Module 1.3 Community Resources
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Module 1.3: Community Resources

Rationale
This module will equip you with appropriate tools to enable you to assist your community to identify and use resources for community development activities. Community resources can be physical and environmental, man-made as well as human resources. You will develop knowledge and skills in participatory development techniques such as community profiling, mapping, transect walk, community calendars and so on that will enable you and your community to best use the community’s resources to promote self-sufficiency.

As part of this module you will be introduced to community action groups, networking and an examination of the media as a community resource.

Objectives
By the end of this module you will be able to:

- Use different techniques for developing a community profile.
- Construct and interpret community calendars and community resource maps
- Recognise the value of community action groups and networking
- Use the media as a community and education resource

Suggested topics
1. Community profiling
2. Tools for identifying community resources.
3. Community action groups and networking
4. The media as a community resource
Resources

*Melanesian Trust Awareness Packets Manual Number 2, 1999*


Local Case studies

Human resources in the college and community e.g., Ministry of Health, Local Provincial Govt., NGOs

*Participatory learning and action – a trainers guide.* Pretty, J., Guijt, I., Thompson, J. and Scoones, I. IIED Participatory Methodology Series, 1995


Topic 1: Community Profiling

Objectives
By the end of this topic you will be able to:

- Use community profiling as a technique for planning and determining the needs and resources of a community.

Scope
One of the basic principles of community development is the active participation of the community in its own development. Community Profiling teaches you how to build up a picture of the needs and resources of a community with the active participation of that community.

Community Profiling

Community profiling uses a variety of methods to give an overall picture of a community. It is a very useful first step in working with a community to determine what the real needs of that community are. Community profiling also gives a picture of what resources exist in a community and how these can be used to best meet the needs of that community.

The methods used in getting a profile of a community combine group working and group interaction techniques with data collection and presentation techniques.

The focus is on methods which are visual in order to generate interest and make the process accessible to the illiterate and those unused to verbal communication. When completed the results are public. Reports include as many words, writings and pictures of local people as possible.

1.3 Activity 1

Why do you think good facilitation would be important for developing a community profile?

Work with a peer and list your thoughts.

Share with the whole class.

Community Profiling Methods

The following are some of the methods used in developing a community profile. Many of them will be seen in the profile of Rarai Village.

Activity chart. Plotting people’s activities each day, or each week. Useful for understanding divisions of labour, roles and responsibilities in a community.
Building survey. Recording the state of repair of buildings in a community.

Historical profile. Identifying and listing key events, beliefs and trends in a community’s past and their importance for the present.

Mapping. Making maps showing various characteristics, eg resources.

Organisational review. Review of existing groups and organisations to assess their roles, membership, plans and potential.

Personal history. Recording detailed oral accounts of individuals’ lives, perhaps asking them to emphasise specific issues.

Role play. Adopting the role of others and acting out scenarios.

Seasonal calendar. Exploring changes taking place throughout the year, eg in work patterns and crop production.

Skills survey. Assessing skills and talent in a community.

Transect walk. Systematic walk through an area to observe and record key features.

Community Profile

Rarai Village, Kairuku-Hiri District, Central Province

Overview of the village

Rarai village has 125 households located thirty minutes inland from Bereina in the western end of Central Province. Thirteen clans make up the village population of 1024. The chieftain system is strong as shown by the presence of seven chief houses. Common economic activities are trade stores and cash crops.
1. Household livelihoods
The major form of livelihood is breadfruit and vegetable gardening, especially pitpit and greens. Hunting pigs and birds for abus is a significant activity year round. Fish and prawns supplement the diet. Fish is available June through December and prawns are available January through May.

The primary income sources are selling betel nut and mustard. PMVs are the second source of income, followed by trade stores. Vanilla farming was recently introduced. Small-scale logging was carried out but was mismanaged so only individuals with their own sawmills benefited. The villages voiced a need for training in simple bookkeeping. Some operators do not know if they are making a profit or not. Villagers indicated needs for technical assistance, a marketing system for the products, and credit support.

1.3 Activity 2
Conduct a simple resource audit of the main resources evident from the map of Rarai village. Compare lists with your peers.

2. Government services
Transportation – The government built a road into the village in 1970 after community protests. However, crops were bulldozed for the road. Since then the villagers allege that the government neglects to maintain the road. During the rainy season the road is washed away. When this happens a carrier is payed to carry items across the road from the village. Villagers have asked their councillor to seal the road and do proper drainage.
The village has four trucks that go to Port Moresby every day to market produce. They also have two cars to travel to the health centre or within the village. All transport is available for a fare.


