

LOS PROGRAMAS DE INTERVENCIÓN COMUNITARIA DESDE LA PERSPECTIVA DE SUS ACTORES

THE COMMUNITY INTERVENTION PROGRAMS FROM THEIR ACTORS' POINT OF VIEW

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RESUMEN

El presente estudio busca identificar la percepción que tienen los participantes de los programas de intervención comunitaria, indagando además las motivaciones y percepciones de su participación, así como elementos más resaltantes de dichos programas. En el estudio participaron 44 niños y niñas, con edades fluctuantes entre los 7 y 11 años, de los programas de intervención comunitaria de cuatro sectores de un asentamiento humano del distrito de Pachacamac, trabajados durante el periodo 2009. Mediante la aplicación de grupos focales, revisión de archivos y observaciones directas, se concluye que los participantes perciben los programas como espacios para el buen uso del tiempo libre, los mismos que motivan su participación; perciben cambios a partir del programa en los comportamientos e integración grupal y refieren que lo más resaltante de los programas son las actividades de participación grupal.

Palabras clave: Intervención comunitaria, participación, percepción.

ABSTRACT:

The present study thinks about how to identify the perception that there have the participants of the programs of community intervention, investigating also the motivations and perceptions of their participation, as well as more beetling elements of these programs. In the study 44 children and girls took part, with fluctuating ages between 7 and 11 years, of the programs of community intervention of four sectors of a rural place in Pachacamac district, worked during 2009. By means of the application of focal groups, review of files and direct interviews, one concludes that the participants perceive the programs as spaces for the good use of the free time, the same one that motivates their participation; they perceive changes from the program in the behaviors and group integration and recount that the most beetling of the programs are the group participation activities.

Key words: Community Interventions, Participation, Perception

The review of the literature regarding the work of community social psychology shows the emphasis on achievements (Montero, 2004) certainly contemplate the descriptions of participation and ways of life of participants and the work of interventions mate cultural communities and groups (Llovet, 2005, Montero, 2004; Sanchez, 2007). This shows the importance to know the perceptions of such interventions from those who were participants in the experience is that community-based interventions, it is expected that the participants are integrated into the

construction process of information and experiences from early stages .

In many contexts the utility of social intervention concept or community is not only necessary to refer to what we do, but to distinguish it from other practices, yet, it feels the need to deepen the concept, profiling, discusses and . (Carballo and Serrano-Garcia, 2008)

To define the community intervention, we will take the proposal of the American Institute for Social Economic

Development (INDES, 2000), which states that Community action is the set of actions designed to promote community development through active participation This in transforming their own reality. Therefore, seeks training and community building, encouraging self-management for its own transformation and its environment.

In reviewing the literature we find that the proposed interventions are diverse as the contexts in which they are also involved, as such, any Community in its methodological dimension should generate methods that are processed at the same pace that change communities, so as to generate structures at a critical and reflexive action collective. It then seeks to build a dialogic methodology, dynamic and transformational (Santiago, Serrano-Garcia, and Perfect, 1992).

In this sense, community interventions are based on principles of practice and reflection to those who are subjected not only a facilitator but the group that seeks to create change. These principles are:

- The contextual nature, expressed in the adaptation of the method, techniques, and procedures to the specific context, cultural and community, which is involved.
- It involves a series of actions and relationships that run with the community.
- The participatory nature to be expressed specifically in implementing the actions of action-reflection.
- It aims to present proposals for change, structured from those posed by groups or communities.

The contextual nature of our intervention always involves starting the practice, ie what people know, lives, feels, does and wants, the different situations and problems they face in their life. This is not to have a thorough knowledge of a reality but to learn as much as is needed to provide sufficient information and data, it can organize the set of actions to be performed. (Ander-Egg, 1997).

