services ❑environmental ❑financial (costing)

❑project writing ❑Questionnaire design ❑Report writing ❑information technology

Any other(specify):.....

9c. Would ongoing continuing professional development be necessary to you? (Tick as appropriate) **Yes ❑ No❑**

9d. If yes, why and at what frequency?

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.....

.....

9e. If no, why?

.....

.....

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10. Any other information or comment you would like to share:

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.....

For Official Use Only:

Responsible Officer

Name: ..... Signature: ..... Date: .....

COMMUNITY DEVELOPMENT PROGRAMME AGENCY
23, Royal Road, La Louise, Quatre Bornes
E-mail codepa 2001@yahoo.com

PART I: PROFILE OF THE COMMUNITY LEADER

Tell us about you / Faisons connaissance

Your Full Name (Nom et Prénom):.....

Age: .....years Date of Birth: ...../...../..... Sex : M ☐ F ☐

Your Full Address: .....Tel:.....

Fax: ..... E-mail:.....

Member of NGO/ Assoc.☐ Specify Name &Address:.....

Academic Curriculum (Parcours académique):

1. Primary Education

Last class attended : Std ..... CPE obtained ☐ Year of Obtention 19.....

2. Secondary Education

Last class attended : Form .....

SC obtained ☐ Year 19..... GCE 'O' obtained ☐ Year 19.....
HSC obtained ☐ Year 19..... GCE 'A' obtained ☐ Year 19.....

3. Tertiary Education (Tick as appropriate)

☐Certificate in ..... Year 19.....
☐Diploma in ..... Year 19.....
☐Bachelor's Degree in..... Year 19.....
☐Master's Degree in ..... Year 19.....
☐M.Phil.in .... Year 19.....
☐Doctorate in ..... Year 19.....

4. Other specific skills acquired: (specify):

.....

5. Other Training Courses

Name of Course & Duration	Name & Address of Institution	Name of Award and Year of Obtention
1.....		
2.....		
3.....		