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Participatory assessment & WIFY =
参加的アセスメント & WIFY

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Participatory Assessment;

Understanding human condition & needs by Maslow's model & WIFY

Hi, everyone. This time, I will talk about participatory assessment, especially understanding of human conditions and human needs as the starting point of public health activity.

1. Participatory Assessment (PA)

1) What is PA?

Participatory assessment is a process of building partnership with people by promoting meaningful participation through the structured reflection of our living world and structured dialogue.

2) A starting point for PA.

To start a meaningful participatory assessment, obtaining a balanced view of our human condition and human needs is important. The human condition is defined as "the characteristics, key events, and situations which compose the essentials of human existence, such as birth, growth, emotionality, aspiration, conflict, and mortality." Public health activity is directed to various human conditions. It is often triggered by local people's needs linking to their human condition. Understanding human needs is essential for public health activity.

2. Maslow's model

To conceptualize the complex human needs, a certain model is effective. One of the most popular academic model of human needs was proposed by a psychologist Abraham Maslow (1908–1970). Maslow described human needs as ordered in a hierarchy. According to the pyramidal diagram illustrating the Maslow needs hierarchy, human needs are identified as "physiological", "safety", "love", "esteem", and "self-actualization".

In Maslow's book of "A Theory of Human Motivation", levels of needs are described as follows. Physiological needs: The needs that are usually taken as the starting point for motivation theory that are the so-called physiological drives. Safety needs: If the physiological needs are relatively well gratified, there then emerges a new set of needs,

safety needs. Safety needs include Personal security, Financial security, Health and well-being, and Safety net against accidents/illness and their adverse impacts. Love needs: If both the physiological and the safety needs are fairly well gratified, then there will emerge the love and affection and belongingness needs. Esteem needs; All people in our society have a need or desire for a stable, firmly based, high evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others. The need for self-actualization: Even if all these needs are satisfied, we may still often expect that a new discontent and restlessness will soon develop, unless the individual is doing what he is fitted for. This need we may call self-actualization.

3. WIFY, what is important for you?

1) Basics.

To reveal people's needs & conditions more directly asking question, I developed WIFY. WIFY (what is important for you) is a set of questions originally designed for children to review and narrate about their daily life and environment. Although WIFY looks simple, I spend more than four years investigating an optimum way of asking questions to reveal children's viewpoints. I visited 21 classes of Japanese school children, improved in a stepwise process inquiring ways of question-asking, and finalized WIFY. If you are interested in this process of development, please refer to this article in Tohoku Journal of Experimental Medicine, 2001. The basic question of WIFY is as follows: "Name five of importance in your life that you would miss if you lost them." This same basic question is asked to reveal three layered views; personal view (WIFY1), communal view (WIFY2), and global view (WIFY3).

2) Interchanges caused by WIFY.

This is a worksheet designed for WIFY. Since I developed WIFY, I had many chances to ask WIFY. A memorable response and interchanges of participants when I ask WIFY at first time is described in my above-cited paper. I will read the passage of it.

WIFY trials were scheduled in February 1999 in Nagasaki, Japan, and in November 1998 in Beijing, China. In both settings, I visited several classes of primary school, and asked WIFY. Although the initial oral explanation took five minutes in Nagasaki, the same explanation took 20 minutes in Beijing, because the Chinese translation and additional descriptions took more time. After this, children responded more smoothly in both settings. By the time when children had filled in all of three WIFY questions, children started to whisper here and there in the classroom. The typical response was taking a glance into the neighbor's working sheet with a smile. This type of spontaneous interchange was observed both in Nagasaki and Beijing. In each setting, teachers, who were observing the class, were surprised by this spontaneous interchange among children.

Since my above-cited first WIFY trial, I have had hundreds of occasions to ask WIFY at varieties of settings, such as workshops, schools, community assemblies, training courses, etc. At all of these occasions, participants were animated, shared feelings freely, and enjoyed interchanges.

3) Examples of WIFY replies.

Here, I will show you two children's (A and B) replies to focus on details that they wrote down on each WIFY worksheet. Child A: "WIFY1; sleep, pillow, blanket, vehicle, life, toilet paper, money", "WIFY2; Akagi department

store, tree, forest, air, sea, mountain, Kosasa city public office, match”, & “WIFY3; human, senator”. Child B: “WIFY1; Lego toy, model car, money, human life, toilet, rice”, “WIFY2; electricity, Hello shop, fire, car, bicycle”, & “WIFY3; Jasco superstore, Tokyo tower, eyeglasses, TV, Hokkaido”. Just like in other WIFY occasions, these children enjoyed interchanges after filling their WIFY worksheets. Both children reported discoveries of their own and one another’s unique sense about life.

4) Asking WIFY by yourself

After you conceive the process of asking WIFY, then, it's your turn to ask WIFY to yourself. This worksheet will guide you to reveal your hidden needs/values. You should write down anything that comes to your mind. WIFY1 column locates at the bottom of worksheet. After you filled WIFY1 column, then shift to the upper WIFY2 column, reflect and reply. Then, do the same for WIFY3. After you filled all three columns, read and reflect all of your replies again and again, until you conceive whole picture of your WIFY. Three WIFY questions will help you to reconstruct your viewpoints and values/needs as a whole.

5) Participatory reflection

If all of your WIFY replies are very personal indicating your hidden values/needs, you can keep your secret. However, if you would like to learn from your neighbors, think about sharing of replies. By sharing WIFY replies, participants are invited to learn other participants' viewpoints. Participants in past workshops found WIFY a very interesting and exciting experiences.

4. What WIFY can do for you?

Every time when you ask WIFY, you will find something new for yourself and for your peers. In this WIFY booklet, functions of WIFY are described as follows; 1) As an ice-breaker, 2) Communality fostered by individual uniqueness, 3) In depth inquiry and case-based problem solving, and 4) Humanistic relationship and participatory problem-solving.

5 WIFY & Health Promotion

In 1998, I developed WIFY as a participatory assessment tool to understand children’s viewpoints to their environment. However, just after I started to ask WIFY in varieties of settings, I realized that not only children but also adults respond to WIFY. In 2000, I took a chance to write the theoretical section of Kenkou Nippon 21 (the Japanese national health promotion plan), especially at the participatory methodology. The reactions caused by asking WIFY were used as a model of people’s participation. Since then, increasing number of people are using WIFY as a catalyst of face-to-face communication toward health promotion.

Conclusion

In the first part of this micro-lecture, I introduced Maslow’s model to imagine a theoretical structure of human needs. Then, I introduced WIFY to reflect and reconstruct our own unique and specific needs/values. These reflections will be a

starting point of emerging public health activities.

References

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Moriyama's work

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