Strategies for Sustainable Development

Case Studies of Community-Based
Population, Health, and Environment Projects

A Teaching Guide

PRB

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INTRODUCTION

The Philippines is one of the few countries where a number of development projects have successfully linked population/reproductive-health and livelihood interventions with conservation and natural-resource management activities and outcomes. These materials explore five of these projects, using their powerful and compelling stories to explain how and why integrated population, health, and environment (PHE) programming has been successful in the Philippines. In doing so, the case studies demonstrate how goals such as poverty alleviation, environmental conservation, and equitable livelihood generation benefit from multifaceted, innovative approaches.

PHE approaches build on the strategies of integrated rural development programs and integrated conservation and development projects from the last 30 years. Today, many practitioners stress approaches at small scales such as villages. In these projects, communities engage in doable actions in which individuals, planners, and policymakers work together to determine how a population's fertility, migration patterns, and age and gender structure interact with environmental factors and influence communities' well-being.

These case studies contain key development issues such as food security, coastal resource management, agricultural development, family planning service delivery, gender equity, community mobilization, and poverty alleviation. Each case study illustrates a key development challenge or opportunity, provides just enough background information for the reader to understand the situation, and describes the series of actions taken to address the issues at hand. In order to make the case relevant to readers' interests, each study asks the reader to reflect on the lessons learned and on the ways in which the lessons can be applied to the reader's own experience.

Like many community-based projects, the successes recounted in these case studies were achieved through the persistent and innovative efforts of dedicated individuals over time, and the advances in PHE approaches were won incrementally. We are happy to share their stories with you and hope that you will enjoy learning about them as much as we have enjoyed working on them.

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OVERVIEW | WHAT ARE TEACHING CASE STUDIES, AND WHY USE THEM?

Strategies for Sustainable Development: Case Studies of Community-Based Population, Health, and Environment Projects documents approaches to the implementation of integrated population, health, and environment (PHE) projects. Written by the project managers themselves, the case studies provide lessons learned from their experiences. Each of the case studies focuses on a different theme, such as building partnerships, participatory planning, and advocacy.

What is the purpose of this guide?

This guide provides basic information and tips for trainers and others who plan to facilitate discussions of the case studies. It provides general suggestions for effective facilitation of the case studies, proposed agendas for workshops of differing lengths, and specific insights on each of the case studies that will help facilitators highlight key learning points.

What are teaching case studies, and why use them?

A teaching case study is a story with a plot, characters, and a setting. Unlike a simple project description or a summary of results, these teaching case studies provide a creative recounting of the writers' experiences and problems that allows the reader to understand, explore, and learn from their stories. They guide the reader through a specific situation in such a way that the reader can understand the complexities and uncertainties confronting the story's main characters and internalize the lessons learned from their experiences. In doing so, readers who use these case studies can build some of the necessary skills and confidence to initiate or expand their own efforts in integrated PHE programming.

What is the format of the case studies?

Each case study is six to eight pages long and is divided into two or three sections. After each section, discussion questions ask readers to analyze the action in the case study and, in some cases, to relate the lessons of the case to their own experiences.

How can the case studies be used?

The case studies are designed for use in a group setting in which individuals can share their ideas and experiences. By providing readers with an interactive learning experience, the case studies can help readers gain a richer understanding of specific aspects of PHE project implementation. While use in a workshop or classroom setting is ideal, individuals who choose to read the case studies independently may also find them helpful.

How much time is required to use a case study in a workshop?

Based on experiences with the case studies to date, a minimum of one hour is required to fully discuss the case study if participants have read it ahead of time. If participants have not read the case studies, a minimum of two hours is required, though in either case the workshop could easily extend to three or four hours, depending on the other materials or issues the facilitator chooses to bring into the discussion.

Who is the intended audience for the case studies?

The primary audiences are practitioners and students with interests in community-based sustainable-development programming, although anyone interested in learning more about creative approaches to community engagement, organizational change, advocacy, or sustainability might find the case studies interesting and useful.

How many participants should there be in a workshop?

These case studies are designed so that they could be read and discussed by just two people, or could accommodate a workshop of up to 30 or more. If you have a group of more than a dozen or so people, discussion and participation is more effective if the larger group is divided into subgroups of five to six individuals for discussion.

