

Course Outline

Title: Community Development

Lecturer:

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Course Aim and Purpose:

This course has aims to provide students with the knowledge and to gain an understanding about: -

 The definitions, concept, theory and practice, participatory processes and approaches of community development in both rural and urban areas linked to context of Cambodia.

Learning Outcomes:

It is intended for a student: -

 To gain knowledge and skills on participatory tools and techniques in community development work such as community entry, surveys, appraisal, awareness building, needs and resource identification, organizing and facilitating, planning, implementation and evaluation.

Learning and Teaching Strategies

- A combination of Lectures and Tutorials
- Pair and Group Work
- Case Study Exercises

Assessment Methods

The overall course grade will be derived from the following assessments:

- 50% Final Exam
- 25% Mid Term Exam
- 5% Class Presence
- 10% Assignment I
- 10% Assignment II (Presentation)

Reading Resources

Main Textbook:

- Community Development: Putting into Action.
 Author: Hennie Swanepoel, Publication: JUTA & CO.
 LTD, 1992; ISBN 0 7021 2774 4
- Community Development: Community-based Alternatives in an age of globalization.
 Author: Jim Ife, Publication: Pearson Education Australia Pty Limited, 2002; ISBN 0 7339 9901 8

Main references:

- The Design & Management of Community Projects: A team Approach Peach Cops, 1993.
- Participatory Rural Appraisal Guide Book, Blesida Calub. 2003

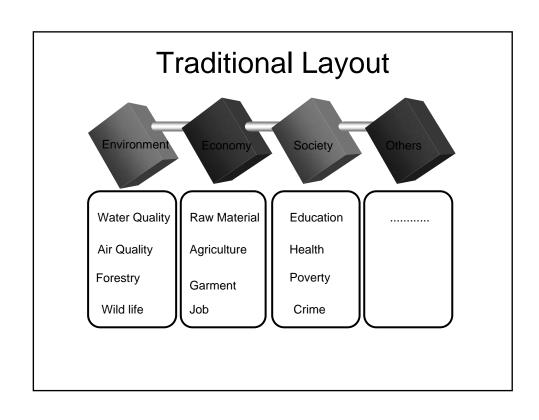
Introduction

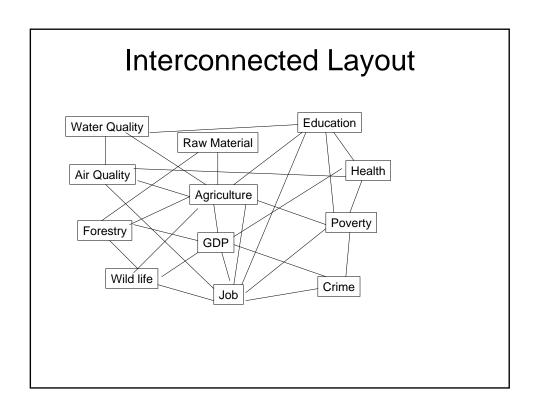
• Objectives of the CD Course:

By the end of this course: student is expected to obtain the knowledge and understanding of the definitions, concept, theories and practice, participatory processes and approaches of community development in both rural and urban areas linked to the context of community development in Cambodia.

Introduction

- Key component influencing the "QUALITY OF LIFE".
- Types of organization (health, business, planning, education, environment, local authority, private citizen...)
- Categorizing Issues (economic, educational, environmental, health, housing, political/governmental, public safety, recreational, resource use, social/cultural, or transportation issues.





Definition

Community

- a group of people who have come together to work and live.
- a group of people united by the common objects of their love.
- a group of people working together actively to achieve a common goal.
- a unique living entity and it continuously changes physically and psychologically.
- a social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage.

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Community

 a group of people who live close to one another, who are interested in the same things, who have similar problems, who depend on each other, and who realize that they are an important part of the community.

Definition (cont.)

Community

At least three elements:

- a social unit of which space is an integral part.
- community indicates a configuration as to way of life, both as to how people do things and what they want--their institutions and collective goals.
- a collective action

Characteristics of a Community

- 1. Live in the same area.
- 2. They know each other.
- 3. Do things together.
- 4. Have similar problems, needs and concerns.
- 5. Depend on each other.
- 6. Have common customs, culture, habits, ceremonies, beliefs and laws.
- 7. They speak the same language.
- 8. Within a group there may be subgroups by age, sex, religion, occupation and education.
- 9. The members of the community realize that they are an important art of the group.

Definition (cont.)

Examples of Different Types of Community

- What people do: rice grower, vegetable grower, cyclo driver, taxi driver, factory worker, student, doctors
- 2. Where they are: city, countryside, homeless who live in the streets...
- 3. How they feel: orphans, amputees, abused women
- 4. How they share tasks together: co-workers, family members, help one another

Definition (cont.) The Poor versus Ideal Community

- Poor community:
- Lacks recognition by larger society and authority
- Bound by tradition
- Poor standard of living
- Poor leadership
- Very much dependent on outside help

Definition (cont.)

The Poor versus Ideal Community

Ideal Community:

- Flexible
- Good leadership
- Good human relations
- Rich in self-esteem
- Social and physical basic infrastructure
- Participation at all levels
- Initiative
- Able to identify needs
- Uses available resources
- Feeling of togetherness
- Good communication

- Development
 - Bringing out the capabilities, bringing to a more advanced or effective state.
 - Improving, changing, making something better
 - Not growth

Definition (cont.)

• Community Development

A collaborative, collective action taken by local people to enhance the long term social, economic, and environmental conditions of their community.

Community Development
 The primary goal of community development is to create a better overall quality of life for everyone in the community

Definition (cont.)

• Community Development: is when a community uses a process whereby people get together; communicate; identify priority needs; plan and take action to resolve problems and achieve outcomes which are desired by the community

United Nations-

Community Development is a process of social action in which the people of a community organized themselves for planning and actions; define their common and individual needs and solve their problems; execute the plans with a maximum of reliance upon community resources; and supplement these resources when necessary with services and materials from government and non-government agencies outside the community and to help people to develop economically and socially viable communities which can assist, strengthen and adequately support individual and family growth and enhance the quality of life.

Definition (cont.)

United Kingdom-

Community Development is ased on the importance and ability of people to act together to influence and assert control over social, economic and political issues which affect them. In this sense, community development focuses on relationship between people and a range of institutions and decision-makers (public and private) that govern their everyday experiences.

- Community Development aims to effect a sharing of power and create structures that give genuine participation and involvement.
- 2. Community Development is about involving the skills, knowledge and experience of people in taking initiatives to respond to social, economic and political problems.
- 3. Community Development must take a lead in confronting the attitudes of individuals and practices of institutions that discriminate against disadvantaged groups.

