



# COMMUNITY-BASED PARTICIPATORY RESEARCH AND RESTORATIVE PRACTICES IN RURAL NICARAGUA

The Work of AMOS: Health and Hope

---

---

# NICARAGUA

**Area:** 130,370 km<sup>2</sup> (Slightly larger than PA)

**Capital:** Managua

15 departments (states)

**Government:** Republic

President: Daniel Ortega

**Population:** 6.08 million

**Climate:** tropical

**Economy:** 2<sup>nd</sup> poorest country in Western Hemisphere



---

# AMOS

---

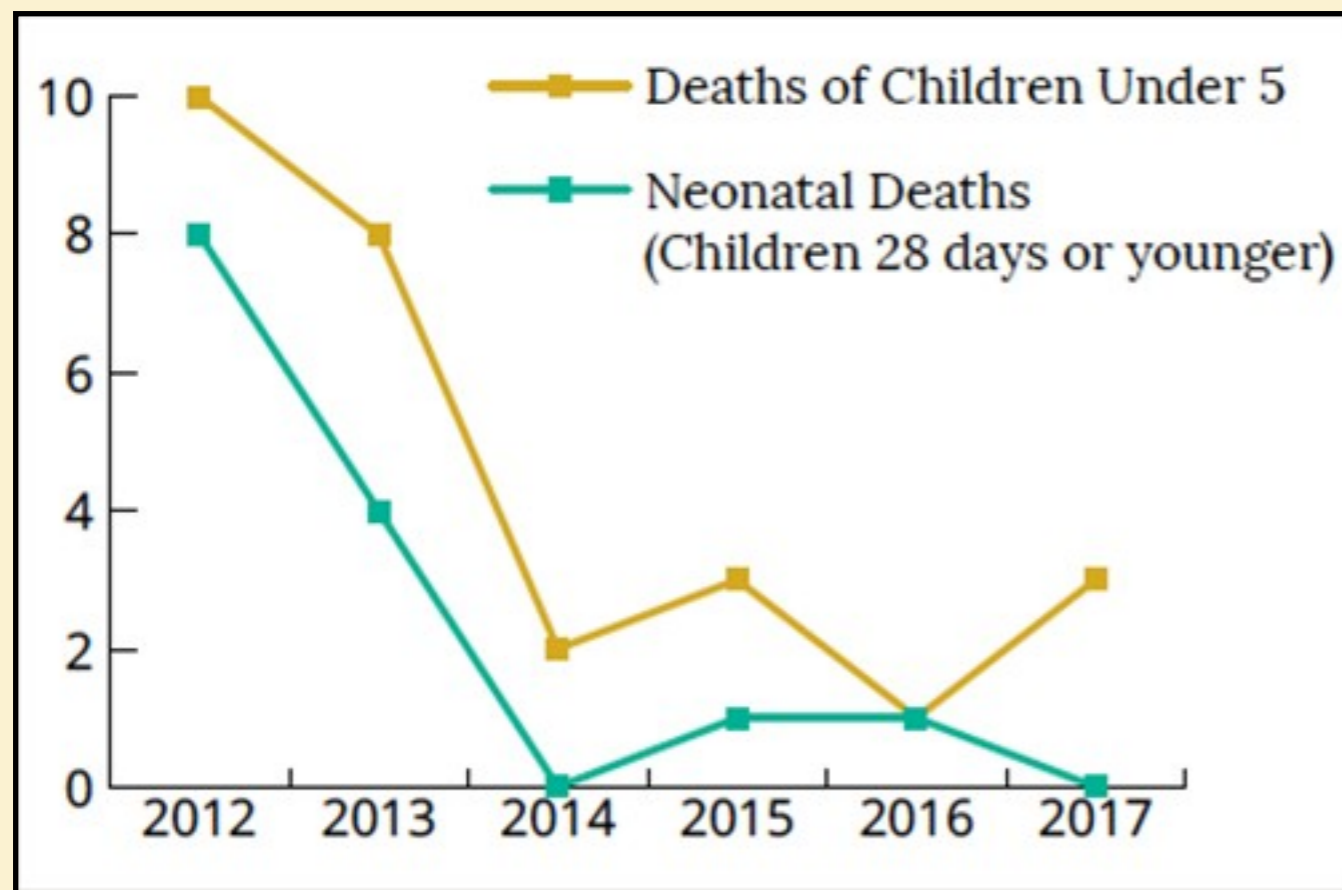


- Mission: AMOS is a Christian nonprofit organization that exists to improve the health of impoverished communities by working alongside them in health, education and development
  - Vision: Through our partnerships we seek: health for all; a world where no child dies of preventable disease; effective and empowering health care
-

---

# AMOS' IMPACT 2017

---



630 community health volunteers trained  
Serving 69,081 people  
100% reduction in neonatal deaths  
80% reduction in child deaths  
0 maternal deaths

---

---

# METHODS AMOS USES

---

- Supportive supervision
- Participatory training
- Community Research
- Monitoring and Evaluation



---

# COMMUNITY- BASED PARTICIPATOR Y RESEARCH AT AMOS



---

# 9 PRINCIPLES OF CBPR

(Echeverri, n.d.)