PHE Case Studies at a Glance

Case Study	Synopsis	Key Issues
From Roadblock to Champion: PHE Advocacy and Local Government Executives by Enrique Hernandez, PATH Foundation Philippines, Inc.	In many places around the world, local government executives (mayors, chiefs, and governors) have decisionmaking authority that could significantly affect the content and direction of development projects. This case study relates the story of how a development NGO—PATH Foundation Philippines, Inc. (PFPI)—won the support of a mayor who almost derailed an innovative project in her municipality that was working to incorporate reproductive health interventions into coastal resource management plans.	Advocacy strategies, role of local government executives, partnerships, coastal resource management, food security
Identifying Our Own Problems: Working With Communities for Participatory PHE Research by Rainera L. Lucero, World Neighbors	Determining the most important development challenges at the community level can be difficult, especially when they entail complex cause-and-effect relationships across different sectors. This case study relates the story of how World Neighbors (a development NGO) involved community members in identifying both critical development challenges and the relationships among those challenges in their community. World Neighbors then supported a process through which the community members developed a plan of action to achieve their goals in the areas of livelihoods, natural-resource management, and reproductive health.	Participatory research/community engagement, volunteer recruitment and retention, cross-sectoral planning, adolescent reproductive health, agriculture, migration
Building Partnerships With Local Government Units: PHE Programming in the Municipality of Concepcion by Norma Chan-Pongan, Save the Children U.S.–Philippines Country Office	The sustainability of development programs is a major concern for many NGOs involved in program design and implementation. This case study tells how Save the Children (or SC, a development NGO) established a successful partnership with a local government unit (or LGU, in this case, the municipality of Concepcion) to ensure that integrated PHE programming would be sustained and mainstreamed into local government activities after SC's involvement ended.	Partnerships, engagement of local government, project sustainability, community outreach, poverty alleviation
Enlisting Organizational Support for PHE: Perspectives From a Microfinance Institution by Ellen Grace Z. Gallares, First Consolidated Bank Foundation, Inc.	Enlisting organizational support for a new concept or innovative idea can be a daunting challenge. This case study relates the story of how decisionmakers at the First Consolidated Bank Foundation, Inc. (FCBFI), a nonprofit microfinance institution, evolved from being skeptical to cautiously optimistic about innovative approaches to social development and pro-poor lending—including integrating PHE concerns into the foundation's programs.	Organizational change, message formulation, mission drift, microfinance
Fhaida's Journey: Promoting Population, Health, and Environment Interventions in a Muslim Community by Jumelita Romero, Tawi-Tawi Marine Research and Development Foundation, and Jurma Tikmasan, Tarbilang Foundation	Development practitioners must often invent strategies to work within constraints posed by traditional and cultural beliefs that may affect the progress of community projects. This case study is a fictional story that synthesizes many of the challenges and obstacles that two actual development NGOs—the Tawi-Tawi Marine Research and Development Foundation and the Tarbilang Foundation—faced in mobilizing women to address PHE issues. The story demonstrates strategies that were used to advocate change while also respecting the religious values of a Muslim community in the Philippines. While the events of this case study occur in a Muslim religious and cultural setting, the lessons the case study contains may be usefully applied in a variety of settings.	Advocacy strategies, religious and cultural barriers, gender roles

Tips for Facilitating PHE Case Studies

These short, story-like case studies offer a great deal of flexibility in their use in various settings. As real-life illustrations of various strategies used in development project implementation, they can be used either in one- to three-hour workshops or as a supplement to lectures and activities within a multiday training program. Although their reader-friendly format and structured discussion questions will allow them to be used with little preparation on the part of the facilitator, spending a little time planning for their use is likely to make the experience even more rewarding for users.

The ideal length for a workshop in which one of the case studies would be investigated is two to three hours. However, it is possible to run an abbreviated workshop in one hour if the participants read the case study in advance. For sample workshop agendas, see page 4.

The role of the facilitator: The facilitator's role in teaching a case study is different than the role of a teacher in a traditional lecture. In a traditional lecture, the teacher has responsibility for analyzing information and conveying it to students. In using these case studies, the facilitator manages a process in which the students analyze information through discussion with each other. By framing the discussion, stimulating interaction, and bringing the discussion back to the key issues if it gets off track, a good facilitator will optimize students' potential for learning.

A few things to keep in mind as you prepare to teach one or more of these case studies:

▸ **Identify your main goals.** What do you want participants to learn from reading and discussing this case study? Are there particular key issues you'd like them to focus on? The teaching notes on pages 6–14 highlight the key themes of each case and the discussion questions that delve into them. As you plan your workshop, you may want to allocate time to focus on those questions.

▸ **Think about your students/participants.** Will there be a range of experiences within the group? Do people know each other? To make the sharing of personal experiences more meaningful, you may want to take time for each participant to introduce him/herself if they do not already know each other.