**Health** – Health care is provided through the Catholic Church Health Centre (CCHC) and the Government Health Centre (GHC). Although the GHC is closer, the people prefer the CCHC because the service is better. Its main problem is a shortage of health supplies. The community would like to have a dispensary located in the village and they have two retired nurses who could operate it.

**Education** – The Elementary School, Rarai Community School, and Rarai Catholic Community School provide education through the primary level. Locals are generally satisfied with the education system.

**Water Supply** – A solar water pump was installed at the beginning of 1997 but broke down the same year because no one maintained it.

3. **Village organisations**

The most influential village system is the Chief Association. Second are the Business Group and the Village Development Committee. Local-level government councillors are taking over the decision-making from the Chiefs. The Chiefs feel threatened so there is a power struggle between these two groups. Villagers question the respective roles of each. They also do not understand the role of the Village Development Committee.

The Catholic Church has a very strong influence. Under it are the Youth Group, the Catholic Mother’s Group, Women’s Group, Liturgy Group, Legion of Mary Group and Bible Group.
1.3 Activity 3

Make a simple organisational review of this college using Venn diagrams (see village organisation of Rarai) to show the existing groups within the college and their relationship with each other and membership. Use the chart of village organisations at Rarai to assist you. How could this type of graphic be useful for community development?

4. Human resources

**Population** – The population is divided quite evenly, one-half female and one-half male. The youth and children account for 56 percent of the population.

*What is the significance of this statistic? Discuss.*

**Education** – There is a relatively high level of education and literacy in this village. Nearly half the population (46 per cent) has received education. All villagers speak English well because they attended mission schools. The lapun chiefs also read and write.

**Skills** – Gardening is the most significant activity for both men and women. Hunting and fishing are common skills among men. Making bilas for traditional singsings and bilums are skills known to both men and women.

Modern skills include pig and poultry farming and cash crop production. Other skills such as use of traditional healing witchcraft and magic are still active.
1.3 Activity 4

The Activity chart of daily tasks explains the different roles of men and women.

Explain how a profile of women and men’s work could be useful in community development planning.

How could you gather such information?

5. Views of wellbeing

Gutpela Sindaun Tru, Gutpela Sindaun, Sindaun I Orait, and Sindaun Bagarap. The villagers did not want to discuss their views of wellbeing. Two positive aspects were adequate income-earning activities and strong chieftain leadership.

6. Food security

The food calendar starts with planting during the months of December through March during the wet season. Harvest occurs from September through November during the dry season.

Greens are plentiful throughout the year. Breadfruit, sweet potato, banana, corn, and greens are the main staples. Hunting pigs is common throughout the year. The people buy rice when they have the money.

1.3 Activity 5

**What is the purpose of a seasonal calendar?**

**How could it be used to assist the development of Rarai?**

7. **Views of Past and the Future**

For views of the past, refer to the Timeline of Rarai.

The main problems perceived by the community are water shortages due to drought. The St Joseph’s River is polluted from the Tlukuma gold mine so villagers are prohibited from drinking or fishing. Fish are also dying off. People do not know how to get help about this. This contributes to diarrhoea in both the young children and the adults. Skin problems and ringworm are on the increase due to no toilets. Women say they do more than their fair share of work and they want the men to share the responsibilities.

The villagers want a dispensary built with outside help and they will staff it. They have protested to the government about the state of their road and want it sealed.

There are many ways to earn a living but they cited lack of technical support, credit and market outlets as the main problems. Young people do not think the chiefs understand their needs. They also see the power struggle between chiefs and councillors as an obstacle to harmonious living.

**Timeline of Rarai**

1.3 Activity 6

Why do you think the Prehistory began in 1887?

What value could there be in the community looking back in their past before the first Europeans arrived?

Explain how this could be useful to helping solve some of their present difficulties.
Topic 2: Tools for identifying community resources

Objectives

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

• Discuss and apply different tools for gathering information about community resources e.g. mapping, transect walk, community calendars, semi-structured interview.

Resources

Chart paper, scissors, environmental materials and felt pens.

Scope

Part of the process of helping people to help themselves is making them aware of the resources they already have. Often these resources are taken for granted and need to be highlighted when a community is trying to solve a problem or meet a need. This topic examines in greater detail several methods used in community profiling; mapping, community calendars, transect walk and semi-structured interview.

Transect walk

A transect walk is an organised walk along a pre-determined route through an area to gather information about such things as land use, social and economic resources or the state of the environment. Transect walks are usually done by community members with a facilitator. The information gathered is later recorded in maps and as text.

