

Community Development Strand

Unit 1: Introduction to Community Development

## **Module: 1.2 Community Development Skills**



**Lecturer Support Material**

## Acknowledgements

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## Unit outline

Unit	#	Modules
<b>Unit 1</b>  <b>Understanding Community Development</b>  <b>(2 Credit Points)</b>	1.1	Introduction to Community Development (Core)
	1.2	Community Development Skills (Core)
	1.3	Community Resources (Core)

## Icons



Read or research



Write or summarise



Activity or discussion



Suggestions for lecturers

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# Module 1.2: Community Development Skills

## Rationale

The purpose of this module is to enable students to learn the basic skills and ideas needed to work effectively with people in communities and to impart this knowledge through practical activities. The skills taught will further develop the principles of community development introduced in 1.1 Understanding Community Development. Students will be taught the importance of good communication, information gathering, facilitation and mediation as the foundation for Community Development.

## Objectives

By the end of the module, students will be able to:

- Describe and apply a variety of skills needed for effective community work.
- Communicate efficiently and effectively using both formal and informal channels
- Describe different methods for gathering information needed for community development projects.
- Describe and apply skills needed to audit communities to determine the skills available, the needs of the community and resources available.
- Analyse and use the information collected to benefit the community
- Use skills to listen, question, analyse and facilitate problem solving, as well as mediation
- Describe and use the skills of a facilitator
- Study the role of the mediator
- Write formal letters on behalf of their communities
- Prepare and write a written report on a community activity
- Present a report on a community activity.

## Topics

These are the core topics, which need to be completed to meet the module objectives.

1. Information collecting and analysis
2. Interpersonal Skills
3. Written and Oral Communication

## Teaching strategies and activities

These teaching strategies and activities are suggestions only.

The main emphasis in the teaching of each topic is to include a range of activities and to develop skills, which will develop a depth of practical understanding that will be useful for beginning teachers' in their communities.

*Wherever possible, activities should be student centred, and provides opportunities for discussion, group work and input.*

Suggested teaching strategies include:

- Lecture
- Interview and research
- Case study
- Guest speakers
- Role play

## Suggested assessment activities

Where possible, each assessment task should assess more than one objective, and should require students to apply their learning in a relevant context.

Assessment tasks may include:

- A case study
- Reflective journal writing
- Tests

## Resources

Individual copies of the Student Support Material book

## References

- Council for International Development, Wellington, NZ. (1999). *Relationships and genuine partnerships*
- Srinivasan, L, UNDP. (1990). *Tools for community participation – a manual for training trainers in participatory techniques.*
- Hope, A and Timmel, S. (1984). *Training for transformation – a handbook for community workers.*
- Davies, A. (1997). *Managing for a change – how to run community development projects.*
- Nelson-Jones, R. (1991). *Human relationship skills 2nd Edition.*
- Kaner, S. (1998). *Facilitator's guide to participatory decision-making.*
- Berman, M, Cox, E and Westerhout, J. Liklik Buk Information Centre. (2000). *Successful community development - a guide for community development workers in PNG.*
- Berman, M. (2000). *Community management of development: how to make it happen.*
- National Planning Office, Port Moresby, Papua New Guinea. *1999 Papua New Guinea human development report. 1998.*
- Wates. N. Earthscan. (2000). *The Community Planning Handbook.*

## ***Introduction***

### **Objectives:**

By the end of this topic, students will be able to:

- Describe and apply a variety of skills needed for effective community work.

### **Resources**

- Individual copies of the Student Support Book

 Establish student prior knowledge by giving the class the following pre-test or devising a more appropriate gauge of their existing knowledge of the module. The following test could be printed out and handed to each student or it could be written on the board.

Ask students to answer the following questions in relation to living and working in their community

## **Community development skills pre-test**

### **1. Skills needed to work in Community Development**

List 5 essential skills that you think are necessary to work with communities.

### **2. Communication Skills**

Write a definition of each of the following terms used in community work:

Facilitator

Mediator

### **3. Conflict resolution**

Describe how you would try to mediate in the following conflict situation.

Pigs from the neighbours have been coming into your school and rooting through the school gardens and destroying the grass fields.

It is the school's right to kill the pigs and demand compensation from the owner. Already an angry teacher has attacked one pig and nearly killed it. The owner of the pig was upset and has threatened the teachers and any children who touch the pigs.

#### **4. Information gathering**

What is information gathering? What do you think it has to do with community development?

If you were part of a community youth training project, what sorts of information do you think would need to be collected in the planning stages?

#### **5. Written and Oral Communication**

Explain what you understand by these words:

report, business letter.

Can you explain why community development projects need reports?

 Discuss the pre-test in class together. Students could share answers in small groups and then discuss them together as a whole class.

# Topic 1: An Overview of Skills Needed in Community Development

## Objectives:

By the end of this topic, students will be able to:

- Describe and apply a variety of skills needed for effective community work.

## Scope

People who work in community development such as teachers need a variety of skills. These skills are used to enable people to actively participate in the process of change which affects their community. In the first module we discussed some principles of community development. The skills taught through this module are; social and relationship skills and written and oral communication skills. We will explore and practice the skills of participatory development, how to be a facilitator, how to mediate disputes and information collection and analysis.



Read the scope with the students.

Revise with the students the purpose of community development.

Introduce the students 1.2 Activity 1. The diagram introduces students to four different social scenarios which are reasonably common in Papua New Guinea. Each of these scenarios; returning to the village, youth, drinking and domestic violence, is concerned with change.

Brainstorm changes which are happening within our communities and some of the reasons for these changes.

How do people cope with these changes?

After the activity discuss each of the scenarios, and have students share the activity they completed.

Discuss the role of community development in supporting people to deal with change.

## 👉 1.2 Activity 1

Community development skills are needed to help people cope with change in their communities.

Consider these illustrations of change which are occurring in communities throughout Papua New Guinea

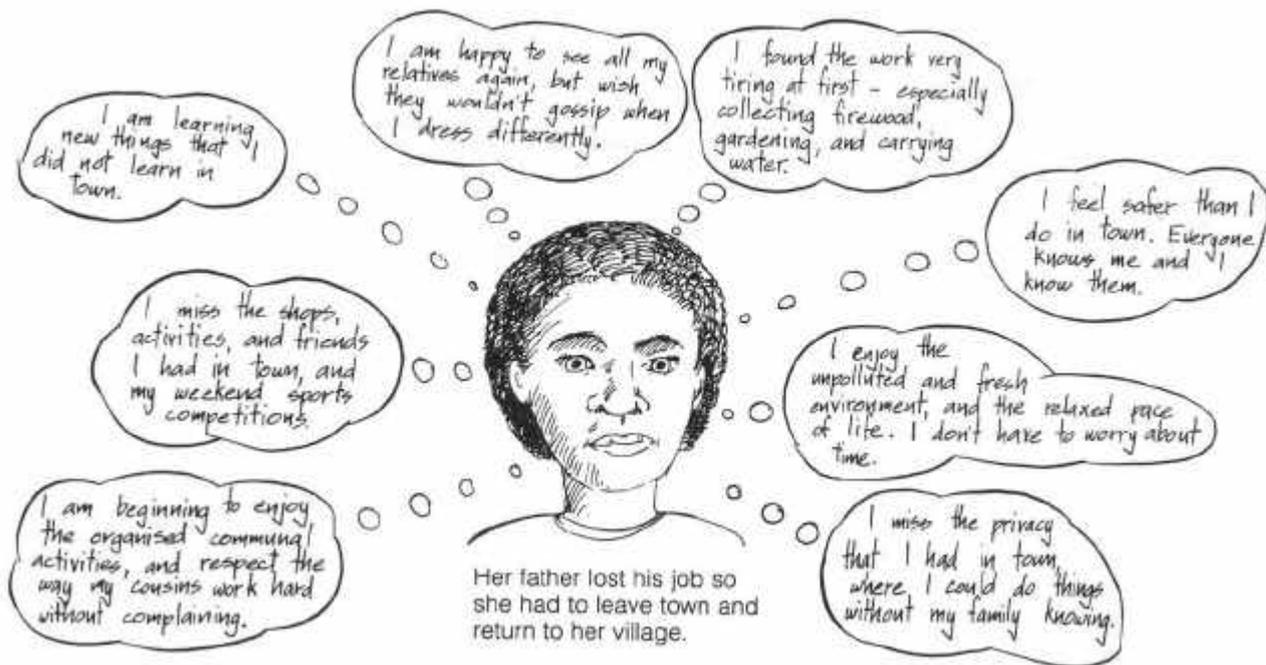


Figure 1 Returning to the village Source of drawings: *Living in a Changing Society*, NDOE, 1993