▸ **Forming subgroups.** We have found that when these case studies are used in large groups, breaking participants into smaller groups for discussion can be an effective way to ensure that each person feels she/he is able to share their own experiences. Small groups can then report their key discussion points to the larger group, where additional meaningful sharing can take place. If you are planning to break into subgroups, think carefully about the makeup of each of these groups. Do you want people who work together to be in the same group? Would it be useful to have people with different levels of experience in the same group? What about the gender breakdown in each group? Preparing lists of subgroups ahead of time can avoid confusion and time delays during your workshop.

▸ **Reading time.** Is it possible for participants to receive and read the case study in advance of the workshop? If the participants have time to reflect on the action of the case before they come together in the workshop, it can allow for a richer discussion and sharing of personal experiences.

▸ **Allocating time in the workshop.** Each part of the case studies is of a differing length, and some discussion questions will require more time. Being familiar with the case study's content and discussion questions will help you plan for the time allocations in the workshop. For sample workshop agendas, see page 4.

▸ **Materials.** Give some thought to what kinds of materials you would like to use during the discussion. Do you plan to write key discussion points on a blackboard? Will you ask subgroups to record their discussion points on flipcharts that they can use when reporting to the larger group? Do you need markers, pens, chalk, erasers, or self-sticking notes? How many copies of the case study will you need? Keep in mind that people might forget to bring their copy to the workshop.

▸ **Room arrangement.** What kind of room arrangement will be most conducive for discussion? Will participants be able to move chairs and desks to break into subgroups for discussion? If not, how else might you handle the discussion?

▸ **Prepare strategies for bringing discussion back on track.** These case studies cover a wide range of issues, and it is not uncommon for participants to stray away from the main action of the case or from your predetermined goals. How will you handle this situation when it arises? Some facilitators find it useful to designate a section of the board/flip-chart paper as a "parking lot." As the discussion gets off track, the facilitator can identify the issue that is unrelated to the current discussion, acknowledge that it is of interest to one or more participants, and ask permission to put the issue in the "parking lot." You can then designate time later in the workshop or training to revisit parking-lot issues.

Sample Workshop Agendas

Time allotment. If participants have read the case study in advance of the workshop, the ideal running time allotment for a workshop in which the case study will be discussed is two hours. If participants will be given the case study at the beginning of the workshop, a three-hour workshop would be ideal to allow for enough time for participants to carefully read and comprehend the case-study content.

The role of the facilitator. As the facilitator for a case-study workshop, you are likely to perform different tasks at the beginning, middle, and end of the workshop session.

▸ **The beginning.** To open the session, the facilitator gives the participants a clear understanding of:
1) What the workshop is about;
2) What are the expected outcomes of the workshop; and
3) How the participants are going to achieve those outcomes over the course of the workshop.

▸ **The middle.** The facilitator's responsibilities during the middle of the workshop are mainly to direct an orderly discussion of the case study. It would be helpful to pay close attention to the comments and responses of participants, noticing any trends or interesting points. If the discussion seems to be stalling, the facilitator should be prepared to ask additional questions or provide comments that might encourage greater input on the part of participants.

▸ **The end.** To end the workshop effectively, the facilitator can summarize the key points that participants should take away from the case study. This may come directly from the discussion—but in case that doesn't happen, the facilitator should be prepared to highlight the selected learning points from the teaching note in this guide and/or the facilitator's own perspectives on the case study. In the wrap-up for the case-study session, the facilitator can:
1) Reiterate/stress the main points that have arisen throughout the discussion; and
2) Highlight any key points that you think might have been missed (and invite further discussion on those points if time allows).

If Participants *Have Not* Read the Case Study Before the Workshop:

Three-Hour Agenda
A potential agenda for a three-hour workshop session in which participants have not read the case study ahead of time might look something like this:

▸ Brief case-study background and overview of workshop agenda, with participant introductions (15 minutes);

▸ Participants read Part 1 of the case (20 minutes);

▸ Participants break into subgroups to discuss questions related to Part 1 (20 minutes);

▸ Volunteers from each group report to the full group on their discussion related to one of the Part 1 questions (20 minutes);

▸ Participants read Part 2 of the case (20 minutes);

▸ Participants discuss questions related to Part 2 (20 minutes);

- Volunteers from each subgroup report to the full group on their discussion related to one of the Part 2 questions (20 minutes); and

- General discussion of lessons learned (30 minutes).

Total: Two hours and 45 minutes (15 minutes adjustable time for breaks, late start, etc.)

