

Participatory Action Research Techniques for developing community-led alcohol/HIV programs

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Where research meets community action

- Intersection of data collection and awareness-raising
- Preparing for community-led projects to reduce hazardous alcohol use
- Ensuring researchers understand community priorities
- Empowering community members as analysts and problem-solvers



Soul City Institute's PAR in Galeshewe, SA

- ☼ Community Mapping
 - Alcohol advertisements
 - Bar/tavern/shebeen locations and details
 - School locations and details
- ☼ Community Perspectives
 - Benefits and challenges of alcohol in community
 - Specific stories about negative impacts of alcohol
 - Specific stories about community efforts to minimize alcohol harm
- ☼ Envisioning a better future
 - Community strengths and resources
 - Developing and prioritizing concrete actions community can take

- Can you tell me about an experience / time in your life here in Galeshewe that made you aware of the negative effects of alcohol?
- Can you tell me about a time that you did something – either on your own or with others - to minimise the negative effects of alcohol in this community?

- ⦿ Please can you tell me what you see as the most positive benefits of alcohol in Galeshewe? In what ways do individuals and / or the community as a whole benefit from the sale of alcohol? In what ways do individuals and / or the community as a whole benefit from the drinking of alcohol?
- ⦿ Please can you tell me what you see as the most negative effects of alcohol in Galeshewe? In what ways are individuals and / or the community as a whole affected negatively by the sale and drinking of alcohol?
- ⦿ Ranking exercises on factors listed above

Transactional Sex

- Logic Chain Exercise

You: What is something that is likely to happen to a young man who goes out and drinks too much?

Respondent: 'They get in a fight'

You: 'And what might happen as a result?'

Respondent: 'They miss work the next day.'

You: 'And then?'

Respondent: 'They have less pay at the end of the month and less money to buy food.'

For each response they give you, follow the logical consequences – repeat until respondent has run out of ideas.

Community Workshop

- Share data collected from mapping and interviews
- Conduct reflections on alcohol advertising
 - Who do you think these advertisements are trying to appeal to?’
 - Do you think these advertisements appeal to young people? Why or why not?
 - What do these advertisements communicate about drinking? What are the messages that, even if not directly said in words, are communicated through these advertisements?
 - What, if anything, do you think is **not** said in these ads that people should know about alcohol?
 - How do you feel about having these advertisements in your community?

What
Guys
really
want!



TASTE THE GOOD TIMES!



Not for Sale to Persons Under the Age of 18. Drink Responsibly

Envisioning the Future

- ❖ Imagine this community as it will look like when those alcohol-related challenges have been addressed.
- ❖ What would Galeshewe be like if that happened – if we worked together to overcome the challenges of people drinking too much?
 - What would it look like?
 - What would it feel like?
 - How would people interact with each other?
 - What would they do / not do?
 - What would you see happening that you don't see happening now?
 - How would people relate to one another differently?
- ❖ Ask participants to discuss these questions in groups and then to draw a picture of the best possible community of Galeshewe they can realistically imagine in that future. Stress that you want them to find a vision that they believe is possible to achieve if people and resources were mobilised in the right ways.
- ❖ Ask each group to present their drawing. When they are finished, ask:
 - What do you see in these drawings? What do these drawings tell us about the community we would like to be part of? What is common to the drawings? What is different?

Envisioning the Future

- 🔴 Ask people to list the elements of their future vision for Galeshewe in the form of present tense statements. For example:
 - No child is born with fetal alcohol syndrome.
 - Taverns do not serve alcohol to people under 18.
 - There are no accidents due to people driving while drunk.
 - Women and children move freely throughout the community without fear.
 - School pass rates go up because fewer children in secondary school drink.
 - There is less violence in the community.
 - People are healthier in the community.

- 🔴 When you are done, ask people: What strikes you about this vision for the future? How does it make you feel to read these statements?

Committing to Action

- Put each statement at the top of a flip chart paper and post them around the room.
- Ask each participant to stand near the statement they are most passionate about.
- The group for each statements brainstorms ideas for action on each statement—must be actions within their control.
- Map existing strengths and resources that can be brought to bear on the proposed actions.

Map existing resources/strengths

- A person
- A place in the community
- A programme
- A resource or facility
- Intangibles (for example, a shared set of values or a history of joint community action)