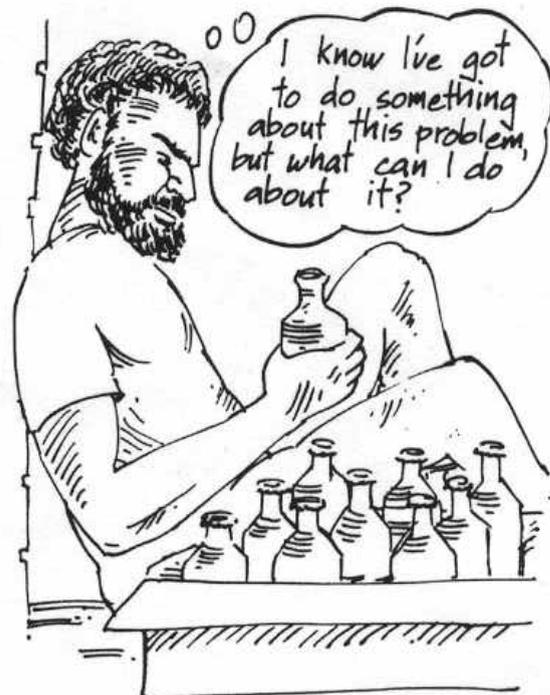
Figure 2 Youth

Figure 3 Domestic violence

Figure 4 Drinking



Domestic violence is illegal. Domestic violence means fights between people who are married or living together. It can involve physical beating, sexual abuse, mental and emotional ill-treatment between spouses or between parents and children.



Choose one of the above pictures and complete one of the activities

**Figure 1** Make a similar drawing of a young man or woman leaving the village and going to the town

**Figure 2** Make a short role play showing this problem and some possible solutions

**Figure 3** Domestic violence is illegal but is increasing. Make a poster to highlight this problem and include alternatives for angry people

**Figure 4** Drinking is a problem for adults and youth. Write an essay on the problems of drink and especially the effects on families.

**OR**

If any of these community people came to you with these issues in their lives, how could you advise them?



Read and discuss the following 'Overview of Skills needed in Community development' with the students. Possible discussion questions:

**Behaviours and Attitudes Column:**

- Explain what these terms mean in practice:

Hand over the stick

Unlearn

Embrace error

**Methods Column:**

- Can you think how any of the listed methods could be useful in community work?

## Overview of Skills needed in community development

This skills overview shows a range of skills needed and used by people who work in community development. The skills which include behaviours and attitudes, and methods are practiced so as to enable community members to participate in and take greater control of their own community development.



## 1.2 Activity 2

*As you read through the skills chart, try to imagine yourself in your community. Besides the **Behaviours and Attitudes** listed think of examples of ways that you could demonstrate these skills.*

*Copy these into your book, and share them your peers.*

Overview of skills needed in community development

Behaviours and Attitudes needed in Community Development work	Examples	Methods	Results
<ul style="list-style-type: none"> <li>• ‘Hand over the stick’</li> <li>• ‘They can do it’</li> <li>• Use your own best judgement at all times</li> <li>• Sit down, listen, learn respect</li> <li>• Unlearn</li> <li>• Relax</li> <li>• Embrace errors</li> <li>• Facilitate</li> <li>• Don’t rush</li> <li>• Ask them</li> <li>• Have fun</li> <li>• Be nice to people</li> </ul>		<p><b>Awareness campaigns</b> –community participation</p> <p><b>Community calendars</b> – for planning</p> <p><b>Compare and contrast</b></p> <p><b>Diagrams</b> – showing relationships, resources,..</p> <p><b>Estimating</b></p> <p><b>Evaluating</b></p> <p><b>Field workshop</b> – community education</p> <p><b>Interview and survey</b> – gathering information</p> <p><b>List</b> – resources and skilled people</p> <p><b>Map</b> – community resources and land use</p> <p><b>Model</b> – of planned development</p> <p><b>Meetings</b> – for identifying needs or problems</p> <p><b>Networking</b> – sharing information.</p> <p><b>Prioritising</b> – needs or problems</p> <p><b>Story</b> – sharing lessons from the past.</p> <p><b>Seasonal calendars</b> – for planning</p> <p><b>Transect walks</b> - planning</p>	<p style="text-align: center;"><b>SHARING</b></p> <p style="text-align: center;">↓</p> <p style="text-align: center;"><b>They share their knowledge and analysis with each other and with us.</b></p> <p style="text-align: center;">↓</p> <p style="text-align: center;"><b>All share experiences of living, food, etc.</b></p> <p style="text-align: center;">↓</p> <p style="text-align: center;"><b>PARTNERSHIP</b></p>

## Topic 2: Information Collecting and Analysis

### Objectives

By the end of this topic, students will be able to:

- Describe different methods for gathering information needed for community development projects.
- Describe and apply skills needed to audit communities to determine the skills available, the needs of the community and resources available.
- Analyse and use the information collected to benefit the community

### Resources

- Survey forms and questionnaires
- Paper

### Scope

This topic introduces students to the techniques used in community development for gathering information. Before any community development initiative can be undertaken, information must be gathered on the skills, needs and resources within the community. This process of collection is known as an audit. Analysis of this information will also be explained and practiced.

### ***Information collecting – the use of an audit.***



Read through the Scope of the module with the students.

Explain that this topic is a basic introduction to different techniques for collecting information about the skills, needs and resources available to a community – the process known as auditing.

Ask them to share previous experience with research.

Explain that the research described in this module is people orientated designed to enhance the main principles of community development discussed in 1.1 Understanding Community Development;

participation

sustainable development and

equity and social justice.

Have the students read 'Information Collecting – the use of an audit' and answer the questions.

The usual understanding of the term 'audit' is as a method of financial accounting. However the original meaning of the word audit comes from the Latin to hear. Thus in terms of community development, auditing is more than a method of evaluation and accounting. It becomes a means of hearing people's views, opinions and needs as well as determining what skills and resources are available within the community.

Using community development techniques auditing can be designed to enable people's voices to be heard. It can be used as a method of evaluation or for the obtaining of information which can use a variety of research techniques. In using the community development principles of:

- participation
- sustainability and
- equity and social justice, the process can be as important as the outcome. This process should show a commitment to 'self-help' and have a commitment to change and social justice.

## Audit Techniques

The following are some common techniques used in the audit process and likely to be useful to teachers working in community development. Refer to the Glossary for an explanation of each.



Introduce the students to the audit techniques.

Encourage them to use the Glossary to read more about the techniques. Ask if there are other techniques they wish to share.

Explain that techniques of mapping, meeting, diagram and transect walk will be dealt with in subsequent modules.

A technique, which the students may be unfamiliar with; ideas competition is explained with an example while all other techniques will be used in this topic.

Read through the Ideas competition

As the students become familiar with the different audit techniques encourage them to adapt and use them in the following Activities.

- Checklists
- Diagrams
- Ideas competition
- Interview
- Mapping
- Meetings
- Prioritising
- Questionnaire survey
- Transect walk

 Discuss the term 'analysis' and write a class definition on the board.

Make a list of possible ways to analyse information gathered through an audit  
e.g. collating the information according to what we want to discover. For example; separating the information into gender groupings, tallying answers to questions and graphing the results.

An exercise in prioritising could be a useful way to analysis options.