Community Development

A "bottom-up" approach and a range of practices dedicated to:

- Increasing the strength and effectiveness of community life and building social capital
- Improving local conditions, especially for people in disadvantaged situations, and overcoming social exclusion
- Enabling people to participate in public decision-making and to achieve greater long-term control over their circumstances

Community Development (cont.)

A social, educational, cultural, and economic reform concept:

- To improve and sustain the quality of local communities and society in general
- To develop the ability of communities to take initiative and action
- To empower people's active participation in determining change

Community Development (cont.)

Through the promotion of:

- Equality of opportunities
- Social inclusion
- Human rights
- · Respect for diversity, and
- Democracy

CD Approach

- 1. A professional practice of working and learning with local people individuals and groups to strengthen their communities by improving people's:
- Knowledge and consciousness
- Skills and competence
- Attitudes and confidence
- Organizational ability
- Resources

CD Approach (cont.)

- 2. A participatory and people empowering development model, aiming at:
- Increasing people's capacity to influence the conditions which affect their lives
- Supporting people young and old to play an active part in civic life
- Providing learning opportunities in community initiatives to meet the needs of children, youth and adults

CD Approach (cont.)

3. A road to:

- Description and understanding of the local situation
- Needs assessment and problem definition
- Resource mapping
- Culture of communication, cooperation and creativity
- Common understanding of issues
- Community generation
- Establishment of networks and partnerships
- Community action

Concept & Theories

- 1. Community Development addresses both concrete (physical) and abstract (non-viable) human needs.
- school establishment improve education
- Rural road reduce transport cost and time
- Clean water supply improve health

- 2. Community Development is a learning process
- LEARNING BY DOING
- PARTICIPATION- do, think, seek, discuss, decide, apply (4 principles: dialogue, clarity, agreement, respect-DCAR),
- taking the initiative (reluctant to take initiative)
- EVALUATION by the people

- 3. Community Development is collective action
- a group of people share mutual interest, sentiment, concern, act together.
- work as a team

- 4. Community Development is need oriented
- Addresses specific and concrete needs
- Bottom-up approach

- 5. Community Development is objective oriented
- Objectives address the specific need
- Not just for a BETTER LIFE (GOAL) norm but must be in detail objectives
- Take initiative in setting objectives

- 6. Community Development is action at the local level
- Not method to be applied by the experts
- Ordinary people to play a leading part with all other actors
- Outsider actors play roles as facilitators

- 7. Community Development leads to community building
- organization
- institutions
- linkages
- leadership
- skills
- life improvement

- 8. Community Development creates awareness
- awareness of own needs vs community need
- awareness of environment surrounding
- awareness of common objectives

- 9. Community Development leads to further development (sustainable development)
- carrying capacity
- protect environment
- timeframe: 25-50 years

Issues and Challenges

- Illiteracy
- Customs and traditions
- Dependency
- Apathy (being not interested, ignorance)



The Main Actors in Community Development

The Actors of CD

- The Action Group
- The Community Worker

Action Group

- Ordinary people play a primary role in community development.
- A group of people involved in a community.

Action Group (cont.)

- 1. An institution can act as an action group (school; church; sport club)
- 2. A few institutions who have common interests can form an action group
- 3. A legal entity can act as an action group (an area under jurisdiction; specific ward in urban area)
- 4. A geographical unit (village; suburb)
- 5. An ad hoc collection of concerned individuals with common need (student parents; mother of the babies)

Action Group (cont.)

The advantages of an interest or ad hoc group as action group

- The size should be small
- The proximity should be near

The Community Worker

- Not necessary professional
- An agricultural extension worker; engineer; a social worker; teacher; nurse...
- Usually assigned by authority or agency or invited by villagers
- Individual or team

The Community Worker (cont.)

- · Both male or female
- The attitude of community worker:
 - not invader, not a know-all, not a superman,
- Work and live with the people not work live on the people
- Be a partner rather than be a master

The Community Worker (cont.)

Role:

- Instructing people (in technical/professional aspect)
- · Facilitating in community organizing
- Assisting in taking initiative and do the planning
- · Assisting in solving problem
- Helping to discover the resources
- Guiding in implementing and managing the project

Good community worker

- he/she is acceptable to and trusted by people
- he/she is a good communicator
- he/she knows his/her client population
- he/she is reliable
- he/she recognizes the local political structure
- he/she respects the people
- he/she has the interests of the people
- he/she is a responsible person

Community Worker Task

- 1. Expert
- 2. Guide
- 3. Enabler
- 4. Advocate
- 5. Mediator

Community Worker Task

- 1. Expert
- Dealing with technical and professional knowledge (e.g. designing construction plan; recommending rate of fertilizer application; animal health agent; health care agent...)

Community Worker Task

- 2. Guide:
- Dealing with working experiences on the subject matter (guiding in need assessment; planning; decision making...)

Community Worker Task

3. Enabler:

 Assisting people to take initiative (provide the know-how in order people is enable to do by themselves)

Community Worker Task

- 4. Advocate:
- Dealing with encouraging outsider (governmental authority, high political, economic power institution)

*advocacy: the series of action to encourage and influent the high level institution/individual who have more political and economic power so that they release/give some of these power to the lower level institution/individual (Advocacy through: working directly, mass population-people's power, media).

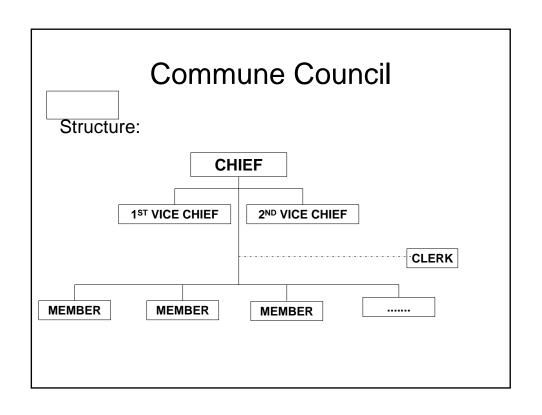
Community Worker Task

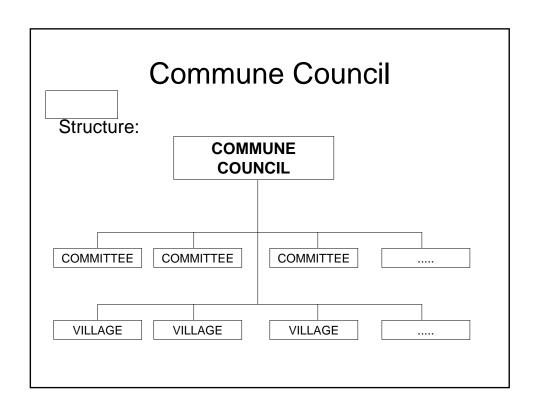
5. Mediator:

- organizing the community activities
- dealing with outsider for communication channels networking and partnership

The Credo of CD Worker

- Go to the people
- Live among the people
- Learn from the people
- Plan with the people
- Work with the people
- Build on what the people have
- Teach by showing; learn by doing





Commune Council

FACILITATORS

- Provincial Facilitation Team (PFT)
- District Facilitation Team (DFT)
- Technical Support Officer (TSO)
- Commune Accountant (CA)

IOs Technical Agent Private Sector

The Environment of the Community

Introduction

- A community does not exist in vacuum
- A community's environment is not isolate from other environments
- Their influences have effect on the people lives

Environment

- Natural Environment
- Political Environment
- Social Environment
- Economic Environment
- Cultural Environment
- Psychological Environment

Natural Environment

- Natural environment is important in the rural area
- Soil type; availability of water; climate; forest
- To be in harmony with the natural environment
- No to harm the natural environment but to improve it for community development
- Sustainable Community Development should take into the account

Political Environment

- No development effort stand outside of politics
- Awareness of the political tendency
- The influence of the chief of village, of commune, of district and even of province in political party population.
- The best way to circumvent the political problem is to "Dive Deep". The more higher profile the more politics involved.

Social Environment

- Every community own its social activities and objectives: employment (job) issue, religion (belief), social life, social service, social order, social security
- Relationship, friendship, affiliation, club, church, school, association development lead to community social stratification
- The community worker must be aware of these stratifications but need not respect these. The community worker must be aware of consequences

Economic Environment

- These is usually close to the natural and social environments
- Availability of the fund resource for community
- Level of deprivation of the people concerned

Cultural Environment

- Place and role of the traditional leaders
 - regards as gateway to the community
 - The gateway can be open or close
 - guarding over own interest
 - a fear of the outsider taking his position
- Roles of the women in the society
 - need permission from husband to be involved in action group
- Roles of the Community workers (refer to roles and tasks)

Psychological Environment

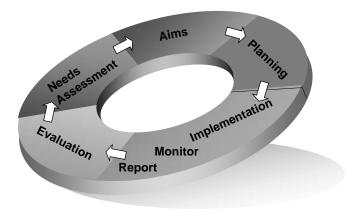
- It is usually an obstacle
- Not easy to observe (tend to ignore)
- Rural area versus urban area versus squatter
- Other community's environments influence the psychological environment strongly

Steps in Community Development and Community Project

Steps in Community Development

- Perceive a need: where are we now? (Needs Assessment)
- Organize an aim: Where do we want to go (Aims)
- Plan: How do we get there (Community Development Plan)
- Agitate and Animate: Go ahead with plan (Implementation, Monitoring, Reporting)
- Learn from the past for a better future: How did we do and what did we learn (Evaluation)
- Perceive a need:

Community Development Step Cycle



Community Project

PROJECT

- a plan to solve a problem to meet a need
- a plan to do something so that we can achieve our aims
- · the activities we do to achieve our aims
- a step we go through to solve the problem

COMMUNITY PROJECT

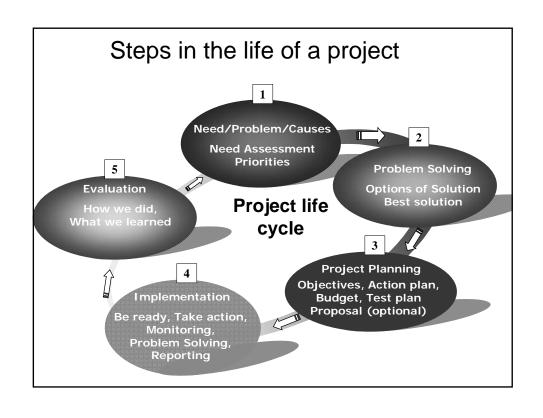
 a plan to solve a problem that is preventing a group of people or the whole community from meeting a basic need

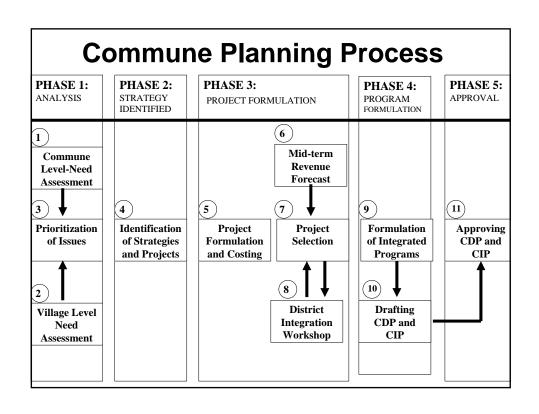
Extension Worker and Successful Community Project

- Find out about community before you begin working in it
- Start your work with community leaders and organizations already in the community
- Listen to people in the community and respect their ideas
- · Work with a team
- Share your skills
- Take your time and be patient

Signs of Successful Community Projects

- Local people participate in every step during the life of a project
- The aims and objectives of the project are simple and clear
- Benefits of the project are shares in a fairly way
- Strong management team
- Good communication make project works better
- Try to use local resources as possible as it be





Community Needs Assessment

Community Needs Assessment

Need and Want

- safety
- •food and water
- •shelter
- clothing
- •freedom
- axe

- racing boat
- •travel/tour
- boots
- •electric stove
- DVD player
- •flat Screen TV

Problem

Cause

Need



Community Needs Assessment

Needs are the gap between what a situation is and what it should be

Needs Assessment: to find out what our needs are and what causes them

the way of gauging opinions, assumptions, needs, key issues, and/or assets within a defined community to:

- find out where we are now (baseline information)
- get a true picture of the community's needs and problems/issues
- help the community decide what are the most important problems/issues to solve

Needs Assessment: Why do it?

- ldentify community needs, concerns and issues
- Target outreach programs
- Empower grass-roots action around needs
- Determine if needs make changes
- Collect communities' hopes/dreams/desires

Three Main Activities of Needs Assessment

1. Data/Information Collection:

gathering information about the community's needs/problems and what causes them

2. Data/Information Analysis:

analyzing the information we gather to sort out problems so that we can find the true problems and causes

3. Decision on Priority Needs/Problems:

deciding what are the most important needs/problems for action to solve them

Tools for gathering information

- 1. Review Records and Reports
- 2. Observation and Community Mapping
- 3. Interview/informal Discussions
- 4. Community Profile
- 5. Community Meeting

Tools for gathering information

- 1. Review Records and Reports
- To find out if any previous studies and/or reports available from government offices or organizations.
- Ask questions about records and/or reports to make sure you understand what they mean
- Always ask people in the community about the information to make sure it is correct
- Find out what the province or other organizations may be planning to do to solve problems in the community

Secondary Data

Secondary data is data that is collected about a particular audience without having direct contact with that audience. It can often provide insight about emerging trends or issues in a particular community.