Two-Hour Agenda

A more tightly compressed agenda for a two-hour workshop session in which participants have not read the case study ahead of time might look something like this:

- Brief case study background and overview of workshop agenda (10 minutes);

- Participants read Part 1 of the case (15 minutes);

- Participants break into subgroups to discuss questions related to Part 1 (15 minutes);

- Volunteers from each group report to the full group on their discussion related to one of the Part 1 questions (15 minutes);

- Participants read Part 2 of the case (15 minutes);

- Participants discuss questions related to Part 2 (15 minutes);

- Volunteers from each subgroup report to the full group on their discussion related to one of the Part 2 questions (15 minutes); and

- General discussion of lessons learned (15 minutes).

Total: One hour and 55 minutes

If Participants Have Read the Case Study Before the Workshop:

Two-Hour Agenda

A potential agenda for a two-hour workshop session in which participants have read the case study ahead of time might look something like this:

- Brief case-study background and overview of workshop agenda, with participant introductions (15 minutes);

- Participants break into subgroups to discuss questions related to Part 1 (20 minutes);

- Volunteers from each group report to the full group on their discussion related to one of the Part 1 questions (20 minutes);

- Participants discuss questions related to Part 2 (20 minutes);

- Volunteers from each subgroup report to the full group on their discussion related to one of the Part 2 questions (20 minutes); and

- General discussion of lessons learned (20 minutes).

Total: One hour and 55 minutes

One-Hour Agenda

A more tightly compressed agenda for a one-hour workshop session in which participants have read the case study ahead of time might look something like this:

- Brief case-study background and overview of workshop agenda (5 minutes);

- Participants break into subgroups to discuss questions related to Parts 1 and 2 (20 minutes);

- Volunteers from each subgroup report to the full group on their discussion related to one or more of the questions (20 minutes); and

- General discussion of lessons learned (15 minutes).

Total: One hour

As you can see, the two-hour and one-hour agendas are quite tight. They require careful timekeeping and often require cutting the discussion short. While the workshop can be run in one hour if participants have read the case study ahead of time, ideally the workshop should extend to two or even three hours to allow for individual introductions (in workshops where participants do not already know each other) and greater sharing of personal experiences.

TEACHING NOTE FOR WORKSHOP FACILITATORS

FROM ROADBLOCK TO CHAMPION: PHE ADVOCACY AND LOCAL GOVERNMENT EXECUTIVES

Case-Study Author: Enrique Hernandez, Senior Policy Advisor, PATH Foundation Philippines, Inc. (PFPI)

Key Issue	Case-Study Discussion Questions
Coastal resource management, family planning, and food security	1, 2, 10
The role of local government executives	4
Advocacy strategies	5–7, 11
Partnerships	6, 9

Case-Study Synopsis

In many places around the world, local government executives (mayors, chiefs, and governors) have decisionmaking authority that could significantly affect the content and direction of development projects. This case study relates the story of how a development NGO—PATH Foundation Philippines, Inc. (PFPI)—won the support of a mayor who almost derailed an innovative project in her municipality that was working to incorporate reproductive health interventions into coastal resource management plans.

Teaching Tip

When allocating time for discussion of the action of this case study, be sure to allow plenty of time for the questions following Part II; the questions lead readers through an analysis of the action in the case, but then also ask them to apply these ideas to their own experience. If you are short on time, you may find it more efficient to skip the discussion questions following Part I, which address linkages among population, coastal resource management, and food security.

Selected Learning Points

This case study offers readers rich material to discuss the strengths and weaknesses of various advocacy strategies targeting key decisionmakers such as local government executives. The case-study author offers the following lessons learned from his experience, which may be useful additions to the workshop discussion:

▸ **Self-reflection.** The learning visit took government executives away from possible distractions and allowed them to focus their full attention on a particular program and its benefits. The experience of direct exposure to a successful program also can help politicians examine their perceptions and correct their misconceptions on their own. This lesson is particularly useful when one recognizes that some government executives may not be open to accepting criticism of their perceptions from others; instead, creating an opportunity for self-realization can be a more effective approach.

▸ **Openness to persuasion.** Another sociocultural aspect of politics that plays an important role in this approach is the fact that some politicians are open to persuasion from their colleagues, especially in groups. An exposure trip for a group of local executives provides opportunities for them to share perceptions and ideas that can become significant factors in each other's decisionmaking. Thus, the positive reception of an idea by a majority of colleagues can influence the perceptions of others in the group.