## Ideas competition

Ideas competitions are a good way of stimulating creative thinking and generating interest and momentum. They can be designed for everyone to put forward their ideas. They are an audit technique for gathering people's opinions and ideas for solving problems or improving communities.

- Ideas competitions are normally held at the start of the community development process or when there is opposition to a proposed scheme. It is best if they are kept simple and immediate.
- A brief is produced. Clearly setting out the task. Entry format and deadline, judging procedure, eligibility and relevant background. The task can be to produce general ideas for improving an area or proposals for a specific site, building or problem.
- Judging can be done by a panel or through using a public voting system.
- Winning entries are widely publicised throughout the community, using the tok save notice boards and public meeting.

### **OURVILLAGE**

**2005**

*Visions for*

*Our village*

*Competition*

**Open competition to all community members for the best ideas for improving the environment of Our village**

*What could be done to make your house, your extended family's houses your community environment more environmentally safe and healthy by 2005?*

How can we make a better vision for Our village?

**Many prizes to be won.**

*Categories*

Primary school children, secondary school children, youth, adults.

Words drawings and models with name and category.

Entries by 26 September to Our village Primary School

Organised by Our village community Development Council

## 1.2 Activity 3

*Using the glossary and other reference books, find definitions for five of the audit techniques listed above.*

*Try to think of examples of how they could be used.*

## Skills audit and analysis

 Explain to the students that any skills auditing should be kept simple and straight forward. If conducted in their own village it could be reasonably informal. Encourage them to suggest ways that the audit could be organised and conducted.

Brainstorm a checklist of possible skills that could be found in most Papua New Guinea villages.

Explain 1.2 Activity 4 and provide time for sharing afterwards.

A skills audit or survey is an assessment of the skills and talent that exist in a community. Remember one of the principles of participation is to use local talent but first we must find what skills are available for the project we are planning. Once the skills audit has been conducted we should have a clear idea of what skills exist and what extra help or training is required.

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### 1.2 Activity 4

*Using the checklist of skills developed by the class work with a peer to write a Skills Audit for your community. Decide on a suitable project which the community might be planning. Your audit should cover all the skills likely to be needed to complete and manage the project.*

*Share your audits with other peer groups.*

## Needs Audit and Analysis

 Use the survey of Wewak Market (See Appendix 1) or the Informal Listening Survey (See Appendix 2) as examples of a needs audit. Use other local examples if you have them. Explain the difference between an interview and a questionnaire.

If possible have the students design their own community needs audit. Decide on an appropriate part of the community and conduct it. This is a way to practice community development in the field.

Explain 1.2 Activity 5 and assist where necessary to ensure questions are simple and do not require lengthy answers

A needs audit is a means of assessing what the development needs of the community are. A fundamental principle of sustainable community development is to find out what the real needs of the people are. These could be infrastructure, environmental, health, educational. A public meeting is often the first place where community needs and problems can be voiced.

Techniques often used to survey community needs include:

- Listening survey
- Questionnaire survey
- Interview

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 **1.2 Activity 5**

*Work with a group of peers and design a simple Needs Audit which you could conduct in the local community.*

*Follow the steps carefully.*

1. *Decide on an area of the community that you would like to find out about the community needs or problems.*
  - *e.g. a local market, primary school, local youth, student body.*
2. *Decide whether you will interview or use a written questionnaire.*
  - *consult the Glossary if you are unsure about the difference.*
3. *Write your questions. Check that they will give you the information you want. Try not to make them too wordy or requiring long answers.*
  - *practice asking the questions and make any changes*
4. *Conduct the survey*
5. *Analyse the information according to what you want to discover*
6. *Present the results*
7. *Make recommendations*

## Resource Audit and Analysis

A resource audit is the identification or assessment of resources and capacities within a community that can be used by the community. It usually includes people, organisations, finance, equipment and environmental resources and so on.

Examples of resources audits include:

- Mapping
- Transect walk
- Resource survey.

 Introduce the example Community Survey Questionnaire with the students.

It is an example of an audit form.

Discuss in what ways it could be useful to the community development process.

Question them how the information could be used or analysed.

*Community Survey Questionnaire – example of a resource audit form.*

Use the Community Survey Questionnaire and adapt as you wish, to help you gather information about your school community. It is also a useful source of information to supply to a donor in a project proposal.

<b>COMMUNITY SURVEY QUESTIONNAIRE</b>	
A survey questionnaire may include the following:	
<b>Project site</b>	
Name of community or village _____	
District/Local level government _____	
<b>Community portrait</b>	
Cultural Characteristics:	
Name of culture group _____	
Language _____ Patri/matrilinear: _____	
Number of clans _____	
Clan/landowner of water source _____	
<b>Demography</b>	
Number of residential localities of community _____	
Other populated localities: school _____ church/mission _____	
aidpost _____ others _____	
Total estimated population _____	
Population of project site _____	
<b>Geography</b>	
Distance & access by road _____	
Distance & access by air _____	
Rivers in vicinity _____	
Project terrain is: flat _____ hilly _____ mountainous _____	
dry _____ swampy _____	
<b>Economic Activity</b>	
Smallholder cash crop production:	
copra _____ cocoa _____ coffee _____ fish marketing _____	
garden produce marketing _____ PMV _____ poultry project _____	
trade store _____	
<b>Infrastructure</b>	
Village trade stores _____ fuel supply depot _____ outboard motors _____	
PMV buses _____ PMV trucks _____ family cars _____ work trucks _____	
tractors _____ permanent buildings _____ workshops _____ others _____	
<b>Communications</b>	
Telephone access _____ distance _____	
Radio communications access _____ distance _____	
<b>Community Services</b>	
Church _____ community schools _____ high schools _____	
vocational schools _____ aidposts _____ health centre _____	
sub-health centre _____ NGO _____	
<b>Community Organisation</b>	
Ward Number _____ Local Level Government Area _____	
Community days _____	
Active community groups _____	
<b>Village officials, committees and leaders</b>	
Councillor _____	
Council committees _____	
Ward development committees _____	
Water project chairperson _____	
Magistrate _____	
Peace officer _____	
Women's leader _____	
Youth leader (male) _____	
Youth leader (female) _____	
School board chairman _____	
Aidpost board chairman _____	
Traditional community leader #1 _____	
Traditional community leader #2 _____	
Traditional community leader #3 (female) _____	
Church leaders _____	

Source: *Successful community development*, Liklik Information Centre, 2000

## Topic 3: Interpersonal Skills

### Objectives

By the end of this topic student will be able to:

- Describe and use the skills of a facilitator
- Appreciate the importance of listening and practice several listening techniques
- Use various forms of communication suitable to a given situation, including storying in community work
- Link facilitation skills and relationship building skills for assisting with project development
- Learn to apply models for improving relationships and resolving conflicts
- Examine the causes of conflict
- Study the role of the mediator



### Scope

Through this topic students will examine the key skills which underline the principles of participation and sustainability in community development. The most important of these skills is the ability to listen and question. Other forms of communication such as storying will also be examined. Students will learn the significance of facilitation and mediation in community development.

**i** Read through the Scope with the students. Explain that this is a large topic which covers skills of: relationship, listening, questioning, facilitation, mediation, and networking. All of these skills build the principles of community development – participation and sustainability. By learning and practicing these skills the students will be able to find out what peoples real needs and problems are and develop worthwhile community development projects.

Introduce **Listening** as the first skill and explain carefully the Triad Discussion: **Introducing myself and my community**

### *Listening*

The ability to listen to another person and not interrupt is a most important skill in community development. Genuine listening requires more than just looking at and acknowledging the speaker. Through this section we shall explore how listening can empower the speaker.

## Triad Discussion: Introducing myself to my school community

You have been selected to teach at a school in a community, which is very new and unfamiliar to you. The principal has invited you to attend a meeting with the School Management Committee and parents to introduce yourself.

In groups of three (3), choose which role you will take first. In the Triad, you will have the chance to take each of the three roles.