Advantages

- data already exists
- fast & easy to access
- data available for many geographic levels

<u>Disadvantages</u>

- representative sample may not be accurate
- gaps in data
- requires inferences
- Lack of Data Richness

Tools for gathering information

- 2. Observation and Community Mapping
- Look for signs of problem/needs and causes, to see what you can find and to confirm what people tell you. Take note.
- Draw map or picture showing important things about the community
- Make a special map if you want to show how a problem affects the community

District Map

Tools for gathering information

- 3. Interview/Informal Discussions
- Get information from people who live in the community and live with the needs/problems, in one-to-one discussions or in small groups.
- Find out how people understand problems and what they consider important.
- Involve people in the needs assessment and create interest in solving problems.

Interview

An interview is a conversation with a purpose, designed to help you gather information about peoples assumptions/perceptions of activities in your community. They are useful when looking for in-depth information on a particular topic.

<u>Advantages</u>

- detailed information
- allows for clarification/ follow up on questions
- personal contact builds rapport

<u>Disadvantages</u>

- Time-consuming
- requires skill/time
- Information is hard to summarize
- Little quantitative value

Small Group Interview



The small group is a way to gather the opinions/ideas from a small, targeted group of citizens. The intention of focus groups is perhaps more to build a synergy of thoughts and ideas than it is to make projections about the community.

<u>Advantages</u>

- easy to conduct
- Provides detailed info
- · allows for issue probing
- stimulates thinking and discussion

<u>Disadvantages</u>

- ideas generated not necessarily prevalent
- small sample for effort
- · difficult to analyze
- quiet folks suppressed
- requires participation

Community Survey

Community surveys help one to gather info about local attitudes regarding precisely defined issues, problems or opportunities. Surveys may be open ended or multiple choice.

Advantages

- wide distribution
- good for data analysis
 requires skill/time
- strong sample of the suffers low return rate population

Disadvantages

- expensive

- poor qualitative tool

Steps in an Interview Process

- 1. Form a working group to guide process
- 2. Determine who is to be interviewed
- Select a skilled Interviewer
- 4. Select questions
- 5. Decide on an interview format/delivery method
 - Formal or informal structure
 - Face-to-face, telephone, or email delivery
- 6. Inform the participants
- 7. Practice
- 8. Steer / guide the interview session (take notes)
- 9. Write a summary report
- 10. Thank the interviewees

Tools for gathering information

- 4. Community Profile
- Use as a guide in interviews with government official, people in the community with special skills and community leaders.
- Use in team meeting as a place to record information that team members have gathered about the community.



Tools for gathering information

- 5. Community Meetings/Discussions
- Inform the community about what the team plan to do and why.
- Give the community information about what the team found out and allow the people in the community give more information about needs/problems.
- Get information about how the community thinks, its understanding of the problems and its willingness to support community projects
- Help the community to make decisions about what problems to solve.

Public Issues Forum

Community forums are public meetings that involve residents to express their concerns about community issues, problems, and needs.

Advantages

- Diverse members can share ideas
- Provides quick look at community issues
- involves local citizens
- inexpensive

Disadvantages

- requires skill/time
- opinions obtained only from those who attend
- may generate more questions or conflict

Steps: Preparing for the Forum

- 1. Form representative working group (5-15 people)
- 2. Identify pressing issues to form the focus of forum
- 3. Select a trained facilitator
- 4. Set a time and place:
 - Seating arrangement should encourage dialogue
 - have appropriate acoustics (i.e., microphone)
 - make sure the location is neutral (school is a great place)
- 5. Publicize the forum
- 6. Hit all the major media outlets

Steps: Conducting the Forum Event

- 1. Facilitator outlines process, what the results will be used for, and their role as facilitator.
- 2. Do an ice-breaker to build trust.
- 3. Brainstorm: The purpose of brainstorming is to generate ideas (if issues have already been identified go to step 5)
- 4. Prioritize issues (you may want to do this via voting)
- 5. Once issues have been identified, next step is to mobilize action groups (allow time for groups to meet and plan).
- 6. Provide each group with action planner worksheet which gets them to write goal, objectives, planned activities, timeline, and persons responsible for activities.

Steps: Follow up after the Forum

- 1. Develop a written report
 - If action is the goal, the report may be used as the basis for a plan
 - If change in policy is the goal, the report should emphasize priorities or final decisions.
- 2. Disseminate the report using multi-media

Factors for Choosing your Assessment Tool

- Purpose of Assessment
- Type of Data Needed
- **Time Commitment**
- **■** Cost
- Skills needed
- Target Audience
- Sources of Bias

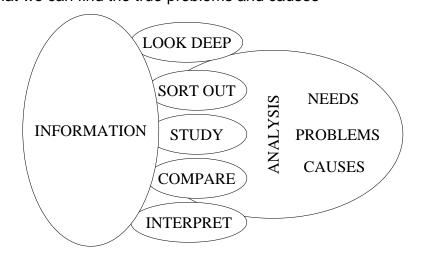
Review: Steps for Conducting an Assessment

- 1. Form a Steering Committee
- 2. What need(s)/issue(s) are you addressing?
- 3. Determine the community you are assessing.
- 4. Determine assessment tool
- 5. Develop a plan (who, what, when, where, how).
- 6. Implement the assessment tool (see next page)
- 7. Analyze the results
- 8. Report the results
- 9. Implement or instigate follow-through

Presenting the Data

- Clear and Concise
- Combine numbers with text and graphics
- Focuses on most important findings
- Don't try to put too much in it

Data/information Analysisanalyzing the information we gather to sort out problems so that we can find the true problems and causes



Decision on Priority Needs/Problems

• Magnitude of the Problem

Team Method of doing Need Assessment

- 1. Form a team
- 2. Team explains plan to do
- 3. Team gathers Information
- 4. Team member discuss what they found out
- 5. Team discusses findings with community
- 6. Team and community leaders discuss priorities
- 7. Team helps community decide priorities

Community Project Guideline

Date of	
Submission:	
Date of Presentation:	

Community Development Profile

- Choose a community (Commune) where a member is aware of)
- Description (in details):
 - Translate commune profile by following leading questions
 - Divide tasks for individual so that every body is actively participate in the exercise.