Transect walk format

1. **Select people.** Decide who will do the walk. Ensure a cross-section of the community who have an interest in the outcome of the walk or the project being planned)
2. **Decide route and interests.** Plan a route which covers the issues, needs or problems under consideration (eg, land use changes, development options, hazards, where to site a project).
3. **Walk.** Walk the route making sketches, taking notes, holding informal interviews, taking photos.
4. **Construct profile.** Write up all the notes and use sketches, photos etc. Prepare a profile in map or diagram form.
5. **Display.** Use the profile for community consultation and planning.
1.3 Activity 7

Describe how a transect walk could be used to gather resource information for a community water scheme.

On the Chimbu transect, what is the advantage of using the headings: use, problems and potential?

What major community resources are identified in the Chimbu transect?
**Mapping**

Mapping is an effective non-verbal way of find out how people view their area. It is a good way to gather and present site-specific data, understand differences in thinking and stimulate discussion as a means for joint planning. Making and using community maps can focus attention on the resources of a place and the different ways they can be used.

A Community Map can assist a community in solving problems by identifying existing strengths.

**Types of maps and uses**

**Activity map**
Shows where people do things and which places they visit. This map is useful for planning future facilities.

**Art Map**
Aims to be a work of art for display, making into postcards, for sale to tourists and so on.

**Hazard map**
Shows vulnerability to natural or environmental hazards and identifies risks and strengths. Useful for planning for disaster prevention, e.g. map of active volcanic activity in East New Britain communities.

**Land use and resource map**
Shows what happens where and the different resources available to the community.

**Mental map**
Shows how people perceive their area (as opposed to being geographically accurate). Offers a useful insight into people thoughts and perceptions about their community.

Different perspectives. Two mental maps of the same place, one drawn by a woman, one by a man. Guess which is which.

*Source: The Community Planning Handbook*
1.3 Activity 8

Study the map of Guarawan village. What type of map is it?

Under the following headings list as many of the resources in the community as you can identify.

- Man-made
- Cultural
- Natural
- Educational
- Human

In what ways could the local community use this map?

Make a list, e.g.: In planning for gardening and farming

Imagine the community wants to build an Elementary School. The community has no outside support and must use its own resources to complete this project.

You are going to help complete a Resource Audit for this community project.
Guidelines

1. Use the resource map to identify possible resources needed to build the Elementary School
   - list these and their source.
   - list the resources which you think the community does not have and will need to bring in.
   - looking at the map, think of all the skills that people might possess in this village. Make a list of all the potentially useful people and their skills that could be used in this project.
   - share your ideas with the whole group.

Group mapping process.

Procedure for making a community resource map

1. Discussions and Planning
   Discuss what to route will be taken and what features to include.

2. Information Identification and Planning
   Do a Transect Walk around along the route selected. Take notes, sketch features…

3. Model Making
   Make a model-map of the community on the ground.
   Use available environmental resources

4. Map Review
   The map group presents their map for the community to comment.
   Encourage suggestions and changes

5. Map Production
   Transfer the information from the model to paper.
   Include any changes suggested during the model stage.

6. Map Use
   Agree on use and control of the map

Explanation of the procedure

1. Discussion and planning - The purpose of the map is to accurately identify and record the resources of the community. A representative cross section of the population of the community should be involved in making the map. Women may identify particular areas, which men never visit and youth may have particular areas they use.
Resources and features to look for include:

- Infrastructure e.g., roads, bridges, and buildings
- Existing resources. For example: haus wins, gardens, forests, houses
- Boundaries of the community e.g., these may be identified by fences, trees, a river or mountains
- Other physical characteristics e.g., wells, swimming areas, caves, and drains
- Problem areas e.g., dangerous places, wet or very dry areas

In your discussion group think of key questions to ask using:

WHO, HOW, WHAT, WHEN, WHERE AND WHY.

For example:

- Who will use the map?
- Who will contribute to it?
- What will it be used for?
- Who will have access to it?

Questions to ask and discuss.

2. Information identification and collection - A transect walk is an organised walk around a community with community members who describe different features, resources and problem areas. This structured walk within the boundaries of a community will enable a new person to see first hand the community resources and the conditions under which the people including the women and children live.

Questions groups should ask themselves as they move around on the transect walk could include:

- Where are all the boundaries?
- How are the boundaries defined?
- How will we work out the scale on the map?
- How can we show features such as streams, trees and problem areas?

In your discussion group think of key questions to ask using:

WHO, HOW, WHAT, WHEN, WHERE AND WHY.

3. Model making - In making the model of the community, a variety of environmental materials can be used. The boundaries can be scratched on the ground. Leaves, sticks, rocks and seeds can represent buildings, trees and gardens.

In your discussion group think of key questions to ask using:

WHO, HOW, WHAT, WHEN, WHERE AND WHY.
4. Map review - Once the model has been made the entire group should carefully look at it. Men, women, youth and children should be encouraged to comment on the map’s accuracy and suggest changes. People should be able to move materials around on the map until there is general agreement on its accuracy.