**a) Speaker** – prepare what you will say to the meeting

- Introduce yourself and include useful background information
- Talk about how you will involve yourself in the community
- Explain what you expect from the community
- Talk for 1-2 minutes

**b) Recorder**

- Record every thing that the speaker says as accurately as possible
- Do not interrupt
- At the end of the talk you will have to read what you have recorded so that the speaker can listen to what was said
- The speaker may question you on the accuracy of your recording

**c) Listener** – sit opposite and close to the speaker

- Give verbal and non-verbal signals to the speaker that you are listening
- If necessary question the speaker if he/she has dried up and needs some assistance
- After the Recorder has read his/her report to the Speaker and any discussion has finished. Change roles and continue until each person has had a turn as Speaker.



At the end of the Triad discuss with the class and list the importance of:

Effective listening ,speaking and recording

Ask the students to discuss what they think is meant by this quotation:

*'A group can never become a community unless it develops the habit of deep, respectful listening to one another.'*

Ask them to give examples to illustrate their answers



Ask the class to read the following section: Barriers to listening.

After they have read it, divide students into groups and give each group one of the Barriers to Listening to consider. Ask them to prepare a short role-play to present to the class demonstrating this barrier and offering solutions to counter it.

## Barriers in listening

Here is a list of poor listening habits. How many do you recognise?

### 1. On-off listening

This habit in listening arises from the fact that most people think about four times as fast as the average person can speak. Thus, the listener has  $\frac{3}{4}$  of a minute of 'spare thinking time' in each listening minute.

Some people tend to think of their own personal affairs, concerns and troubles. Some think of how to respond to the speaker instead of listening to what the speaker has to say.

*What do you do tend to do?*



Figure 5 On-off listening

#### What to do!

*Relating and summarising what the speaker has to say*

*Paying attention to more than the words, watching non-verbal signs like gestures, hesitations, etc. to pick up the feeling level.*

### 2. Red flag listening

To some individuals, certain words or terms are like a red flag or a danger or warning sign. When we hear them, we get upset and stop listening. These terms vary in every group. For some individuals in Papua New Guinea some of these terms could include: compensation, wantoks, school fees, rascal, Muslim.

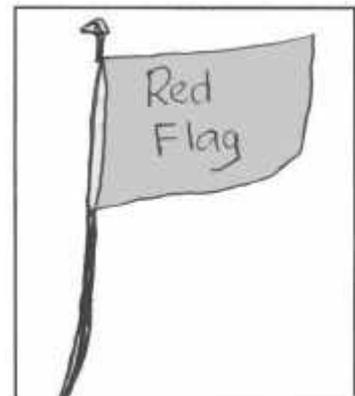


Figure 6 Red flag listening

When we hear a red flag word, we often get an automatic signal and turn against the speaker.

*Make a list of other red flag words that may cause a reaction and may stop people listening.*

#### What to do!

*Find out which words are red flag words to us personally, and try listening carefully to someone with more sympathy when they use your red flag words.*



Figure 7 Open ears-closed mind

### 3. Open ears – closed mind listening

Sometimes we decide rather quickly that the subject or the speaker is boring and what is said makes no sense. Often we jump to conclusions that we can predict what he / she knows or what he / she will say. We conclude that there is no point in listening because we already know what they will say.

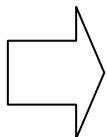
#### What to do!

*Listen and find out for sure whether this is true or not.*

### 4. Glassy-eyed listening

Sometimes we look at a person intently, and we seem to be listening although our minds may be on other things. We drop back into the comfort of our own thoughts. We get glassy-eyed and often a dreamy expression appears on our face.

#### What to do!



*Postpone daydreaming for other times.*

*If you notice other people looking glassy-eyed, find the right moment to suggest a break.*

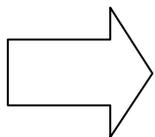
### 5. Too-deep-for-me listening

When we are listening to a speaker whose ideas are too complex and complicated. The speaker may not be reaching the audience. At times like this, we tend to switch-off and lose interest.



Figure 8 Too deep for me

#### What to do!



*We should force ourselves to follow the discussion and make a real effort to understand.*

*Often if we do not understand, others do not either, and so it can help the group to ask the speaker for an example or clarification.*

## Listening techniques

**i** Refer the students to the section "Listening techniques" in the Student Support Material.

1. Read through this section together and ask for additional examples
2. Why is listening so important for effective community development work? Discuss.
3. Discuss the reasons why listening is so often overlooked or forgotten.
4. List down student responses.

So far we have looked at some of the habits of poor listening, barriers which prevent genuine listening from happening. Now we study some basic techniques in effective listening. As you read these techniques look carefully at the type of listening we are trying to encourage and possible responses. Remember, in community development, the purpose of listening is to find out what people are really saying not interpreting or guessing what we think they are saying.

Listening techniques		
Types	Purpose	Possible responses
<b>Clarifying</b>	<ol style="list-style-type: none"> <li>1. To get at additional facts</li> <li>2. To help the person explore all sides of a problem</li> <li>3. To help understanding</li> </ol>	<ol style="list-style-type: none"> <li>1. 'Can you clarify this?'</li> <li>2. 'Do you mean ...?'</li> <li>3. 'Is this the problem as you see it now?'</li> </ol>
<b>Restatement</b>	<ol style="list-style-type: none"> <li>1. To check our meaning and interpretation with the other</li> <li>2. To show you are listening and that you understood what the other has said.</li> </ol>	<ol style="list-style-type: none"> <li>1. 'As I understand it, your plan is...'</li> <li>2. 'Is this what you have decided to do... and the reasons are...'</li> </ol>
<b>Neutral</b>	<ol style="list-style-type: none"> <li>1. To convey that you are interested and listening</li> <li>2. To encourage the person to continue talking</li> </ol>	<ol style="list-style-type: none"> <li>1. 'I see'</li> <li>2. 'I understand'</li> <li>3. 'That is a good point'</li> </ol>
<b>Reflective</b>	<ol style="list-style-type: none"> <li>1. To show that you understand how the other feels about what he/she is saying</li> <li>2. To help the person to evaluate and modify his or her own feelings as expressed by someone else.</li> </ol>	<ol style="list-style-type: none"> <li>1. 'You feel that..'</li> <li>2. 'It was shocking as you saw it.'</li> <li>3. 'You felt you didn't get a fair hearing'</li> </ol>
<b>Summarising</b>	<ol style="list-style-type: none"> <li>1. To bring all the discussion into focus in terms of a summary</li> <li>2. To serve as a spring board to discussion of new aspects of the problem</li> </ol>	<ol style="list-style-type: none"> <li>1. 'These are the key ideas you have expressed...'</li> <li>2. 'If I understand how you feel about the situation...'</li> </ol>

## ***What is a facilitator?***

**A facilitator is someone who helps others to do their best work. A teacher is a facilitator of learning. In community development a facilitator helps people to participate in the community development process.**

**A facilitator accepts responsibility to help a group accomplish a common task in the time available.**

**A facilitator makes no decision for the group but suggests ways that will help the group move forward.**



Pose the following question and on the board build up a list of synonyms for the term 'facilitator'.

### **WHAT IS A FACILITATOR?**

Next, build up antonyms for the opposite of facilitator. Record the words on the board as a simple table.

A facilitator is:

A facilitator is not:

Refer the students to 'Role and Functions of a Facilitator' in their Resource Books

Allow 10 minutes for the students to read this section.

Once they have read, ask them to return to each of the functions of a facilitator, and to write examples of the type of contribution a facilitator can make.

## ***The role and functions of a facilitator***

The facilitator's job is to *support everyone to do his or her best thinking in this he / she is much like a good teacher*. To do this, the facilitator encourages:

- **Full participation**
- **Promotes mutual understanding**
- **Searches for inclusive solutions**
- **Teaches new thinking skills**

**i** Clarify the four main functions of a facilitator.

Read through the explanation of each function with the students.