▸ **Ideas from abroad.** While the benefits of a study tour can occur in the context of exposure visits to

a neighboring municipality, the PFPI staff believed that government officials sometimes perceive that the best ideas originate outside of one's own country. Learning visits to other countries may provide more impact and acceptance among politicians in cases when local exposure might not. In addition, the sense of competition with neighboring municipalities that remains among some Filipinos can hinder the appreciation of a successful intervention in another locality and instead result in negative reactions and criticisms.

▸ **Formal agreements.** Apart from the need to change the perceptions of individual local government executives, PFPI also learned that a Memorandum of Understanding (MOU) is an essential mechanism for the development and implementation of community-based family planning systems and services in the Philippines. The devolution of health services in 1992 gave primary responsibility for delivery of these services to local government units. An MOU between an NGO and a local government unit provides the legitimate basis for NGOs to train and support community volunteers to distribute contraceptives in areas where there are no health facilities, drugstores, or medical personnel to serve the people. But it should be emphasized that the contents of the MOU must be clear and well understood by both parties. In this case, we learned the hard way: Even though the MOU was in place, it was not initially understood or supported by the mayor, which almost derailed the entire project.

▸ **Alliances.** Moreover, we learned that the importance of alliances cannot be understated. It is unlikely that PFPI and the local NGO partners could have overcome this constraint without the timely assistance that was provided by an important ally: the Population and Community Development Association and its chairman, Mechai Viravaidya. The sharing of Thailand's 25 years of successful implementation of community-based family planning—both as stand-alone programs and part of integrated population-development projects—proved to be effective in this case. Alliances can be valuable as well in conducting advocacy with local executives.

Related Readings and Tools

The following documents are available on the IPOPCORM portion of PFPI's website at www.pfpi.org/ipopcorm.php:

▸ Joan L. Castro, Leona D'Agnes, and Carmina A. Aquino, *Mainstreaming Reproductive Health and Integrated Coastal Management in Local Governance: The Philippine Experience* (paper prepared for the Coastal Zone Asia-Pacific (CZAP) Conference in Cebu, Philippines, March 2004).

▸ Joan Castro and Leona D'Agnes, *Integrated Population and Coastal Resource Management Initiative: A Cross-Sectoral Model for Food Security* (Makati City, Philippines: PFPI, n.d.).

▸ C. Hermann, *The Rewards of Innovation: A Review of the Successful Piloting of the Integrated Population and Coastal Resource Management Project* (IPOPCORM) (Makati City, Philippines: PFPI, 2004).

▸ Enrique Hernandez et al., *Policy Reforms in Local Governance: The Integrated Population and Coastal Resource Management Initiative (IPOPCORM) Experience* (Makati City, Philippines: PFPI, n.d.).

▸ PFPI, *BMS Consolidated Report 2003–2004: Integrated Population and Coastal Resource Management (IPOPCORM) Behavioral Monitoring Surveys* (Makati City, Philippines: PFPI, 2004).

For additional background information on coastal resource management and food security linkages:

▸ Department of Enviroment Resources-Coastal Resources Management Project et al., *Coastal Resource Management for Food Security* (Makati City, Philippines: Bookmark, 1999).

Additional background information on the Population and Community Development Association, Thailand is available at www.pda.or.th/eng.

TEACHING NOTE FOR WORKSHOP FACILITATORS

Identifying Our Own Problems: Working With Communities for Participatory PHE Research

Case-Study Author: Rainera L. Lucero, Philippines Program Coordinator, World Neighbors

Key Issue	Case-Study Discussion Questions
Participatory research/community involvement	2–7
Volunteer recruitment and retention	5, 7, 9
Cross-sectoral planning	8, 9
Adolescent reproductive health, agriculture, migration	1, 8

Case-Study Synopsis

Determining the most important development challenges at the community level can be difficult, especially when they entail complex cause-and-effect relationships across different sectors. This case study relates the story of how World Neighbors (a development NGO) involved community members in identifying both critical development challenges and the relationships among those challenges in their community. World Neighbors then supported a process through which the community members developed a plan of action to achieve their goals in the areas of livelihoods, natural-resource management, and reproductive health.

Teaching Tip

Depending on the experiences of the individuals in your group, readers could learn a great deal through sharing personal experiences during discussion. Be prepared for a wide-ranging discussion on the ethics of using various incentives to recruit and retain volunteers. If this is not what you are interested in exploring, prepare a strategy for acknowledging various viewpoints on the topic while moving on to other issues.