Again in your discussion group think of key questions to ask using:

WHO, HOW, WHAT, WHEN, WHERE AND WHY.


5. Final map production - The final stage is when the map is transferred to chart paper. Colours and symbols should be carefully chosen and a key should be used to explain the different symbols.

In your discussion group think of key questions to ask using:

WHO, HOW, WHAT, WHEN, WHERE AND WHY.

6. Map use – Care and control of the map needs to be decided.

In your discussion group think of key questions to ask using:

WHO, HOW, WHAT, WHEN, WHERE AND WHY.
1.3 Activity 9

In this activity you will be mapping part of the college following the procedure explained in Group mapping process. The purpose of this activity is for you to work cooperatively in small – mixed groups and to take into account the ways each of you perceive the college area being mapped. The activity should be as participative as possible.

Procedure;
1. Form small mixed groups of no more than 5 people.
2. Decide what the map will show and which part of the college will be mapped. It is important to have a clear focus at the beginning. Eg, security, frequently used places, agriculture land use.
3. Follow the Group mapping procedure.
   - When making you model ensure that everyone in the group can comment on it and suggest changes.
   - Make sure your model is shared by everyone before you put it on paper

Community Calendars

A community calendar or seasonal calendar is a chart showing a community’s work and social activities month by month to highlight problems or concerns about such things as livelihood, health and community relations. Community calendars can be constructed by asking questions of community members – a type of resource audit, which is presented in diagram form.

Gathering information about your community

Use this as a guide for making your own community calendar or for writing a community survey. The headings within each of the categories are to trigger questions through which information can be collected about a community.
1. Community living

Ask who, why, when, where, how and what about the following:

- **Their village**: e.g. clan, village, chiefs, sorcerers, ancestors, totems, spirits, magic, fighting, sports, houses/shelter, journeys, farewells, welcomes, return, visitors, strangers, white people, etc.

- **Work**: e.g. cooking, sewing, and knitting looking after animals, looking after children, collecting firewood, cleaning the house, gardening, hunting, fishing, house building, canoe building, fence making, marketing/trade, cutting sago, making tools, making costumes, making musical instruments, making clay pots, making bilums/baskets, carving, weaving, etc.

- **Community activities**: e.g. types of meetings, community leaders, different groups in the community and what they do to help the community, community work, fund-raising, etc.

- **Recreation**: e.g. playing games, telling stories, visiting friends, canoe racing, having parties, dancing, singing, playing music, etc.

- **Life events**: e.g. birth, babies, children, initiation, youth, manhood, womanhood, courting, bride price, marriage/weddings, elders, death/funerals, etc.

- **Ceremonies**: e.g. feasts, singsing, songs, dance/movement, music, drama/mime, exchange, etc. Religion: missionaries, church, Christmas, Easter, Bible stories, etc.

- **Outside events/celebrations**: e.g. independence, provincial and town shows, sporting events, cultural events, national and international days e.g. World Environment Day, etc.

- **Historical/past**: e.g. famous people, famous events, war victories/defeats, origin of village, creation, disasters, etc.

2. Environment and traditional understanding of it

Ask who, why, when, where, how and what about the following:
• **Physical features, layout and important places in the local environment.**
  e.g., volcanoes, rivers, mountains, valleys, trees, plants, jungle, swamp, flowers, animals, food, fruit, coconuts, betel-nut, heaven, sky, birds, insects, sun, moon, stars, eclipses, sea, fish, air, fire, earth, water, etc.

• **Events that take place in the local calendar.** e.g. seasons, winds, rain, storms, thunder, lightning, earthquakes, drought, flood, etc.

• **Environmental knowledge** (e.g., winds, seas, plants, stars, animals, the Sun) that determines activities in the community.

• **Looking after resources in the Environment in the past and how it is changing now.** e.g., gardening, hunting and fishing methods, etc.

### 3. Beliefs

Ask who, why, when, where, how and what about the following:

• **Values/emotions:** e.g., friendship, enemies, respect, sharing, responsibility, cooperation, kindness, helping others, happiness, love, sadness, fear, loneliness, sorrow, etc.

• **Spiritual:** e.g., Prayer, ancestors, religion, etc.

• **Worship:** e.g., places of worship, different churches, church leaders, different ways of worshipping, worship songs, etc.

• **Magic:** e.g., for gardening, for protection, etc.

• **Cultural:** e.g. masalai, tambus, mythological creatures and monsters, etc.

### 4. Art and craft

Ask who why, when, where, how and what about the following:

• **Art:** e.g., the meanings and uses of the designs and patterns that were produced in the community now and in the past, face painting, tattoos, pictures, etc.