Carefully explain 1.2 Activity 6,7,8 and 9

### 1st Function

### The facilitator encourages full participation

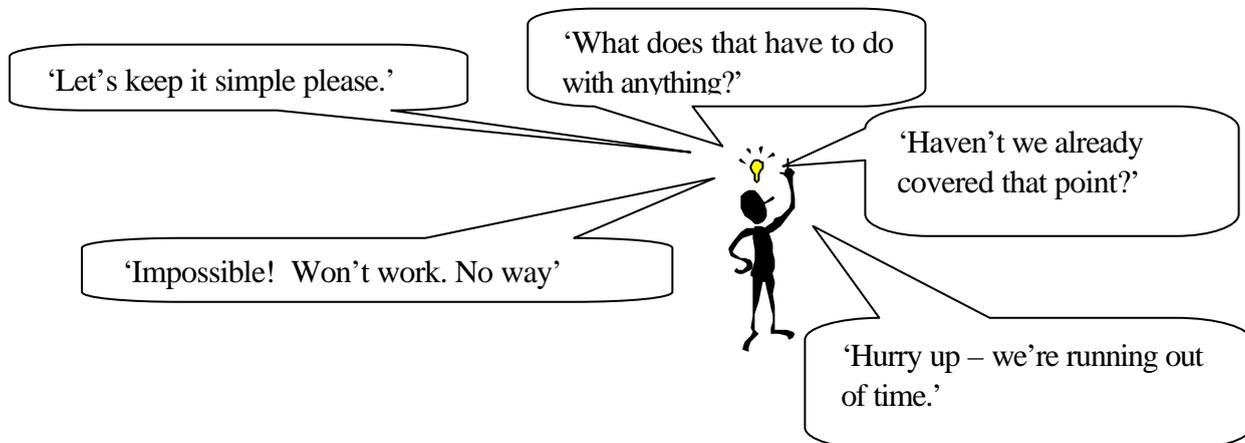
A part of group decision-making is the basic problem that people don't say what they are really thinking. It's hard to take risks, and it's particularly hard to do so when the group's response is likely to be hostile or dismissive. How many times have you thought .....

Many people think the same and so lack of full participation is often a problem for groups.

Have you heard the comments written below made at a meeting?

How do they make you feel?

Do you feel like contributing more ideas when you hear these comments?



Statements like these discourage thinking out loud in a group. They discourage people from saying what they're thinking.

## **1.2 Activity 6**

*Consider the above situation. What do you think the role of the facilitator could be?*

*What do you think the facilitator's contribution could be to encourage full participation?*

*Add to the ideas in the table below and give some examples.*

<i>Facilitators Contribution</i>	<i>Examples</i>
<i>Help quiet people be heard</i>	
<i>Encourage vocal people to listen</i>	
<i>Reduce criticism</i>	

## 2<sup>nd</sup> Function

The facilitator promotes mutual understanding

*A fundamental problem: fixed positions*

A group cannot do its best thinking if the members don't understand one another. But most people find it quite difficult to pull away from their fixed positions or to change their opinions. Instead, they get caught up in discussing and defending their own points of view.

When people try to discuss their differences, they often misunderstand one another. Each person's life experiences are different depending on their tribe or clan. These experiences will influence:

- What people expect,
- What they assume,
- How they use language and
- How they behave

All these are likely sources of mutual misunderstanding. What's more, when people attempt to clear up a misunderstanding, they usually want their *own* ideas understood first.



## 1.2 Activity 7

*What do you think is the role of the facilitator's in this situation?*

*What do you think the facilitator's contribution could be to develop mutual understanding between group members?*

*Add to the ideas in the table below and give some examples.*

<i>Facilitators Contribution</i>	<i>Examples</i>
<i>Encourage people to see things from each other's point of view</i>	
<i>Encourage mutual understanding by:</i>	
Lecturer Support Material	

- *Summarising and paraphrasing different points of view*
- *Stays impartial and respects all points of view*
- *Listens to everyone carefully and helps them express their points of view*

<b>3<sup>rd</sup> Function</b>
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## Facilitator searches for inclusive solutions

*A fundamental problem: the win/lose mentality*

It's hard for most people to imagine that people with apparently huge differences in attitude and or beliefs might actually reach an agreement that benefits everyone. Most people are stuck in a conventional mindset for solving problems and resolving conflicts - namely: "It's either my way or your way." As a result, most problem-solving discussions get nowhere.



## 1.2 Activity 8

*What do you think is the role of the facilitator's in this situation?*

*What do you think the facilitator's contribution could be to foster inclusive solutions between group members?*

*Add to the ideas in the table below and give some examples.*

<i>Facilitators Contribution</i>	<i>Examples</i>
<ul style="list-style-type: none"> <li>▪ <i>Encourage divergent thinking</i></li> <li>▪ <i>Develop creative proposals that reflect</i></li> <li>▪ <i>The weaving-together of different perspectives</i></li> <li>▪ <i>Bring agreements to a good conclusion</i></li> </ul>	

<b>4<sup>th</sup> Function</b>
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## The facilitator teaches new thinking skills

*A fundamental problem: people repeating the same mistakes*

A facilitator can bring to a community new ways of thinking. People often lack exposure to different ways of doing things or new ways of thinking about issues in their communities. Two examples can illustrate this function.

Community meetings are often badly run. They start late, finish late, become dominated by a few talkative people and never reach conclusions. A facilitator can assist by introducing efficient meeting procedures. (Meetings are discussed in Participatory Development 2.1)

The second example is about helping communities find solutions to problems. People often get stuck with the problem and cannot see viable solutions to solving it. A facilitator can help by encouraging people to look at the cause and effect of problems and helping communities find practical solutions.

## 1.2 Activity 9

*What do you think is the role of the facilitator's in this situation?*

*What do you think the facilitator's contribution could be in developing group members thinking skills?*

*Add to the ideas in the table below and give some examples.*

<i>Facilitators Contribution:</i>	<i>Examples</i>
<ul style="list-style-type: none"> <li>▪ <i>Assist with better run meetings</i></li> <li>▪ <i>Bringing new ideas and ways of thinking into a community</i></li> </ul>	

## ***The use of story-telling in community work***

 Have the students open to this section and read it together.

Ask them to discuss the value of story-telling in community work. Ask them to explain ways in which it could be useful in the following ways:

- Discovering the background of a community.
- Learning about past problems and issues faced by the community
- Helping the community appreciate its strengths and strong historical roots
- Learning from past experiences

The skill of story-telling should not be under-estimated as a tool for community development. It can be a valuable skill to develop because people of any education background can be encouraged to participate and contribute. When story-telling is structured and directed by a facilitator (teacher) people can be encouraged to talk about:

- past experiences with development projects
- the history of a community
- local resources and their use.



## Story with the people

This means spending time with groups of men or women or both talking and listening to what they have to say.

By doing this a community worker is able to:

- Build relationships with the community
- Listen to community themes and
- Identify and assess leadership



## Props to assist story telling

Sometimes props and artefacts can be used to assist people to share their stories or explain about their village life.

Some useful props and artefacts include:

- Map of the community (made by the people)
- A carving from the village
- Photographs or drawings of a particular situation

## Mango tree drawing

This drawing is a way to encourage people to see the importance of their roots or their culture in providing a base for community development to grow from. A mango tree is drawn and the people encouraged to discuss their history, culture, these are the roots of the tree.

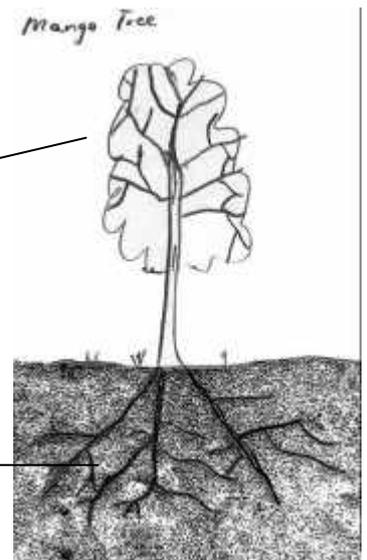
Change in the form of development

is discussed in terms of new growth on the tree. It is important to stress

that new growth only occurs if the roots are healthy.

New growth represents positive change that builds on the old without destroying it.