The second principle involves the actions carried out with the community, ie community involvement or intervention group from diagnosis to the evaluation of that intervention is the community that gives us the right information, it is constructed with intervention ; for that two mechanisms are working to build bridges between

community and the auditor; awareness and motivation. The first is to tighten and awaken those who live a daily life as seen from outside problem or developmental disability, but should also be seen from within, it might seem an imposition from outside, while encouraging, is doing or saying things that lead to awakening a particular interest, being the attention to what is perceived subjectively valuable and that has meaning for life (Ander-Egg, 1997).

The participatory nature to be expressed specifically in implementing the actions of action-reflection, which is generated from the experience and feeling and then move on to theorize. In this sense, the Peruvian Institute of Human Rights and Peace (IPEDEHP, 1995) proposes to organize the intervention from an inclusive, participatory, democratic and fair, these elements mentioned above are related to both the awareness as to the strengthening .

Finally, the proposed changes, structured from those posed by groups or communities, are based on the needs assessment phase in which it identifies those aspects that the community regards as disruptive or limiting and identify resources that could be address these problems or deficiencies, giving the community the possibility to influence the personal systems, community and social (Montero, 2007).

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Villa Hermosa. It has a population of approximately 800 inhabitants. 85% identified this community as one of the most important problems of violence, usually being affected women and children who are victims of both psychological and physical violence. People in the sector have electricity and water and several nearby institutions support.

El Balcón. Presents a total of 400 inhabitants. Included among children, adolescents, young adults and the elderly, and there is a fairly large number of children aged 7 and 9 years (31%). The sector has electricity, water and drain. Your need is the lack of a local Community, tracks and paths, and parks.

El Pedregal. There are a total of 1500 inhabitants. 32% of the sector believe that the main problem is violence that occurs within the home, likewise, the population believes that those most affected by the different problems are children by 70%. One of the main requirements is the lack of recreational facilities as well, the population considers the need for asphalt, green areas and jobs.

Participants

The sample consisted of 19 boys and 25 girls participating in community programs, aged between 7 and 11 years of age in Table 1 we see that the majority are between 8 and 9 years, all sectors Villa Hermosa, El Balcon, Sector B and Pedregal, which occupy Pedregal The Balcony and the highest percentage of participation with 32% and 27% respectively.

Tabla 1

Demographic models / participants

Variable		F	%
Sectors	Sector B	10	23%
	Villa Hermosa	8	18%
	El Balcón	14	32%
	Pedregal	12	27%
Age	7	8	18%
	8	10	23%
	9	12	27%
	10	6	14%
	11	8	18%
Sex	Mujer	25	57%
	Varón	19	43%

Data collection techniques

For the present study used the following instruments:

Review files. Data was gathered from documents that contain both programs and diagnostics areas located in the files of the Commissioner of Orchards d Manchay both the industry and program participants, the same ideas that lead to structure pre-work field. Prior to the review determined a scheme that provided a guide to incorporate the data found. The documents reviewed were community studies, group characteristics and programs undertaken by final year students of psychology at the University of San Martín de Porres in 2009.

Focus groups. We used this technique due to the collective process and the ease of focusing on the plurality and variety of attitudes, experiences and beliefs of the participants by facilitating the interaction of discourse and contrasting the views of the participants. The dialogue space constructed from a scheme of work flow and allowed to deepen and generate a broad background information by the synergistic effect and the interrelation of the group (Wart & Atkins, 2002) The categories worked in the focus groups were: 1) perception of the program, 2) Reason for participation in the program, 3) perception of themselves before and after participation in the program and 4) most outstanding elements of the program.

Procedures

For the initial immersion, which are the first contacts with the participants, we contacted the facilitators / programs as each sector, in this case were 4 sectors and a sector program. The programs are for community interventions whose main themes are: life skills, leisure time use and role of children. The facilitators were pre-professional practitioners in the area of Community Psychology, Universidad San Martín de Porres, who led the visit to the sectors and working groups. Data collection began with the observation of the context and dynamics of the participants, parallel to the files are reviewed in order to complement data. Then conducted focus groups with participants, for which consent was obtained from parents of these. There were six focus groups, four of them to seven students and two to eight participants. The number of participants in each focus group was established to provide technical management and enable the participation of each member, the time that was available and that it could maintain motivation and attention of participants was 40 minutes. The focus groups were recorded and then transcribed to be processed with Atlas Ti program facilitating the encoding for subsequent interpretation.