---

1. Recognizes community as an entity: there is a common characteristic among members
  2. Builds on community assessments: project considers community's needs and problems but also strengths and resources
  3. Facilitates collaborative partnerships: communities share control over all phases of the project
  4. Integrates results into action for community change: project produces a positive measurable impact in the community
-

---

# 9 PRINCIPLES (CONTINUED)

---

1. Recognizes inequalities and differences: members of the team learn from each other and build on their strengths and weaknesses
  2. Involves a cyclical and iterative process: the project begins with partnership development, includes all the stages of the research and mechanisms for sustainability, and reinforces the partnership
  3. Addresses social determinants of health: project focuses on physical, mental and social well-being and also on economic, cultural, historical and political factors
-



---

# 9 PRINCIPLES (CONTINUED)

---

1. Disseminates findings: Results are shared with community in understandable language and are published with community involvement
  2. involves a long-term commitment: partnership continues after grants have come to an end and look for new funding, if necessary.
-

---

# EXERCISE

---

In small groups review the 9 principles of CBPR and respond to the following questions:

- How do CBPR principles compare to the values we espouse in restorative practices?
  - What does this comparison tell you about CBPR as a practice?
  - Are there any other principles you would add in your own work?
-

---

# SHOWED METHODOLOGY

---



- The SHOWeD methodology developed by Roy Shaffer seeks to facilitate meaningful change through community dialogue. This tool helps participants to recognize strengths, identify needs and develop action plans.
-

---

# SHOWED QUESTIONS

---

- What things did you **SEE**?
  - What was **HAPPENING**?
  - Does this happen in **OUR** community?
  - **WHY** does this happen?
  - What are we, here, now, going to **DO** about this problem?
-

---

# SMALL GROUP EXERCISE

---

- Each group will first create a code. This can be a story, song, role play or image. Remember that your code should **NOT** include a solution to the problem or situation you are addressing.
  - In your group respond to the 5 questions from the SHOWeD method.
  - Agree with your group on some action steps.
  - Present your code and action steps in plenary.
-