Roots symbolise the strong foundation of cultural heritage



A community time line can sometimes be developed from storying. This can be constantly referred back to and result in more stories and greater detail. By asking questions information gathered about past events is used to explain the present and predict possible future scenarios. (A larger version of the community timeline appears in the Student Support Material booklet.)

 Ask the students to form into small regional or cultural groups.

Explain that you want them to demonstrate and practice 'storying' as a technique, to gather information from each other about such things as:

- past experiences with development projects
- the history of their community
- local resources and their use.

Allow them to choose props such as:

Timeline

Mango tree , to assist the story –telling process.

Share with the whole class.

---

## 1.2 Activity 10

*In this activity you are going to use story-telling as a technique to find out from each other information about each other's communities pasts.*

*Possible areas to gather information about are:*

*Past experiences with development projects*

*The history of a community*

*Local resources and their use.*

*Work in regional or cultural groups and choose one the following props to assist you in your story-telling activity.*

*Mango tree drawing*

*Timeline*

*Carving or some other tribal artefact*

*Present the information as a chart or mental map.*

## Conflict Resolution

Skills in conflict resolution are important to community development work. Specialists with skills in this work are known as ‘mediators’. Essentially the roles of a mediator and facilitator are very similar.

**i** Ask the students what a mediator is and what sort of work he/she would do.

Revisit the ‘Functions and roles of a Facilitator’. List any differences and similarities between the two roles.

### Guidelines for Mediators

The following is a summary of guidelines for mediators. It sets out a step-by-step process by which you can guide two groups towards a resolution of their conflict. Thorough planning is required by the mediator before the process is started.

**i** Ask the class to read these guidelines. Tell them they will need to refer back to them in order to answer the discussion questions and complete the role-play.

The following is a guide for mediators to use during a session with two groups. Mediators or Facilitators can use this guide during a problem solving or conflict resolution process.

### Guidelines for mediators

The following is a guide for mediators to use during a session with two groups.

Mediators or Facilitators can use this guide during a problem solving or conflict resolution process.



#### 1. Introduction and setting the climate

1. Welcome and encourage both groups
2. Explain why we are here, and what the mediator’s role will be
3. Remind the group that participation is voluntary
4. Outline the process, including the option for separate meetings

5. Ensure that confidentiality is a key part of the process
6. Check the acceptability of the mediators

## 2. Story telling

- Allow each group to tell their stories.
- Focus on the past, each group listening to the other.
- Establish some ground rules. For example: no interrupting, no violence, minimise verbal abuse

Some possible phrases:

### Starting off



"What's been going on for you, and how has it been affecting you?"

*When someone is stuck for a word*



"Tell me more about,..."

"Hold on, X, you'll have your turn in a little while."

When there are interruptions



## 3. Discussing and questioning stories

1. Focus on past, present and future – sharing strong feelings, responding, and clarifying surfacing issues.

Some possible phrases:

### To release feelings



"So how are you feeling about this?" "This isn't easy for you to talk about."  
"You're feeling stirred up about this?"

“X mentioned Y, do you remember that? Can you tell us how it looked from your point of view?”



**To clarify**

**With a blaming disputant**



“How do you feel you may have contributed to this situation?”

“Is this how you want things to go on?”  
“How can we move on from here?”

**To shift towards future orientation**



#### **4. Building an agreement**

“What have I left out?”

“I have been listening for the issues; let me try out my list with you....”



1. Focus on the future.
2. Each side provides a proposal - work out proposals from each side.
3. Summarise issues that can be mediated.
4. Let each group decide on the order to work on the issues.
5. Encourage them to explore all the possibilities.

**Some possible phrases:**

“What do you want to be changed?”

“What's the best thing that could happen for you?”

“You say you'd like things to be different for the future, but you keep talking about the past.”



“What would you be willing to change?”

## 5. Recording the agreement

### 1. Focus on the future.

- WHO will do WHAT, WHERE, WHEN, HOW, and HOW LONG?
- This is an Action Plan for solving the problem.

## 6. Finishing off

1. Acknowledge feelings now
2. Review what's been accomplished
3. Affirm each sides work, courage and good faith
4. Check out their feelings



### **i** Focus questions for group consideration:

Ask the students to answer these questions and to work in regional groups if necessary.

1. What were the six steps used in the Introduction?
2. Why do you think more than one mediator might be a good idea.
3. In your culture, who do you think would be the mediators?
4. Why do you think the mediation process begins with people telling their stories and focussing on the past?
5. When it comes to the Agreement, why does the mediator ask both sides to focus only on the future?
6. What sort of phrases would you use in the Closing Statement?

Introduce 1.2 Activity 11 Conflict Resolution Role Play . There are two scenarios which the students can choose to use to demonstrate the techniques of mediation. One was given in the Pre-test and concerns a pig destroying school grounds and the other is about a problem youth group. Have the students work in small groups and suggest that one –two people take on the role of mediators.

Remind them to take their roles seriously and be prepared to compromise to find a solution.

Have a debrief session at the end to discuss what was learnt.

## 1.2 Activity 11

*Read the following case study*

### **Scenario one: Youth group and the school**

The school in your community has been having break-ins and property stolen, and local youth are suspected. In fact, local residents have recognised several youth running away from the school carrying sports equipment.

The teachers and the children are upset and angry at loosing their equipment. Soon they will be buying more equipment and despite extra security, they are worried this will also be stolen by the youth.

The teachers do not want to involve the Police, as they fear this will make the problem worse. They want to mediate and use a problem solving process a new teacher has learnt at Teachers College.

The youth concerned agree to come and talk but want to meet on neutral territory.

### **Scenario Two – Pigs at School**

Pigs from the neighbours have been coming into your school and rooting through the school gardens and destroying the grass fields.

It is the school's right to kill the pigs and demand compensation from the owner. Already an angry teacher has attacked one pig and nearly killed it. The owner of the pig was upset and has threatened the teachers and any children who touch the pigs.

*Work in a small group to set up a role-play of the situation described in the case study.*

*Remember when in a role take your role seriously and be prepared to compromise to find a solution.*

*Procedure: divide your group into different roles with one-two people taking on the role of mediator.*

*Follow the Guidelines for mediators and look to try to find a solution*

*Discuss as a whole class what was learnt at the conclusion..*

### Possible assessment Task



Using all the information available on conflict resolution, instruct the students to design and make a pamphlet on conflict resolution.

Share with them examples you have collected of pamphlets and as a class discuss the best ways to layout and the type of information to include in the pamphlet.

Explain that the pamphlet could be designed to be used by the college.

## Topic 4: Written and Oral Communication for Community Development

### Objectives

By the end of this topic, students will be able to:

- Write formal letters on behalf of their communities
- Prepare and write a written report on a community activity
- Present a report on a community activity.



### Scope

This topic looks at the formal skills of written and oral communication important to community development. Without going into too much detail – Expressive Arts – performing arts should have information on voice projection and working with an audience. Through this topic students will be taught how to structure and write letters on behalf of their communities for such things as funding application forms

Finally this topic will prepare students with skills to prepare and present oral and written reports on areas such as: a project activity or a community group meeting

### **Letter Writing**

**i** Ask the students what the main purpose of letter writing is.

In terms of community development what occasions or situations would letters need written?

i.e. letters of request such as requesting financial assistance

letters of invitation

letters of information.

Ask the students note down the differences between a formal and informal letters.  
List the differences on the board.

There will be times when you are requested to write a letter on behalf of your community. You may be asked to write to a donor requesting funding application forms or direct funding support or you may be asked to write to the local government. Whatever the reason the ability to write a well-structured letter that communicates your message clearly to the reader is an invaluable skill.

Points to remember when writing a formal letter:

- Include both your address and the address of the receiver.
  - make sure the contact address, phone or fax numbers are reliable.
- Use the receivers name or correct title (this may mean doing some research )

i.e. Dear Mr Hewain,...

- Introduce yourself or your group in the opening paragraph
- Come quickly to the point and be clear and precise in what you ask for or say.
- If you say you have included plans or quotations have them clearly labelled and dated with the name of your group written clearly.
- Check your letter for correct grammar, spelling and sense.
  - this means re-reading it , possibly aloud or asking a peer to read it for you.