Results

Are organized considering the goals set at the beginning of this work.

Perception of the program

The different views of the participants at this point lie in a favorable perception of value they attach to the program, specifically on two aspects: the first is the investment of time in organized activities within the program and the other aspect is the perception of the program as a learning space, these two elements mentioned are associated with those needs identified in the working groups by the facilitators of the programs, these needs were referred to the time off without production or difficulty in monitoring and relational skills, the program included these needs to be worked on throughout the session:

«está muy bien el programa, por que no tenemos nada que hacer, en nuestra casa» «deberían venir todos los días, cuando no vienen, los chicos se van a la losa nomás y no hacen nada».

«la miss [psicóloga interventora] nos enseñó la organización del grupo y [el] buen trato».

Reason for participation in the program

When participants referred to the reasons for their participation in the program the first thing that stands out is the need to address something, likewise, are motivated to generate amical relations, activities carried out in the program and previous knowledge.

no había nada que hacer en mi casa, taba' aburrido», «yo fui al programa de la psicóloga porque me quedaba solo en mi casa»

«mi hermana me llevó, primero ella [ya] estaba en el programa», «mis amigos siempre estaban en la losa con la psicóloga, ellos me decían que era bonito, por eso fui».

ya me habían dicho que el psicólogo hacia juegos para participar en la losa, eso me gusta y así entré al programa»

«la psicóloga nos enseñaba a no pelear y las normas», «... fue bonito por que teníamos que cumplir [las normas] y algunos aprendimos que eso era respeto», «aprendimos varias cosas; [hacer] las manualidades, los juegos, hacer los papeles grandes y exponer [lo que se había trabajado en el papelógrafo]».

Perception of themselves before and after participation in the program

The perception of the participants before the program is presented in three areas: aggressive behavior, poor integration and leisure group without productive activity:

«antes del programa gritábamos mucho, y siempre se peleaban por la pelota en la losa», «[antes del programa] no nos organizábamos bien, todo [era] pelea nomás, no jugábamos juntos», «no hacia nada, taba' en mi casa o en la canchita».

The perception of themselves after the program is referred to three aspects, reduction of fights, better group integration and punctuality: : *«lo que más recuerdo del programa es las dinámicas y los juegos en la losa», «la miss [psicóloga interventora] siempre nos llevaba a jugar*

a la losa, pero no podíamos decir lisuras» Such activities, more and better remembered by the participants focused elements of participation, group cohesion, respect for others and democracy raised by the IPEDEHP (1995).

Discussion

In the first pages of this research was mentioned that Community intervention relates to all actions aimed at promoting community development through active participation, to make a reading of the narratives of the participants, we found that participation is promoted at all times of the intervention as well as being a motivator to secure the participation in programs.

And self-strengthening, which occurs in the definition of intervention, would be met in both participatory actions are performed to influencing the behavior of participants from the freedom of opinion and respect it.

Perception of the program

The importance of work based on the needs and resources of communities and groups results in the assessment of usefulness of the program as something that was unsatisfactory or problematic is its balance and the proposed solution in group work. (Montero, 2006). *«Ahora salimos a la losa y hacemos actividades, jugamos y la psicóloga siempre esta con nosotros»* (participant of the program)

The organization of various activities presented as alternatives to be developed in that free time or «time where nothing is done» given the availability of time with respect to an end and also learn through this, what Munn (1996) designated as the time psychosocial intervention. In this sense it would be using the free time as a means to learn new patterns of socialization and consequently the sense of satisfaction and well-being in spaces that provides organized activities facing the reality of the group, this being a powerful factor of social transformation.