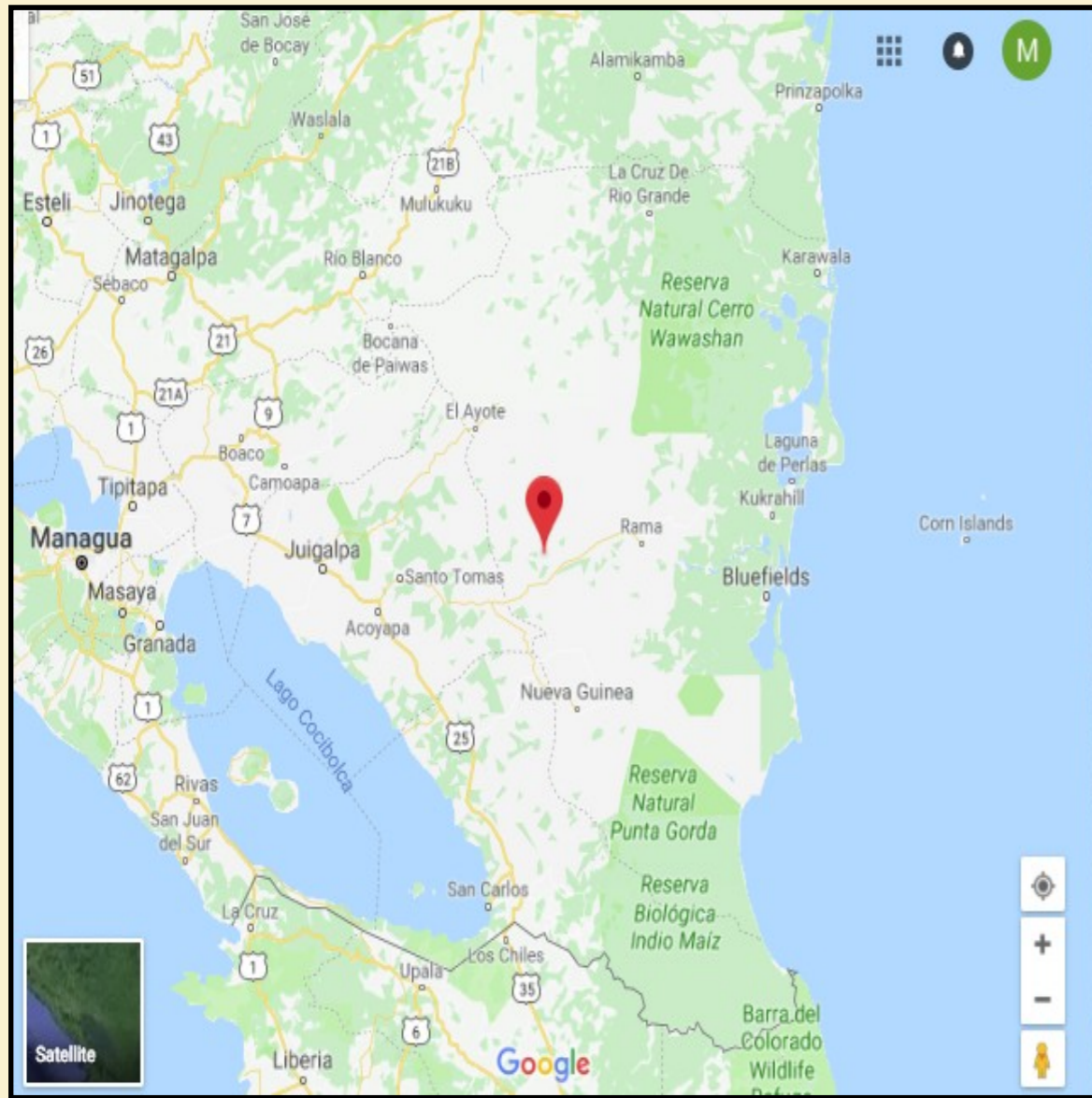
# PARTICIPATORY EVALUATION

---

# STEPS IN PARTICIPATORY EVALUATION (PARAJÓN, 2017)



# EL CEDRO, RAAS, NICARAGUA



- El Cedro is a small community in the RAAS.
- Extremely remote.
- During rainy season only accessible by horseback.
- Ministry of Health not present in this community.



---

# STEP 1: IDENTIFY PURPOSE

---



- Mothers in El Cedro identify the need to do something about neonatal deaths in the community.

---

# STEP 2: BUILD EVALUATION TEAM

---



- Evaluation team includes mothers, members of the community health committee and AMOS staff members.

# STEP 3: AGREE ON WHAT TO EVALUATE



- Evaluation team agrees to evaluate why so many neonatal deaths are taking place and what “causes of life” exist in the community as well.

---

# STEP 4: CREATE A PLAN TO COLLECT DATA

---



- Team agrees on means of collecting data in the community.

---

# STEP 5: ANALYZE DATA

---



- Community members analyzing data

---

# STEP 6: INTERPRET FINDINGS

---



- Mothers, community members and AMOS staff interpret the findings of their research.

---

# STEP 7: COMMUNICATE RESULTS

---



- Health committee organizes and communicates findings to the community.

---

# STEP 8: TAKE ACTION

---



- The evaluation team agrees to create a transportation committee that will help to transport pregnant women and sick children to nearest health services when needed.
-





# CIRCLES AT AMOS

---

---

# CIRCLES AT AMOS

- For community decisions
- To address conflict in communities
- To address conflict among staff
- To discuss a topic
- To strengthen community
- To address health issues  
(exclusive breastfeeding at 5 communities RAAS)



---

# AMOS STAFF CIRCLES DURING RECENT UPHEAVAL

---



- Protests in Nicaragua began 18-22 April in Managua
- Violent response of Ortega government lead to 212 dead, 1500 wounded, and 156 disappeared
- Catholic Church has made attempts to dialogue with the government but has



---

# AMOS CIRCLE QUESTIONS

---

- Say your name and share something with the team they don't know about you.
  - Close your eyes and imagine a Nicaragua at peace. How does it feel? What does it look like? What is your Nicaragua at peace like?
  - What are some of your concerns during the current crisis?
  - How has it affected your family?
  - How has it affected your work?
  - What can we do to offer one another support during this time?
-

---

# CIRCLES OUTCOMES

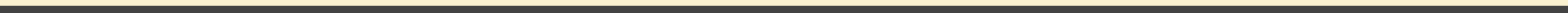
---



- Staff felt calmer after the circles
  - Staff felt that they could express themselves with confidence
  - Staff have experienced reduced tension
  - Staff felt that it helped them to speak to their families
-



## HOW CBPR & CIRCLES CONTRIBUTE TO COMMUNITY WELLBEING



---

# PERMA MODEL

---

P E R M A

Positive Emotions

Engagement

Relationships

Meaning

Achievement

PERMA model  
emerges from the  
development of  
Positive Psychology

There are 5 pillars to  
being.

Seligman describes  
it in his book  
"Flourish"

---

# HOW DO CIRCLES CONTRIBUTE TO WELLBEING?

---

- Circles contribute to positivity and positive relations
  - Positivity: we appreciate the good in others, we express our gratitude for those we live with or work with
  - Positive relations: we seek to connect with others and to restore relationships when harm occurs

□

---



---

# HOW DOES CBPR CONTRIBUTE TO WELLBEING?

---

- CBPR contributes to engagement, meaning and achievement
    - Engagement: community members are engaged in finding solutions to problems
    - Meaning: in working together each community member is able to go beyond himself or herself in search of the common good
    - Achievement: by measuring what we have achieved as a community and celebrating these achievements
-

---

# REFERENCES

---

- Echeverri, M. (n.d.). *What we should know about Community-Based Participatory Research*. Xavier University of Louisiana. Retrieved from <https://www.lacats.org/documents/About%20CBPR%2010-08-13.pdf>
  - Parajon, L. (2017). *Application of CBPR*. [Power Point slides]. Presentation offered to Wake Forest Divinity School, March 17 and 18, 2017.
-