 Introduce 1.2 Activity 12 and have donor addresses available for the students. Refer to 2.2 Integrated Projects for the addresses.

## 1.2 Activity 12

*Use the following letter example to help you write your own letter to a donor requesting funding application forms for your community development group.*

*Ask your lecturer for the addresses of donors operating in Papua New Guinea*

Name	Your Address
Organisation	Date
Address	
Dear.....,	
<p>Your name was given to me by (NAME SOURCE) and I understand that you offer help to groups in Papua New Guinea with women's programmes, school libraries, youth programmes and income – generation projects.*</p> <p>I am a member of (NAME YOUR GROUP). We are planning to start a project to (DESCRIBE WHAT YOUR PROJECT WILL DO). Our group will need help with (NAME THE KIND OF HELP YOU NEED).</p> <p>We would like to know more about your organisation. We would also like to know if your think your organisation would be interested in helping a project like ours.</p> <p>We have written a short project description which is attached to this letter. We can give you more information if you need it.</p> <p>If your organisation cannot consider helping us, can you please suggest another organisation which is more appropriate?</p> <p>Thank you for your assistance.</p> <p>Yours sincerely,</p>	

## Reports – oral and written

**i** Introduce reports by asking for students' prior experience with writing or presenting reports. Discuss the following questions:

What is the purpose of reports and when are they needed?

Who writes them and who are they written for?

Where does the information come from for a report?

Discuss the use of reports in community development, when and in what situations they would be needed.

Establish the difference between an oral report and a written report.

Have the students read the next section and complete 1.2 Activity 13.

Explain that the report given as an example is from a Youth group. The group is reporting about their monthly activities to the church committee, which helped provide the funding. Discuss with the students what could be improved.

Students are to examine it and re-write it using the guidelines given in this section. Allow time for sharing of re-written reports.

The use of oral and written reports are important management techniques for community development.

To make a report we need to have accurate information about what has happened, what is happening and what is likely to happen.

Writing regular reports about a community development project is part of the monitoring and evaluation procedure. (More on that in 2.2 Integrated Projects) this is generally a requirement by donors who want to be kept informed about the use of funds.

*A report on a projects activities should contain:*

- a brief description of the activities completed during the month or reporting period
- and a summary of the project accounts together with a list of activities planned for the next reporting period or month.

Remember a report is only useful if it available when required. If you are asked to write a report try to stick to the deadline.

*Tips on producing reports*

- Keep the structure simple
- Be concise. People don't read much. Lengthy reports are only useful for massaging egos.
- Concentrate on getting the main points or argument right. Using bullet points and headings will help this.
- Be visual. Good images are worth a thousand words. 'Before' and 'After' images are particularly good for showing proposed changes
- Make sure you credit/acknowledge everyone accurately.

### *Sample report structure used in reporting back from a group meeting*

Simple format which works in most situations

1. Recommendations (1,2,3 etc. the only things many people will read)
  2. The way forward (issue 1, issue 2 etc. summary paragraphs)
  3. Background (why the report is necessary and how it was produced)
  4. Proposals (what should happen – in detail)
- Appendices (may be separate document)

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## 1.2 Activity 13

*The following is a monthly report prepared by a Youth group. It was presented to the community church committee, which was the major donor. The group has been asked to report on activities conducted and future planned activities each month.*

*The report of project accounts in the report is a good example of what is required. There is no need to change this.*

*Your task is to re write this report using the guidelines given above.*

***(A report on a projects activities should contain and Tips on producing reports).*** Include the financial report as it is.

### *Example of a monthly Report*

Try-hard Youth Group Monthly Report to Our village Church Committee.

This is the first report by our group to this committee. We feel that we have done plenty of good activities according to our plan. These are the activities conducted by us last month: training in HIV Aids awareness – listening to guest speakers preparation of an awareness campaign on HIV Aids for the community, making props for the drama, and writing letters of invitation to the community members. We plan to have our community awareness campaign on Monday 27 July in the Community School grounds. Our visiting expert gave us excellent background information about HIV Aids. We are confident that we can complete this programme as agreed between us. Next month we hope to complete these activities according to our plan. Perform the drama, talk to older students at the primary and High Schools about HIV Aids, begin to organise a workshop on HIV Aids.

Thanks to the Church committee for their support.

Yours sincerely, Try-hard Youth Group.

## Financial records for the month of June

Money In				Money Out		
Date	Item	Amount		Date	Item	
1.6.01	Funding from Church Com.	500.00		2.6.01	Transport	20.00
				4.6.01	Petrol to mow grass for drama	8.00
				15.6.01	Food and entertainment costs for health experts	120.00
				21.6.01	Making props	155.00
		<b>Total income 500.00</b>				<b>Total 303.00</b>
				<b>Balance as at 30.6.01</b> 500.00 303.00 <b>197.00</b>		

Try-Hard Youth Group		Project A/C	
Date	Deposits	Withdrawals	Balance
1.6.01			500.00
2.6.01		20.00	480.00
4.6.01		8.00	472.00
15.6		120.00	352.00
21.6		155.00	197.00

## Glossary

<b>Agencies</b>	groups / network agents
<b>Checklists</b>	useful lists which community workers and local people can use when planning activities or projects. Checklists can be of: resources, skills, people and organizations and initiatives needed to enhance a community.
<b>Communication</b>	passing messages from one person to the other by phone, letters, oral, etc
<b>Community calendar</b>	activities in the community in a year
<b>Community development</b>	people living together making choices based on the needs of the community
<b>Community development workers</b>	facilitators of development in the community
<b>Community leader</b>	a leader in the community, usually elected by the people
<b>Community</b>	a group of people living together or people who have something in common
<b>Conflict resolution</b>	to be able to discuss and find solutions to problems
<b>Culture</b>	traditions, society, beliefs, art and language of a group. Is changing all the time
<b>Developed countries</b>	countries with high standards of living usually judged by the level of GDP
<b>Developer</b>	one who develops
<b>Developing countries</b>	countries still under developed low levels of GDP, and high levels of poverty
<b>Development</b>	people making choices based on values and merits of change
<b>Diagrams</b>	visual representations of information which can help explain current issues or future proposals
<b>Donor agents</b>	organizations which help financially or with resources for those in need
<b>Environment</b>	surroundings or things that are around us - can be natural or created
<b>Environmental sustainable development</b>	preservation of environment for future use
<b>Equality</b>	having an equal amount, being equal
<b>Facilitation</b>	the process to be able to lead, guide etc
<b>GDP</b>	Gross Domestic Product - the value of all goods and services produced for final consumption and for investment within an economy during a year
<b>Ideas competition</b>	competition for generating options for improving a community, building or site aimed at encouraging creative ideas and generating interest.
<b>Infrastructure</b>	roads, electricity and water supply, health services, etc. which are necessary for the efficient operation of the economy

<b>Interview</b>	Recorded conversation, usually with prepared questions, with individuals or groups. More flexible and interactive than a questionnaire.
<b>Leadership</b>	someone who has status and qualities of being a leader
<b>Mapping</b>	Physical locating various characteristics of an area in two dimensions. Can be used to show community resources and land use.
<b>Media</b>	information usually offered to the community through newspapers, television and radio
<b>Meeting</b>	Event where people come together to discuss and decide. May be formal or informal, public or private.
<b>Mediation</b>	liaise with developers or different groups of people about common problems
<b>Network</b>	sharing ideas or different ways of communicating
<b>NGO</b>	Non-Government Organisation
<b>Participation</b>	actively involve in any development or decision-making
<b>Participatory development</b>	to be able to contribute ideas/ decision-makings in the development of a community
<b>Poverty</b>	lacking or not having enough to sustain basic human basic needs
<b>PRA</b>	Participatory Rural Appraisal - a method or series of approaches for working with communities
<b>Prioritising</b>	deciding what needs doing when. Ranking of problems to be dealt with or projects to be undertaken.
<b>Problem identification</b>	to be able to identify problems
<b>Problem solving</b>	to be able to solve problems which often involves a process or types of thinking
<b>Questionnaire survey</b>	survey which involves collection of information in the form of written responses to a standard set of questions. A starting point for participation processes.
<b>Relationship</b>	sense of belonging, identification
<b>Research</b>	to find out problems and make solution
<b>Resource</b>	anything that can be used to help satisfy needs and wants - these include: natural resources (such as land), human resources (labour and enterprise) and manufactured resources (capital and consumer goods)
<b>Role</b>	duty statement or tasks
<b>Skills survey</b>	Assessment of skills and talent. Often done in a village to establish what a community can do for itself and what extra help is needed. Also known as a skills audit.
<b>Sovereignty</b>	countries or people which have powers over certain things
<b>Subsistence</b>	to sustain or to maintain or to uphold
<b>Sustainable economic development</b>	income generating projects for future use
<b>Sustainable</b>	to be able to look after now for future generations
<b>Third World</b>	developing countries
<b>Transect walk</b>	A direct inspection of the area being considered for a community development project. Local people and community workers become familiar with the physical environment and key issues. Can be used as an audit of community resources.