Group Community Development Project

- 6. Profile of CD Worker
- 7. Procedure/s & tools used for needs assessment
- 8. Strengths & weaknesses of the conducted needs assessment
- 9. Describe procedures followed and outcomes of the project planning
- 10. Describe project undertaken
- 11. Implementation concerns:
 - problems/solution
 - monitoring processes

Group Community Development Project

- 12. Evaluation
 - procedure/s followed
 - results
- 13. Significant learning
 - organization
 - CD worker
- 14. Current status of the community
- 12. Significant learning of the group member



Participation

- A process of joint dialogue, sharing and analyzing situations to attain consensus towards action and change.
- An active process by which beneficiaries of client groups influence the direction and execution of the development project.
- People involvement in decision making process
- Transferring of power to the rural people enabling them to negotiate with development delivery systems, and deciding and acting on what is essential to their development.

Level of Participation

- Informing
- Consulting
- Partnership
- Self-Management



PRA

- Interactive Process Towards Empowerment
 - Combination of interactive methods that enhance rural and agricultural communities ability to analysis and understand their situation in a holistic manner and be empower to plan and act for their betterment.
- From People's Local Knowledge to Action Plans
 - Community-oriented mutual learning process which aims to achieve common goals.
 - It makes use of a variety of visualization tools to facilitate information exchange.
 - Knowledge of local people is valued as equally important as scientific expertise. Local people knowledge serves as a starting point for drafting the plans of action

PRA: A Learning Process

More than just "tools and techniques".
 PRA is a learning process both for the people in the community and the development worker

PRA: An Evolving Concept

 Continues to be refined as more experiences and lessons from the fields and learned and combined with methodological innovations.

Key Principles of PRA Attitude and Behavioral Change (ABC)

- - Listening, observing, guiding... not interrupting, not dominating, not lecturing. It is using PRA tool with sensitivity for community and their situation.
- Learning in and with the Community
 - Understand rural life "through the eyes of the people".
- Optimal Ignorance
 - Approaching people with an open mind; putting a side personal biases and prejudices.
- Appropriate impression
 - Being comfortable with what is approximately right rather than trying to be too precise.
- Embracing error
 - Being self-critical. Acknowledging mistakes and learning from them
- Letting THEM do it
 - Encouraging people to do the task. Facilitators only initiate and guide the process

Basic Method of PRA

- **Direct observation**
 - Capture observable practices and processes in the natural surroundings. Take part in some of the
- Visual Sharing
 - Use symbols, cards, seeds, drawings to facilitate communication
- Semi-structured dialogues
 - Use guide questions for casual and relaxed discussion
- Focus group dialogues
 - Purposely seek to interact with "less heard" sectors of the community...women's groups, youth, poor, landless...
- Triangulation or cross checking
 - Check the reliability of information from at least three different sources using different methods
- Planning and preparing before PRA
 - As a team, plan on possible processes, topics and methods to be used during field work. Agree on role and responsibilities of each using different methods.
- Learning as you go
 - Constantly review and analyze findings before deciding how to continue.
- Follow through
 - Conduct follow up visits and activities with villagers

Why PRA

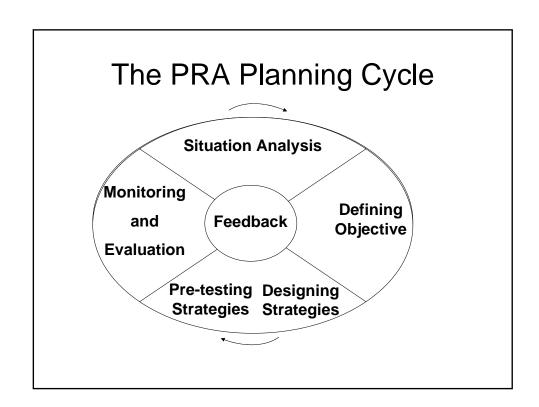
- PRA facilitate dialogue and exchange of information between the community and the development worker
- PRA helps in better understanding the cultural and social value systems of a community
- PRA promotes shared analysis of the community's situation, their needs, priorities and constraints
- PRA encourages active participation of a community in identifying, monitoring and evaluating alternative options to address problems.
- PRA builds the community's capacity in preparing action plans relevant to their needs and existing resources
- PRA strengthens partnership between the community and development institutions

Where PRA to be Considered

- A community where development worker wants to be initiated but possible activities or areas of study have yet to be decided
- An on-going project where a reorientation phase is needed
- A project that wants to expand activities to new sites

PRA in Participatory Planning

- Participatory Planning is a process where involved groups choose carefully the best means to achieve their goals.
 - Situation Analysis
 - Defining Objectives
 - Designing Strategies
 - Implementation
 - Monitoring and Evaluation
 - Feedback



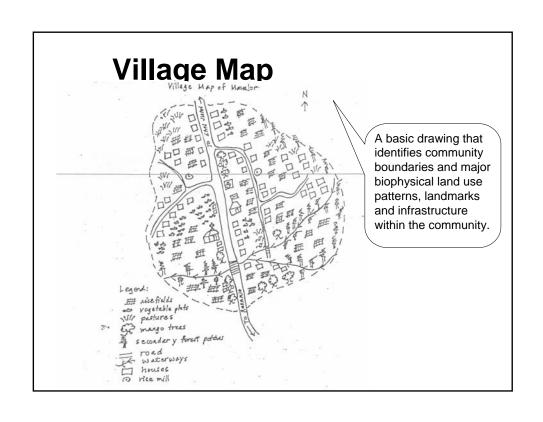
PRA Tools

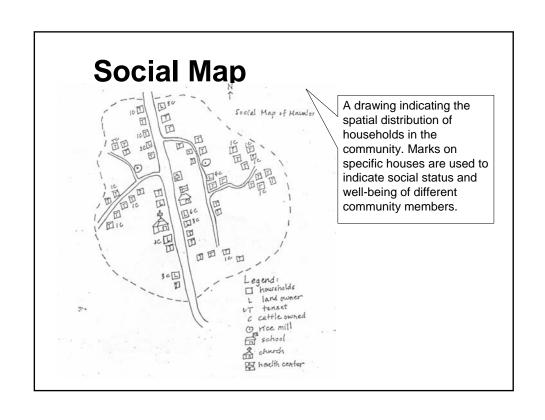
- Village Walk
- Village Map
- Social Map
- Village Transect
- Time Line
- Trend Analysis
- Seasonal Calendar
- Resource Flow Diagram