Selected Learning Points

This case study offers readers rich material to discuss the challenges and benefits associated with using participatory methods in the planning and implementation of development projects. The case-study author offers the following lessons learned from her experience, which may be useful additions to the workshop discussion:

▸ **Participatory processes are important in carrying out PHE work.** PHE concerns are people's issues and interests—hence, the people affected are the ones who understand the issues best and are in the best position to address them.

▸ **Participatory processes lead to community involvement and ownership of the project.** It is important to have community members identify their own needs, analyze the factors that lead to the needs, and draw up action plans to address them. The author notes that respect for and the use of community's inherent knowledge and capacities allows the community to cultivate innovative approaches to address their own problems.

▸ **Using participatory approaches in the PHE framework allows for critical, comprehensive, and long-term analysis and planning by the community.** These approaches facilitated a better community understanding of how a single issue is linked to one or more community problems and how a single inervention can contribute to the solutions for one or more problems.

Related Readings and Tools

▶ Fatimata Lankoande, "Understanding the Link Between Population and Environment Through Participatory Action Research," *World Neighbors In Action* 29, no. 2E (2003).

  This eight-page newsletter uses examples from Burkina Faso and includes hands-on tools such as sample surveys and planning documents.

▶ World Neighbors, *Lessons From the Field—Making the Connection: Assessing the Impact of Integrating Natural Resource Management and Reproductive Health in the Loboc Watershed, Bohol Island, Philippines* (Cebu City, Philippines: World Neighbors, 2005), accessed online at www.wn.org/wnstore/PDFs/WNIA/Philippines.pdf, on July 11, 2006.

  This document reports the methods and findings of an operational research project designed to assess the impact of efforts to integrate natural-resources management and reproductive health in the Philippines.

▶ World Neighbors, *Lessons From the Field—Building the Capacity of Local Organizations in Reproductive Health: Nepal Case Study* (Oklahoma City: World Neighbors, 2005), accessed online at www.wn.org/rh_nepal.pdf, on July 11, 2006.

  This report describes the process World Neighbors used to partner with local NGOs in developing a reproductive health component in Terai, a rural area in the southeastern plains of Nepal.

▶ International Institute of Rural Reconstruction (IIRR), *Participatory Methods in Community-based Coastal Resource Management* (Silang, Cavite, the Philippines: IIRR, 1998). Available for purchase online at www.iirr.org/publicationbdate.htm.

  This sourcebook is a documentation of various tools and methods developed in the course of doing community-based coastal resource managment as employed by field practitioners in the Philippines, Indonesia, India, and other Asian countries. The sourcebook includes a step-by-step description of various participatory methods that have been field-tested by the authors and their organizations.

▶ Thomas Barton et al., *Our People, Our Resources: Supporting Rural Communities in Participatory Action Research on Population Dynamics and the Local Environment* (Gland, Switzerland: IUCN, 1997). Available for purchase online at www.iucn.org/bookstore/Soc-issues-index.htm.

  This volume illustrates concepts, methods, and tools for "primary environmental care," an approach that seeks to empower communities to meet basic needs while protecting the environment. It emphasizes a community-led process of participatory action research in which local knowledge and skills are fully utilized in order to promote the effective, integrated management of environment and population dynamics for the benefit of local people.

▶ *Participatory Rural Appraisal Handbook* (Worcester, MA: The National Environment Secretariat, Government of Kenya; Clark University; Egerton University, Kenya; and The Center for International Development and Environment of the World Resources Institute, 1994). Available for purchase online at www.clarku.edu/departments/idce/publications.shtml.

  This guide presents field-based steps of the participatory rural appraisal methodology, including: data gathering, organizing and ranking problems and opportunities, creating community action plans for resource management, and evaluation/monitoring.

BUILDING PARTNERSHIPS WITH LOCAL GOVERNMENT UNITS: PHE PROGRAMMING IN THE MUNICIPALITY OF CONCEPCION

Case-Study Author: Norma Chan-Pongan, National Program Coordinator for PHE, Save the Children U.S.–Philippines Country Office

Key Issue	Case-Study Discussion Questions
Partnerships	2–5
Engagement of local government	2, 3, 6
Project sustainability	7
Community outreach	5, 6
Poverty alleviation	1, 7

Case-Study Synopsis

The sustainability of development programs is a major concern for many NGOs involved in program design and implementation. This case study tells how Save the Children (or SC, a development NGO) established a successful partnership with a local government unit (or LGU, in this case, the municipality of Concepcion) to ensure that integrated PHE programming would be sustained and mainstreamed into local government activities after SC's involvement ended.