# Appendix 1: Community Development Interview Survey – Wewak Market

Introduction – read this to the person being interviewed (interviewee):

- We are students from St Benedict's Teachers College / KTC
- We are doing this survey of the market as part of our studies and to find ways the market can be improved for sellers and buyers
- The survey is private and your name is not required
- Do you mind if we ask you some questions?

1. Where do you come from to sell here?

Name of place: \_\_\_\_\_

2. How much do you pay for transport from home to the market and home again?

\_\_\_\_\_

3. What days do you come.?

Sat    Tue    Wed    Thur    Fri

4. How do you get here?

Walk

PMV

Other \_\_\_\_\_

5. When do you leave to arrive at the market? \_\_\_\_\_

6. When do you leave to go home? \_\_\_\_\_

7. How much do you think you earn in a good days marketing?

1-5kina

5-10kina

10-20kina

20-30kina

30-40kina

more than 40 kina

8. What are the main costs in being a market seller?

Transport- \_\_\_\_\_

Seller's fees- \_\_\_\_\_

security- \_\_\_\_\_

other: \_\_\_\_\_

9. How long have you been a seller at the market?

Less than 1 year

1-5 years

5- 10 years

more than 10 years

10. What kind of things do you sell in different weeks?

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**Basic Needs**

11. Do you really like this section of the market?                      Yes      No

12. What is good? \_\_\_\_\_

13. What is bad? \_\_\_\_\_

14. Do you have access to water?                                      Yes      No

15. What are the problems with the water system here?

No washing/drinking water on the site

Not enough water

Water supply is not convenient.

Other – please explain: \_\_\_\_\_

16. Do you have access to shelter?      Yes                      No

17. Do you have any suggestions for improvements in this area?    Yes      No

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18. Are there any toilets around this place?      Yes                      No

19. Do you have any suggestions for improving this area?    Yes      No

Explain: \_\_\_\_\_

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**Major problems with the site.**

20. Which times of the year do you have more problems in the market?

Dry

Wet

Please explain \_\_\_\_\_

21. What is your main problem at the market? (choose 1)

lack of shelter

lack of water

lack of toilet facilities

security

wet conditions for selling

rubbish

gossip

other please explain \_\_\_\_\_

22. Are you responsible for cleaning up the rubbish?      Yes      No.

23. Where does the rubbish go? \_\_\_\_\_

24. How many gates for coming and going would you prefer? \_\_\_\_\_

Do you feel comfortable sitting on the ground selling things?      Yes      No

25. Do you think the present market site is convenient for you?      Yes      No

Yes, please explain \_\_\_\_\_

No, please explain \_\_\_\_\_

Suggestions. \_\_\_\_\_

\_\_\_\_\_

26. To improve the market which one of these suggestions do you support?

Move it another site

Drain it and make it drier in the wet

Improve security

Build platforms for sellers

Make it bigger

Other, please explain: \_\_\_\_\_

\_\_\_\_\_

27. If the market was moved to the present car park and the car park shifted to the market would you support this?      Yes      No

Please explain: \_\_\_\_\_

\_\_\_\_\_

Thankyou for answering these questions.

## Appendix 2: An Informal Listening Survey

*Adapted from Training for transformation, 1984*

One method used to discover important issues and problems in a community or with a group of people and at the same time encouraging critical awareness is to use an informal listening survey. One of the keys to discovering the deepest feelings of a local community is listening.

Listening can be passive or active. In the Paulo Freire Method people listen with a clear idea of what they are listening for. We listen for the issues about which people have the strongest feelings. Emotions are linked to motivation. Only on issues about which they feel strongly will people be prepared to act.

Through careful listening we can find what people are:

- Worried about
- Happy about
- Sad about
- Angry about
- Fearful about
- Hopeful about

If we want to discover what are the really important issues and problems affecting people then it is not possible or sensible to go to a person in a village or community and ask, "What are your strongest feelings?" or "What are the most important problems facing you?" Obviously, it is necessary to be one with the people and to pay attention to the problems and issues of life that bring strong feelings and emotions.

### *Survey method appropriate to community development*

This whole approach is different from that of traditional surveys in which the researcher decides before hand which facts he or she is going to find out about and designs precise questionnaires. With this approach the researcher listens mainly to unstructured conversations, in which the people feel relaxed and talk about things that they are most concerned about.

In this case we survey the **six areas of life**, which every group of people living together is always concerned about.

#### 1. **Meeting basic needs.**

Basic needs include water, housing, food, health care and clothing.

#### **Starter questions and things to look for:**

- What's good about living here?
- Why do you live here?
- Tell me about how you are able to meet your basic needs of clean water, health care, food and housing at this place.
- What are some of your main worries and why are they worries?
- What basic needs are well met here?

## 2. Relationships between people

The social relationships between men, women, men and women, husbands and wives, parents and children, students and teachers, workers and employers, community and family rituals, church and community are important areas of life to listen to for problems and issues.

### **Starter questions and things to look for:**

- What's the best thing about living here?
- In what ways do people enjoy living and working together?
- How would you describe people's relationships with each other? Can you explain?
- In what ways do people socialise and enjoy themselves here?

## 3. Community decision-making processes and structures

In every community or organisation there are decision-making processes and structures. People will participate in their communities in meaningful ways depending on the extent to which they are involved in important decision making. Structures have to be people friendly and consultation with information sharing must be genuine.

### **Starter questions and things to look for:**

- What are the local structures for involving people?
- What are the group/ organisation/institution rules?
- Who makes them and are they considered fair and gender equitable?
- How are the rules applied?
- Are there separate rules and/or policies for men and women?
- Are men and women treated equally and equitably?
- How do people feel about the decisions that are made that effect their lives or working / living conditions?
- How do people feel about the way decisions are made?
- How is information shared and is it appropriate to the people?

## 4. Education and Socialisation

Through both formal and non-formal education, people are taught values, skills and acceptable ways of behaving as members of a community.

### **Starter questions and things to look for:**

- What are the important values of this place?
- What are the most important skills you think children need to be taught?
- Are these taught now? If not, why not?
- What skills are needed by people in this place?
- What do you think of the rules and standards for living here?
- What's your biggest fear or concern about education?

## 5. Recreation

Often the way a community relaxes and uses its relaxation time is an indication of community values and health?

### **Starter questions and things to look for:**

- What does the group do to relax and enjoy themselves?
- Sleep, play, watch sports and games, talk, sit and rest in silence, creative art or craftwork?
- What sort of recreation time do women have?
- What are the facilities for recreation?

## 6. Beliefs and values

All groups have a basic set of beliefs, an ideology or religion through which they express their understandings of human life, death and the world. This provides them with a frame of reference through which they determine what is important in life.

### **Starter questions and things to look for:**

- What are the special rites and practices that are important to this group?
- How is birth celebrated?
- What are the ways death, marriage, and initiation into adulthood are celebrated here?
- How does the group hold onto its values and beliefs?
- What place does God have and how is he interpreted?