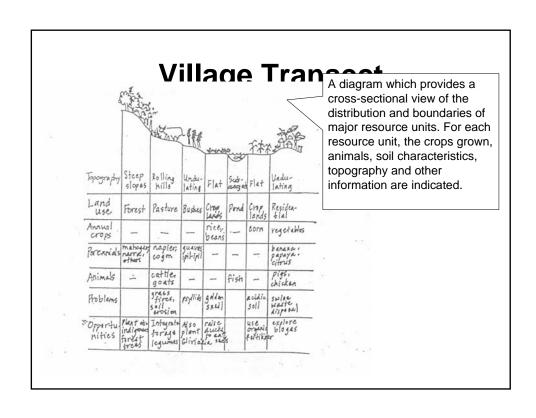
- Institutional Diagram
- Problem Ranking
- Problem Cause Diagram
- Possible Solution Ranking
- SWOT Analysis
- TOWS Matrix
- Action Plan Matrix

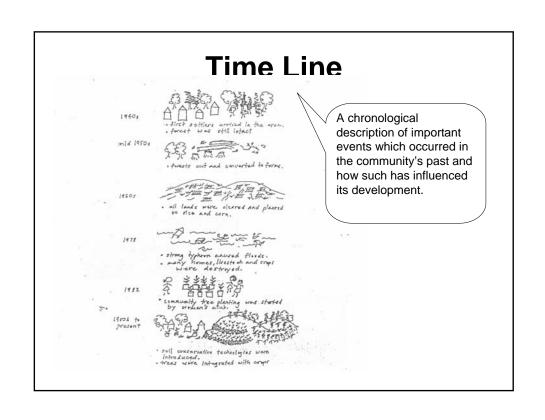


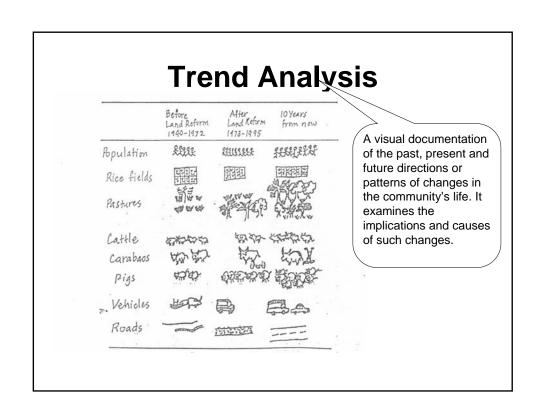
A walk or series of walks across the landscape which involves observing directly and getting a systematic first-hand impression on the visible biophysical, socio-cultural and economic conditions in the community.