• **Craft:** e.g., weaving, pottery, house building, making tools, making things for tourists, etc.

### 5. Music, dance and drama

Ask who why, when, where, how and what about the following:

• **Songs:** e.g., songs for babies, children’s play songs, welcome songs, feast songs, songs sung at special times, secret songs, etc.

• **Musical instruments:** e.g., rattles, drums, shells, flutes, kundus, guitars, ukuleles, etc.

• **Dance:** e.g., traditional dances, modern dances, creative dances, bilas, costumes, dances for ceremonies or special occasions, etc.

• **Drama:** e.g., traditional & modern dramas, costumes, when performed, mime, etc.
6. Health

Ask who why, when, where, how and what about the following:

- **Important health issues in the local community?** For example, clean water, washing, looking after our bodies, how rubbish is disposed, how children are kept happy and healthy.

- **Sickness:** e.g., common diseases, treatment, etc.

- **Medicines used in the past and present:** e.g., leaves, roots, tablets, etc.

- **Who heals people?** For example, village healers, aid post workers, doctors, nurses, etc.

- **What are the names for body parts:** e.g., hand, sore, leg, head, nose, eye, ear, mouth, teeth, tongue, toes, fingers, etc.

- **Body Care:** e.g., cleaning the body, washing, checking for insects, combing and cutting hair, cleaning teeth, dressing sores, etc.

- **Senses:** e.g., sight, touch, hearing, feel, taste. people who are blind or deaf and how we can help them, etc.

- **Good food:** e.g., which foods are good for us, the importance of green, red and yellow foods and how each colour group helps us. Looking after food, foods that can be dangerous, etc.

- **Safety:** e.g., in the sea, with sharp tools, with small children.

- **Dangerous things:** e.g., poisons, drugs, broken bottles, sharp sticks, tins, thorns, dangerous animals; what they are, how they harm us, how to avoid them, etc.

*Source: Culture and community, NDOE, 1997*

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*1.3 Activity 10*

*Look carefully at this seasonal calendar.*

*List the main resources and activities shown on the calendar.*

*Using the information shown in the calendar, write a paragraph describing the people of this place.*

Semi-structured interviewing

A semi-structured interview is another tool that is used to develop a community profile. It is an audit of the social resources of a community. A semi-structured interview is a conversational open discussion with local people to understand their needs, aspirations and problems. It uses a checklist of questions as a flexible guide in contrast to a formal questionnaire.

Procedure

1. Form into groups of at least three people. Choose your group's focus.

2. Now think of 2-3 simple questions from an observation related to their focus, such as:
   - "What do the tattoos on your arm represent?"
   - "Why do you think traditional medicine is becoming less popular?"
   - "In your place what is the main form of income?"

3. Share responsibilities – so everyone has a turn
   - Interviewer,
   - Speaker
   - Recorder of the interview.

4. After ten minutes, be ready to report briefly on what you have learned. Recorders to describe the interview and the major findings.

5. Group discussion. Speakers to reflect on the process of being interviewed. How did they feel? Interviewers to comment. How easy was the interview? To what extent did the probing questions help?

6. Make a list of all the probing questions used. This may be an opportunity to introduce the "Six Helpers": What? When? Where? Who? Why? How?

Comment

This exercise can be used to reinforce several learning points, including the importance of good team work, the challenge of conducting a sensitive interview, the importance of building rapport with people before starting an interview, and the value of asking open-ended, non-leading questions.

Interviewing
The interviewer uses sensitive probing questions to find the real cause of the observation. Examples:
- 'But why?'
- 'Anything else?'
- 'Please tell me more about that'

Probing is rather like peeling away the layers of an onion, and so the objective is to get towards the centre of the onion.
1.3 Activity 11

Practicing the use of the semi-structured interview. In this activity you will be gathering resource information from each other.

First decide what the focus of the interview will be: historical information about a community, a skills survey, gathering information for a seasonal calendar, personal history then follow the procedure in the flow diagram.
Topic 3: Community Action Groups and networking

Objective
By the end of this topic you will be able to:

• Describe the purpose and function of a Non Government Organisation (NGO) and a Community Based Organisation (CBO)
• Recognise the value of community action groups and networking

Resources
• Student Support Material book
• A local Non Government Organisation (NGO) spokesperson

Scope
Through this topic you will be introduced to community action groups also known as Non-Government Organisations (NGOs) and Community Based Organisations (CBOs). These organisations are rich in terms of social resources, which they make available to the community. The crucial thing to emphasise is that much of the work done and skills shared are done so on a voluntary basis. The sharing of information through networking is also examined as another aspect of resource use in communities.

What is an NGO?