Reason for participation in the program

The use of free time, people who make up the group, engagement and learning actions are four motivators for participation and retention programs.

The proper use of leisure time is a recurring theme in

the responses of participants in this study, one of the characteristics of the contexts where the research study is not presented in the media opportunities or facilities to promote the planning time, which eventually result in what Tarazona (2003) finds as a deficiency in future planning.

Also coinciding with Sanchez (2007) the improper use of leisure time is a factor of vulnerability within the family, because they are areas not controlled by parents. In this sense, community intervention programs being proposed are interesting, coherent and feasible for reducing risk factors.

The effectiveness of participation is not only the union of people, but finding the experience people are familiar, whose interaction has a specific function, associating it as proposed by Montero (2004) is need to establish participatory processes productive exchanges, perennials, in which all group members may have an opportunity to express their views and opinions, also generating a feeling of belonging to it.

Participatory actions, cause of integration in programs in the study area, enables the group to speak and be heard, opening a possible space for expression from that which is pleasing or not, that do not have space in their homes and would favor the strengthening of intrapersonal components (improve their skills from the program), behavioral (programs encourage participation and promote the role of their actions) and relational (shared knowledge, to be co-starring the work).

Perception of themselves before and after participation in the program

It is important to highlight the relevance of the responses in this area because it places children in an analysis of the position improved from stages prior to the program, and that is that Vargas and Bustillos (1989), participatory techniques employed often creates in children the ability to make critical choices and suggestions for their actions and those of others. *«When we did the paperwork [wall chart technique], we were all talking and miss [intervening psychologist] asked us of we were doing»* (participant in the program.)

The programs developed in the study area, appear to have a positive impact, because the participants refer to

elements of improvement after the program, especially to indicate aggressive behavior, definitely in a context where the problems identified in a greater proportion related to family violence, it is expected that children of these families present aggressive behavior, coinciding with Llobet (2005), the family beater increases the vulnerability of children generated in such aggressive behavior, desertion, isolation and problems in interpersonal relationships, behaviors that has fallen through participatory interventions, integrative and inclusive.

Taking what proponents Clary and Snyder (2002), organization and group cohesion holds the inclusiveness of participation; to achieve cohesion is necessary for community programs are producers and recipients of such events, participation in this context (considering cohesion, better organization and horizontal) is public and therefore gives the participant the social responsibility for their actions. Associate it understood by timeliness, punctuality would come as an act of responsibility for the program because the degree of organization and group integration achieved, the consensus in this type of community relations is of great importance because it determines the consistency or sustainability of the group.

Most important aspects of the program

Community intervention programs structure their actions based on participatory elements-assets to the extent that these elements will enable changes in the group and its context.

Coinciding with the concluding Grimaldo, Mori and Morales (2007), emphasize the use of participatory techniques and to integrate other strategies that create active and democratic participation, and that what the participants remember the program are activities direct participation. This is compounded by organizational group processes that lead to election duties and functions to be undertaken by members of the groups on their own initiative and not by imposition or dedición the auditor. This can be achieved only gradually and after a systematic exercise group evaluation forms in which the controller is essential accompaniment

Concluding Remarks

The perception of community intervention programs worked in four sectors of the rural village of Manchay gardens, reflecting the need to continue designing and implementing programs that meet the needs of the group, and contribute to proposals for appropriate use of leisure time.

The reasons for participation focus on the opening of intervention programs in the diversity of activities proposed to use his time in a planned way, and for socialization and active and democratic participation, as well as the promotion of recreational spaces, integration and learning.

The perception of the participants before and after program participation lights gives us a favorable impact and sustainability over them identify an improvement in socially acceptable behavior, group integration and elements of responsibility and punctuality.

As for the elements that remind of the programs we present techniques and participatory strategies and organizational actions that could lead to a better integration of group and taking responsibility for this.

Finally it is necessary to continue the work with children to promote awareness and social criticism that will generate commitment to the development of their communities, so it is essential to continue promoting development and integration spaces.

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