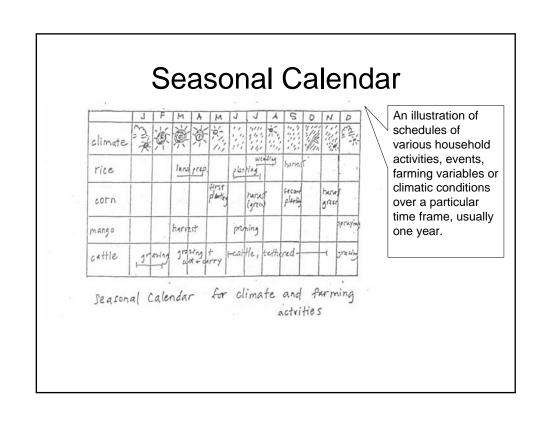


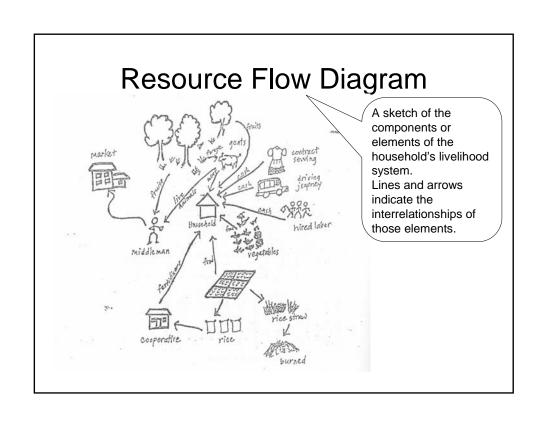


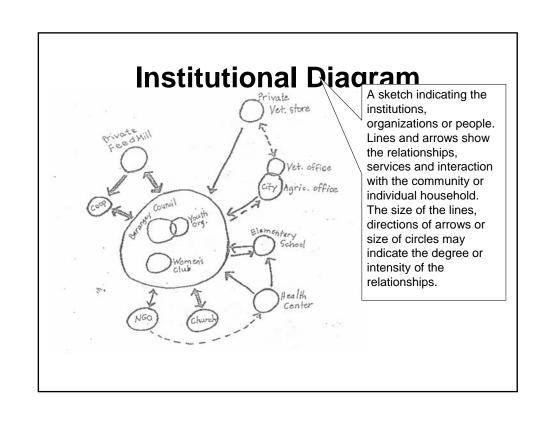


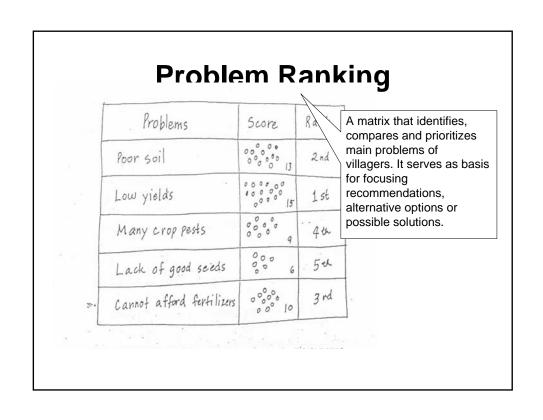


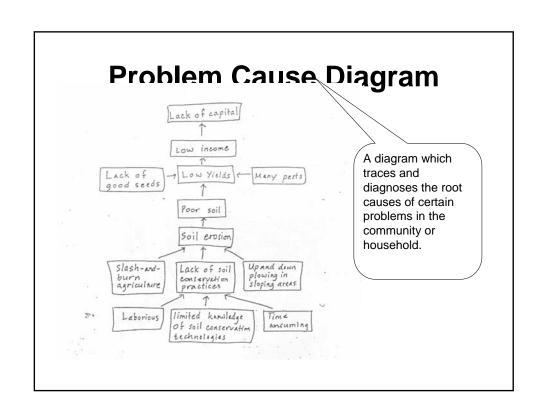


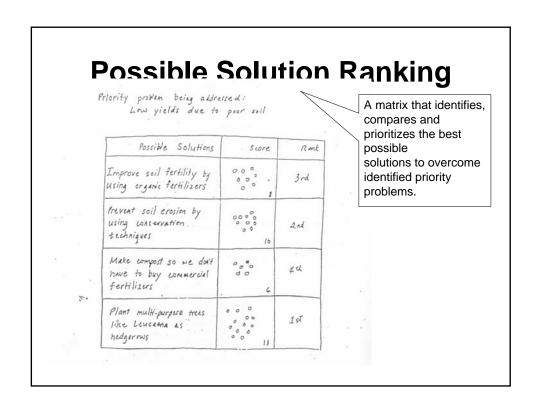


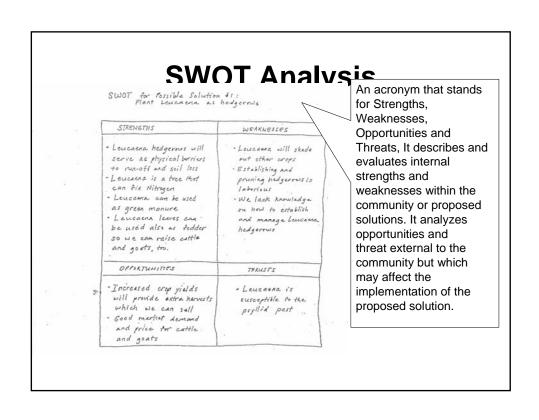


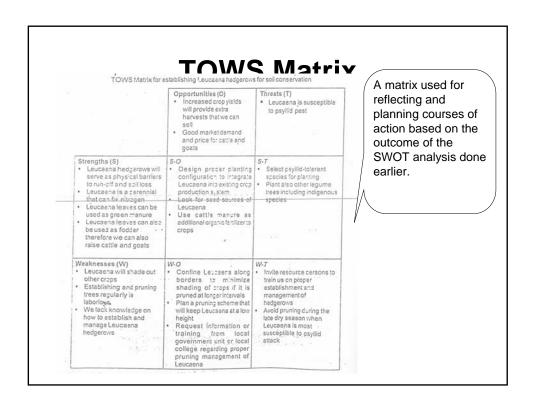


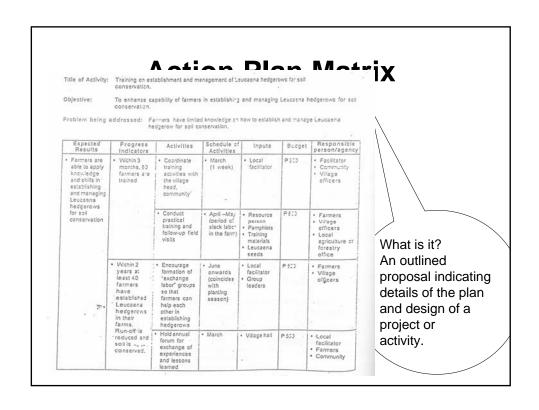












Community Resources

- 1. Human Resources
- 2. Natural Resources
- 3. Manufactured Resources
- 4.Organizational Resources

Human Resources

- People are regarded as the reason of the human need.
- Human Resources include:
 - –Capacity/Knowledge (brain power)
 - -Labor (work power)
 - -Behavior/Attitude/Norms
 - -Tradition

Natural Resources

- Natural Resources must be shared with other people.
 These include:
 - -Water
 - -Climate
 - -Good soil type
 - -Rainfall

Manufactured Resources

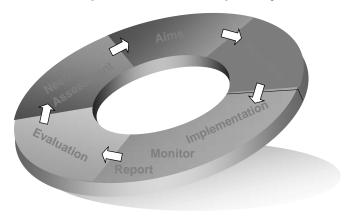
- Manufactured Resources include:
 - -Roads
 - Irrigation System
 - Networks of Communication
 - -Shops, markets
 - Electricity
 - -Energy sources,
 - -Buildings
 - Factories
 - -Bridge

Organizational Resources

- Organizational Resources is very important. No resources are really of any use if organizational resource are absent. They include:
 - -Social structure
 - External structure (authorities and donor agencies)
 - -Interest groups

Planning

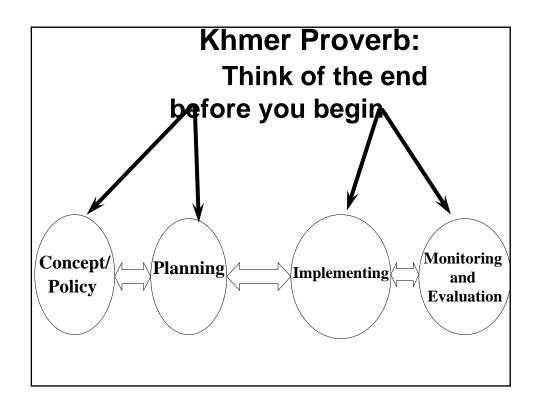
Review: Community Development Step Cycle

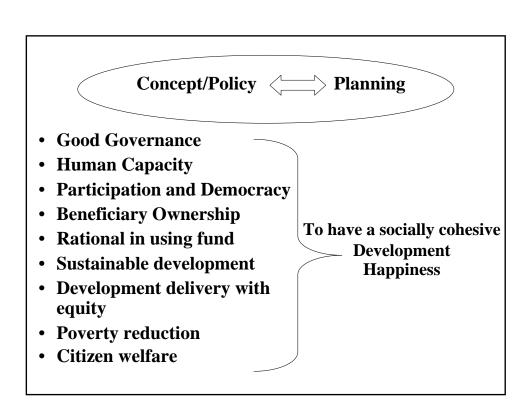


Concept of Planning

Sustainable development Component

- Concept/Development policy
- Planning
- Implementing
- Monitoring and Evaluation





Implementing \(\sum_ \) M & E

- Human Resources
- Money
- Material
- Mechanism
- Methodology

Planning

- •A process of decision-making, of strategic and operation nature encompassing:
- generation and processing of information
- deciding on general aims and courses of action.
- •Specifying objectives, outputs, inputs, tasks and processes of work, organizational form and other aspect of organization

Goals and Objectives

- Goal:
 - -Objective
 - Output
 - -Activity

Planning

- Scope of Planning: what to do, what we have, where to go and for whom to work)
- Bring together three elements: needs, resource and objectives and than relate them to action.

7 Planning Helper Questions

- Who will do it?
- What do we want to do?
- Where will we do it?
- When will we do it?
- How will we do it?
- Why do we do it?
- How much will it cost?

Important Planning Aspects

- Planning must be incremental
 - –Many unknown and changing factors
 - There need to be many discussion/meeting before implementation
 - -Step by step Basis
 - -% of community participation

- Planning can be short term
 - Need regular assessment on planning
 - Monthly meeting on planning evaluation
 - -Milestone

Important Planning Aspects (cont.)