The term NGO stands for Non Government Organisation, and was first used in 1995 in the UN Charter. Today it is commonly used to stand for any organisation that is not from the Government or Business world. Some NGOs are set up specifically to work in Papua New Guinea, and operate nationally like the National Volunteer Service (NVS), while others are regional or local providers like the East Sepik Council of Women (ESCOW)

Many NGOs are International organisations with offices in many countries including Papua New Guinea. Volunteer Service Overseas (VSO), Save the Children Fund (SCF), and World Wildlife Fund (WWF) are three examples.

There are many names for different types of NGOs which you may come across. Here are a few of the more common ones:

CBO – Community Based Organisations: usually small and dedicated to a particular issue or service. Examples could include: youth and church groups.
Module 1.3 Community Resources

**NNGO** – Northern Non Government Organisation: North is used to describe developed countries and so organisations from this group would include – Save the Children Fund, Oxfam, Red Cross and World Vision.

**SNGO** - Southern Non Government Organisation: South is used to describe developing countries and so organisations from this group would include: NANGO (National Association of NGOs, Fiji Women’s Crisis Centre and NVS)

**Features of NGOs include:**
- Non bureaucratic
- Flexible and often responsive to change and local needs.
- Small and often voluntary
- Grass root and often poorly funded
- Often referred to as not-for-profit organisations
- Often funded to work in specific areas of development e.g., SCF – works in the area of women and children’s health, VSO – specialises in sending volunteers from Britain to work overseas on local wages, Greenpeace - focuses on environmental protection.

*NGOs are often set up to provide services in communities where governments do not or cannot operate. For example, health care in isolated communities and monitoring of the environment.*

### 1.3 Activity 12

NGOs such as the drama troupe shown below bring serious messages such as Population Education HIV aids and Rainforest protection to remote communities many of whom may be illiterate. Their message is often conveyed with humour.

*Why do you think that drama troupes such as the one shown are effective in awareness raising in Papua New Guinea and other parts of the world?*
**What is networking?**

The communication between groups for sharing of information, contacts and other resources is networking. Networking is reciprocal.

Networking is based on human contact between individuals and groups. This need not necessarily be face-to-face contacts, but can be made through letters, fax machines, cassettes, telephones or songs.

In networking, a person should involve all their contacts in giving or receiving information to ensure that all information is made available to as many people as possible. To file away useful information and communication is against the process and principles of networking.

**Community Groups**

The diagram below is an example of various groups, which act as support agencies in many communities throughout Papua New Guinea. A teacher is in a position to be able to network with these groups to support his/her community.

*Source: Living in a Changing Society, NDOE, 1993*
1.2 Activity 13

The diagram of community support groups shows many groups, which operate in Papua New Guinea. You will network with many of these groups.

In buzz groups consider these questions:

- How could a teacher use networking?
- What are possible ways to get started?
- What skills are required for networking?
- List examples of personal networking.

Now in your books make your own network diagrams for the communities in which you will be teachers.

To help you complete the diagram ask yourself these questions:

- What have I got that I could share with this group?
- What has this group got that I could use with my school or community?

Share your diagram with your peers.
Topic 4: The Media as a community resource

Objectives
By the end of this topic you will be able to:

- Examine the role of the media as a community resource
- Explore ways newspapers can be used as a teaching resource

Resources
- Copies of Papua New Guinea newspapers
- Student Support Material book

Scope
This topic briefly examines the role of the media as a community resource. The media; television, radio, newspaper and the internet provide the community with a news and information service. You will be encouraged to consider how your community can benefit from and use this resource. Practical ideas are given on ways that teachers can use newspapers as teaching resources.

The media

In the past people only needed news about their own community but today people want news about a much larger community and this often includes world news. This information comes through the media. Newspapers, radio, television and the internet are examples of the media. The media often have much influence on what information is available to people, how much is given and how it is presented for people to understand. The media’s interpretation of news can affect what people think and can influence actions. The media has a great responsibility to report news accurately and impartially if it is to serve the needs of the people.

1.2 Activity 14

Find out about the internet and what sort of resources it has available to people.

Focus questions for investigation:

How does the internet operate?

What is the world wide web (www)?

In what ways can the internet benefit people in isolated communities?
1.2 Activity 15

Read the cartoons, which have contrasting perceptions about the media’s influence in our communities.

Discuss these views with your peers.

What are your thoughts about the media?

You will now prepare a class debate on one of these topics or choose another with your lecturer:

Source: *Living in a changing society*, NDOE, 1993
The media projects negative influences into our communities
The role of the media is to provide education and constructive role models for the community.