Teaching Tip

This case study has only seven discussion questions, but the responses can generate a range of follow-up questions that should lead to a rich discussion—particularly regarding the questions after Part II, which ask participants to share their own experiences in forming and nurturing partnerships.

Selected Learning Points

Through her experiences in partnering with the municipality of Concepcion and its *barangays* (the Filipino term for a village, district, or ward), the case-study author learned several valuable lessons about forming partnerships with local government units. You many want to raise one or more of these points in the workshop discussion:

▸ **It takes time to create and maintain a partnership with LGUs.** When the partnership worked well, it motivated and brought out creativity from all the partners and allowed people to talk more openly about the project and the complex issues facing the communities. Both formal and informal processes such as consultations and meetings as well as the identification and nurturing of internal LGU champions required time and dedication. But these processes made the partnerships stronger and more effective.

▸ **Partnerships can be complex and have many levels.** At the municipal level, relationships were built with the local chief executive, policymakers, and core municipal staff, especially those who fully supported the program and those with direct lines to the mayor. It was also vital that *barangay* leaders understood and were part of the partnership: They played a significant role in mobilizing the community and in ensuring long-term support and continued commitment. In addition, individual community members were invaluable to the partnership by adding pressure to elected officials and holding them accountable to community needs.

Building Partnerships With Local Government Units

▸ **The partner must share ownership of the development process and project.** The eventual phase-out of SC's role in PESCO-Dev (the community-based PHE project initiated through the partnership between SC and the LGU of Concepcion) meant that the LGU had to take responsibility for institutionalizing the process and outcomes if these results were to be sustained. Community members must also share ownership of the project and its objectives. Part of the ownership process was for the LGUs to let go of the formal partnership and initiate leadership in pursuit of sustaining the successes. This ownership strengthened LGU leadership and enhanced their trust in partnership work.

Related Readings and Tools

▸ Lisa Howard-Grabman and Gail Snetro, *How to Mobilize Communities for Health and Social Change* (Baltimore: Health Communication Partnership, n.d.), accessed online at www.hcpartnership.org/ Publications/Field_Guides/Mobilize/pdf/index.php, on July 11, 2006.

  This field guide contains illustrative examples and lessons learned in community mobilization experiences from around the world, focusing on working with disadvantaged or marginalized communities in developing countries.

▸ Beryl Levinger and Jean Mulroy, *A Partnership Model for Public Health: Five Variables for Productive Collaboration* (Washington, DC: Pact Publications, 2004), accessed online at www.coregroup.org/about/ Partnership_model.pdf, on July 11, 2006.

  This 36-page paper presents a framework for assessing strategic partnering as a way to reach populations that have been traditionally bypassed by maternal- and child-health interventions.

▸ Richard Margoluis et al., *In Good Company: Effective Alliances for Conservation* (Washington, DC: World Wildlife Fund, 2000), accessed online at www.eco-index.org/new/print-online/pdfs/ in-good-company.pdf, on July 11, 2006.

  This 52-page booklet shares the results of a study that investigated 20 conservation projects in different countries to determine the characteristics of effective alliances for conservation and key principles that can help organizations work together more effectively.

Building Partnerships With
Local Government Units

TEACHING NOTE
FOR WORKSHOP
FACILITATORS

ENLISTING ORGANIZATIONAL SUPPORT FOR PHE: PERSPECTIVES FROM A MICROFINANCE INSTITUTION

Case-Study Author: Ellen Grace Z. Gallares, Social Development Manager, First Consolidated Bank Foundation, Inc.

Key Issue	Case-Study Discussion Questions
Organizational change	1, 3, 4, 5
Message formulation	3, 5, 7
Mission drift	8
Microfinance	2

Case-Study Synopsis

Enlisting organizational support for a new concept or innovative idea can be a daunting challenge. This case study relates the story of how decisionmakers at the First Consolidated Bank Foundation, Inc. (FCBFI), a non-profit microfinance institution, evolved from being skeptical to cautiously optimistic about innovative approaches to social development and pro-poor lending—including integrating PHE concerns into the foundation's programs.

Teaching Tip

Part II of this case study is significantly longer and contains more material for discussion than Parts I and III. Be sure to plan your time accordingly.

Selected Learning Points

The case-study author, a committed and passionate advocate of PHE approaches, set goals for herself in order to more effectively advocate for small changes within her organization. She had the following insights to share, which may be useful additions to the workshop discussion:

▸ **Making clear connections to your organization's mission promotes success.** The first step to getting buy-in from your colleagues is showing them that your ideas will help the organization attain its goals.