*Work with your lecturer to organise the debate.*

**A community tok save**

A community tok save is a community-made resource which can be used to share information and communicate with the school and wider community. They can be very simple and include school notices and children’s work which can be stuck to the outside wall of an easily accessed classroom. Or they can be community bulletins or newsletters published with the sponsorship of local businesses. The following photos are examples of tok saves produced by teachers and their children to promote school activities.

1.2 Activity 16

*Creating a community tok save*

**Purpose:** A group or individual activity – to create a community tok save using Community Development and Expressive Arts skills.

**Materials** – a large sheet of art paper per group; paints, crayons and felts.

**Design brief** – Create a community tok save which can be a model for further tok saves for your school
What to include:

- An advertisement for a volleyball tournament at school between parents and teachers.
- A health message relating to well-being of students.
- A poem, which has a PNG, flavour.
- A puzzle
- Cartoons throughout the newsletter

Elements of design – borders, shading and lines and complementary colours.

When completed display in class.

Newspapers as a teaching resource

Newspapers in education

Any of the weekly or daily newspapers published in Papua New Guinea can be used with students and provide a rich source of teaching and learning activities. Newspapers are also cheap and readily available.

In a multi-grade class newspapers offer a variety of activities for children to work individually or cooperatively with more able or older children assisting younger or less able children.

Some teaching ideas which integrate Community Development and other curriculum areas.

Expressive Arts

The front page can be used to provide examples of:

- Layout
- Design
- Use of graphics and fonts and
- Complementary colours
- Making things from the newspaper and using newspapers as a construction material
- Following directions and instructions
Language

- Examples and models for writing feature stories
- Modelling of sentence and paragraph writing
- Writing captions for photographs
- Writing alternative news stories for given headlines
- Writing news stories for a given photograph
- Writing a headline for an untitled photograph.
- Write a story to accompany a photograph as it might appear in the newspaper.
- Write a story or draw a picture to explain a Headline.
- Summarising the main points from an article or news story
- Writing a ‘Letter to the Editor about an issue raised in the paper
- Replying to a Letter written to the Editor.
- Creating an advertisement for a product – using the examples in the paper as models
- Studying the language of persuasion used in advertisements
  - Practise reading tables, contents and charts
  - Practise writing an application for a job from the Situations Vacant Section
  - Writing word lists on a topic or subject
  - Construct a crossword or a word find for a topic being studied
  - Use (list words) to create a crossword or Word Find
  - Write clues for words
  - Interpret a cartoon

Crossword

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<thead>
<tr>
<th>1</th>
<th>5</th>
<th>9</th>
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<td>12</td>
<td>16</td>
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</table>

**Why is it funny / not funny**

**What’s happening**

**Write a caption**

**Create a cartoon.**
Mathematics

- Measuring the perimeter of rectangular advertisement
- Drawing and cutting geometric shapes
- Budgeting using the cost of products listed for sale
- Currency conversions using the exchange rate from the Business page.
- Reading tables and charts and finding information from these. For instance: tide times and Television timetables.
- Use the information on Bank Interest Rates and write some problems for the students to calculate.

- Ask the students to write their own problems for classmates to answer.
- Remind them that they MUST have answers to the questions they write.
- Create an advertisement for a product and include all costing
- Using advertisements, develop activities that give students practice with real calculations.

For example:

- **How much for both forklifts?**
- **If Ela Motors gave 10% discount how much would you save on each machine?**
- **If a company wanted to buy 3 smaller forklifts, how much would it cost them?**
- **How many larger forklifts could you buy for 1 million kina?**

- Recipes and cooking
  - Work out proportions
  - Calculate cost
  - Budget
  - Make
Social Science
Discussion from current events – international and national

- Mapping skills – locating international news stories on the world map. Discovering: country and capital cities

- Fact finding on countries. For example: capital, currency and exchange rate relative to PNG, language and political set-up

- Researching Headlines. Cut headlines out of the newspaper and ask the students to investigate more about the country, organisation or issue

Community Development

- Discussion and debate of articles on Regional Community Development News

- Collection of articles to create a data base of material

- Writing and interpreting Letters to the Editor

- Using the layout of the paper to get ideas for a Community Tok Save

- Studying commodity prices for cash crops and discussing the implications of lower world prices for crops such as coffee and copra

- Following international news stories such as the increase in oil prices and following – up with discussions and predictions as to the consequences for different communities in PNG
Science

Questions to encourage reading and interpreting tide times and weather forecasts

- Compiling an environmental news file over several weeks
- Examination of 'Situations Vacant' for science related employment
- Use advertising techniques and write a 'For Sale Notice' for a mangrove swamp or coral reef - promoting all the good and valuable features

FOR SALE
MANGROVE SWAMP

UNIQUE OPPORTUNITY, BE IN QUICK
THIS ONE WILL BE SNAPPED UP QUICKLY

Excellent condition
Great breeding ground for fish and crabs
Good fishing available on the in tides and a limited amount of timber to be harvested sustainably.