▸ **Persistence, courage, and data.** Changing the way that an organization interprets and acts on its mission takes time, and victories are likely to be incremental. Persistence and courage can be your best allies in attaining your goal. But don't forget that data is needed to back up key messages.

▸ **Different organizational audiences respond to different messages.** Know your organizational audiences and tailor your message to each. The message that will be most effective with the president is likely to be different than the message that will be most effective with colleagues who are directly implementing projects on the ground. Know the key PHE messages and how these will be communicated in the right way, at the right time, and by the right person or institution.

Enlisting Organizational Support for PHE

▸ **Collaboration helps to sustain momentum.** Identifying people inside and outside your organization who share your vision will bring new confidence, energy, and ideas into your work.

▸ **PHE is a clear fit with microfinance.** Poverty can project various faces. But to fully understand its root causes, one must examine the health of both the environment and the population. Improving microfinance services to include and address the magnitude of health needs and social problems faced by the poor seems like an ambitious program for microfinance institutions requiring heavy funding. Nonetheless, including these factors can propel many communities toward significant improvements in their quality of life.

Related Readings and Tools

The following documents on microfinance strategies can be found in the microfinance portion of the Philippines' National Credit Council's website at www.dof.gov.ph/nccsite/ncc.asp:

▸ *Establishing an Appropriate Regulatory Framework for Microfinance in the Philippines*

▸ *Performance Standards for All Types of Microfinance Institutions in the Philippines*

▸ *National Strategy for Microfinance*

Enlisting Organizational Support for PHE

TEACHING NOTE
FOR WORKSHOP
FACILITATORS

FHAIDA'S JOURNEY: PROMOTING POPULATION, HEALTH, AND ENVIRONMENT INTERVENTIONS IN A MUSLIM COMMUNITY

Case-Study Authors: Jumelita Romero, President of Tawi-Tawi Marine Research and Development Foundation, and Jurma Tikmasan, President of the Tarbilang Foundation

Key Issue	Case-Study Discussion Questions
Advocacy strategies	2–5, 7–9
Religious and cultural barriers	1, 6, 7, 10
Gender roles	1, 9, 10

Case-Study Synopsis

Development practitioners must often invent strategies to work within constraints posed by traditional and cultural beliefs that may affect the progress of community projects. This case study is a fictional story that synthesizes many of the challenges and obstacles that two actual development NGOs—the Tawi-Tawi Marine Research and Development Foundation and the Tarbilang Foundation—faced in mobilizing women to address PHE issues. The story demonstrates strategies that were used to advocate change, strategies that also respected the religious values of a Muslim community in the Philippines. While the events of this case study occur in a Muslim religious and cultural setting, the lessons the case study contains may be usefully applied in a variety of settings.

Teaching Tip

Some participants may feel uncomfortable or uncertain about discussing this case if they are not Muslim or are unfamiliar with Islam. Productive discussions can arise from this case, however, if participants are encouraged to reframe the questions as addressing any setting in which strong religious or cultural beliefs influence development programming.

Selected Learning Points

While this case study is a fictional story, it is based on the experiences of the two case-study authors, who have spent many years promoting development and consevation interventions in communities across their home province of

Tawi-Tawi. You may want to share some of their key lessons learned during the workshop discussion, including:

▸ **In the face of cultural barriers, advocacy strategies that target various social levels simultaneously may be most effective.** Fhaida's success was supported through her advocacy within her household, with friends, and within the larger community.

▸ **Traditional beliefs do not change quickly.** When faced with obstacles that are deeply rooted within culture and tradition, building support for your cause takes time, and victories are usually only incremental.

▸ **Developing personal relationships can help to pave the way for change.** Fhaida's willingness to engage in respectful dialogue with the *Aleema* (a female Muslim religious leader) and others in her community helped to establish relationships that allowed for nonthreatening discussions and the expansion of her network of allies.

▸ **Identifying influential members of the community and forming alliances with them is critical.** Fhaida succeeded in identifying the key people she could approach, and found intermediaries (her husband and her parents) who could approach influential people to whom she didn't have direct access.

Related Readings and Tools

▸ Farzaneh Roudi-Fahimi, *Islam and Family Planning* (Washington, DC: Population Reference Bureau, 2004), accessed online at www.prb.org, on July 11, 2006.

▸ Justine Sass, *Women, Men, and Environmental Change: The Gender Dimensions of Environmental Policies and Programs* (Washington, DC: Population Reference Bureau, 2002), accessed online at www.prb.org, on July 11, 2006.

Fhaida's Journey

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