Interested?
Contact High Tide Investments

Spiritual and Moral Education

- Write an obituary for yourself
  - How would you like to be remembered?
  - List your qualities –the qualities you would like to be best remembered for.
  - What quotes from the Bible are special to you?
# Glossary

<table>
<thead>
<tr>
<th>Agencies</th>
<th>groups / network agents</th>
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<tbody>
<tr>
<td>Checklists</td>
<td>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.</td>
</tr>
<tr>
<td>Communication</td>
<td>passing messages from one person to the other by phone, letters, oral, etc</td>
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<tr>
<td>Community calendar</td>
<td>activities in the community in a year</td>
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<tr>
<td>Community development</td>
<td>people living together making choices based on the needs of the community</td>
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<tr>
<td>Community development workers</td>
<td>facilitators of development in the community</td>
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<tr>
<td>Community leader</td>
<td>a leader in the community, usually elected by the people</td>
</tr>
<tr>
<td>Community</td>
<td>a group of people living together or people who have something in common</td>
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<tr>
<td>Conflict resolution</td>
<td>to be able to discuss and find solutions to problems</td>
</tr>
<tr>
<td>Culture</td>
<td>traditions, society, beliefs, art and language of a group. Is changing all the time</td>
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<tr>
<td>Developed countries</td>
<td>countries with high standards of living usually judged by the level of GDP</td>
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<tr>
<td>Developer</td>
<td>one who develops</td>
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<tr>
<td>Developing countries</td>
<td>countries still under developed low levels of GDP, and high levels of poverty</td>
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<tr>
<td>Development</td>
<td>people making choices based on values and merits of change</td>
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<tr>
<td>Diagrams</td>
<td>visual representations of information which can help explain current issues or future proposals</td>
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<tr>
<td>Donor agents</td>
<td>organizations which help financially or with resources for those in need</td>
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<tr>
<td>Environment</td>
<td>surroundings or things that are around us - can be natural or created</td>
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<tr>
<td>Environmental sustainable development</td>
<td>preservation of environment for future use</td>
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<tr>
<td>Equality</td>
<td>having an equal amount, being equal</td>
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<tr>
<td>Facilitation</td>
<td>the process to be able to lead, guide etc</td>
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<tr>
<td>GDP</td>
<td>Gross Domestic Product - the value of all goods and services produced for final consumption and for investment within an economy during a year</td>
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<td>Ideas competition</td>
<td>competition for generating options for improving a community, building or site aimed at encouraging creative ideas and generating interest.</td>
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<tr>
<td>Infrastructure</td>
<td>roads, electricity and water supply, health services, etc. which are necessary for the efficient operation of the economy</td>
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<tr>
<td>Interview</td>
<td>Recorded conversation, usually with prepared questions, with individuals or groups. More flexible and interactive than a questionnaire.</td>
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<tr>
<td>Leadership</td>
<td>someone who has status and qualities of being a leader</td>
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<tr>
<td><strong>Module 1.3 Community Resources</strong></td>
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| **Mapping** | Physical locating various characteristics of an area in two dimensions. Can be used to show community resources and land use. |
| **Media** | Information usually offered to the community through newspapers, television and radio |
| **Meeting** | Event where people come together to discuss and decide. May be formal or informal, public or private. |
| **Mediation** | Liaise with developers or different groups of people about common problems |
| **Network** | Sharing ideas or different ways of communicating |
| **NGO** | Non-Government Organisation |
| **Participation** | Actively involve in any development or decision-making |
| **Participatory development** | To be able to contribute ideas/decision-makings in the development of a community |
| **Poverty** | Lacking or not having enough to sustain basic human basic needs |
| **PRA** | Participatory Rural Appraisal - a method or series of approaches for working with communities |
| **Prioritising** | Deciding what needs doing when. Ranking of problems to be dealt with or projects to be undertaken. |
| **Problem identification** | To be able to identify problems |
| **Problem solving** | To be able to solve problems which often involves a process or types of thinking |
| **Questionnaire survey** | Survey which involves collection of information in the form of written responses to a standard set of questions. A starting point for participation processes. |
| **Relationship** | Sense of belonging, identification |
| **Research** | To find out problems and make solution |
| **Resource** | 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) |
| **Role** | Duty statement or tasks |
| **Skills survey** | 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. |
| **Sovereignty** | Countries or people which have powers over certain things |
| **Subsistence** | To sustain or to maintain or to uphold |
| **Sustainable economic development** | Income generating projects for future use |
| **Sustainable** | To be able to look after now for future generations |
| **Third World** | Developing countries |
| **Transect walk** | 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. |