- Objectives must be attainable in a fairly short period
 - The objectives should be achieved with in a year.
 - If possible, it is necessary to have interim objective.
 - People in the community loss confident easily if the objectives are not meet as promised.
 - They must get back quick result even small.
 - Quick result act as an injection for action group to try harder.

- Long term planning must always accompany short term planning
 - Building, equipment must need its yearly maintenance.
 - Community garden will not be planted only once.
 - Market must be found for its goods/products
 - A crèche must have a community to run it.

Important Planning Aspects (cont.)

- Planning must be simple and singular
 - There is nothing wrong with planning for more than one objective at the same time. But for the first trial it is not recommended to do so.
 - Plan one project with one objective at a time.

- Planning process must consist of 4 items
 - -What action must be taken
 - -When action should be taken
 - Who will be responsible for the action
 - -How action should be take place

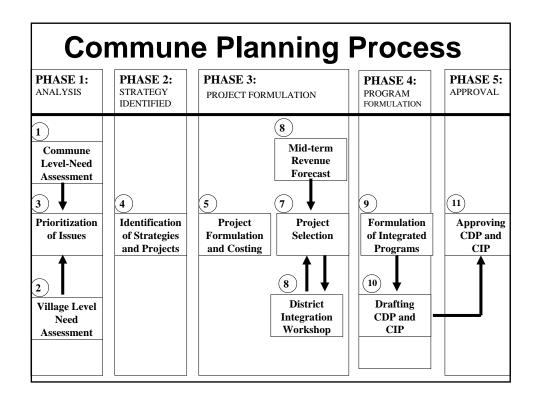
Important Planning Aspects (cont.)

- Planning MUST be written down
 - -Memory support
 - Reflection to all decision agreed in the meeting
 - action/task
 - Responsible person
 - Date of start up and completion
 - How the action should be performed

- Planning must involve the whole action group
 - Widely share information
 - -Learning process
 - -Increase participation level
 - -Strengthen self-reliance

Planning the Project

- Planning should includes:
 - Statement of the problem we want to solve and what causing the problem
 - The aim of the project and who will benefit from the project
 - The objectives that we want to achieve and when we expect to finish
 - An Action Plan Worksheet
 - A budget
 - A list of who is on the project management team and monitoring schedule
 - An evaluation Plan

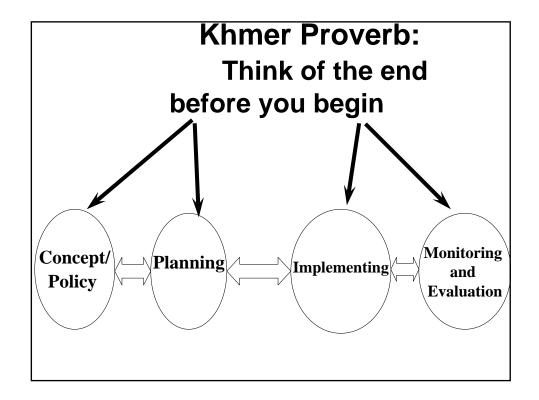


Implementation & Monitoring

Concept of Planning

Sustainable development Component

- Concept/Development policy
- Planning
- Implementing
- Monitoring and Evaluation



Implementation

- Activities (work tasks and related processes) that transform inputs into output.
- Implementation should take place according to a plan or it is operationalizing of a plan. Like planning, it is a step by step affair.
- The mode of implementation differs from project to project.

Implementation (cont.)

- It reflects to the plan.
- Formulation of the plan should be considered on the possibility of its implementation.
- The implementation must come as soon as possible after the plan formulation.

Implementation (cont.)

- Planning should be done for only 1 month in advance. Implementation will then be follow immediately after planning.
- The longer the period between planning formulation and implementation, the greater the chance of drastic changes in circumstances.
- Delay in implementation breaks down enthusiasm.

Participation in Implementation

- The implementation is not a matter for community worker and the community alone. The action group should participate in implementation the same extent that it was involved in planning.
- People from outside an action group can also be involved in implementation (contractor, laborer, ...).

Community Workers' Role in Implementation

- The involvement is the best delicate but usually also a very difficult one.
- If involves too much may be criticized for not trusting the action group with the work.
 If involves too little may be criticized for thinking above the ordinary people.
- The involvement should be on facilitation and translation the decisions into action.

Project Management

- Projects need good manager to run them.
- Project management team formulation
- Discuss their responsibilities and authority for managing the projects
- Good management: hard work, team work, 3 Cs (cooperation, coordination and communication.

Project Management (cont.)

- Some qualities of a good manager/leader:
- Committed/dedicated Build
- Builds cooperation Organized
- Guards confidentiality
- Thinks ahead
- Enthusiastic

- Shares information
- -Good planner
- Willing

- Builds skills of team
- -Good judgment
- Reliable

- Good listener
- Accepts criticism
- Fair

- Lets other do their jobs
- Admits mistakes
- Honest

- Communicates
- Involved discussion
- Change

- Makes decision
- -Delegate good jobs
- Responsible

Project Management (cont.)

- Good manager/leader:
- Hard work: Timing and efforts; most work is unseen; nobody thanks them for the hard work; get rewards in personal satisfaction
- Team work: pulling together toward the same aim; knowing what your and other people duties are; making sure the job fits the person; learning to trust each other and think of benefit to the whole community rather than your personal needs
- 3 Cs:
 - Cooperation = working together to achieve an aim
 - Coordination= bring resources together at the right time
 - Communication= exchanging ideas with other people

Project Management (cont.)

- Get the management team ready:
 - Review project plans
 - Discuss team's authority and responsibilities
 - Plan work and divide up duties
- Build community support and get them ready:
 - Let the community know what is happening and when
 - Confirm who will do what and when
 - Arrange for needed training
- Start work, following action plan
- Follow (monitor) progress and check project plans to see how the project is going. Make report
- Measure success of the project when it is finished (Evaluation)

Set up a simple accounting system

Some Aspects Related to Commune Project Implementation in Cambodia

- Budget Sources
 - Government allocation
 - Donor support
 - Income Revenue
 - Local contribution
- Commune Project Planning
 - Project contract
 - Project planning
- Management Team
 - Commune Project Management Committee
 - Project Monitoring & Evaluation Focal Person
 - Woman and Children Focal Point

Step in Commune Project Management in Cambodia

- Project Planning
- · Project feasibility study
- Project Planning Approval
- Project bidding
- Contract/Agreement Approval
- Project Implementation
- Monitoring/Reporting
- Completion of the project
- · Project hand over
- Maintenance

Monitoring

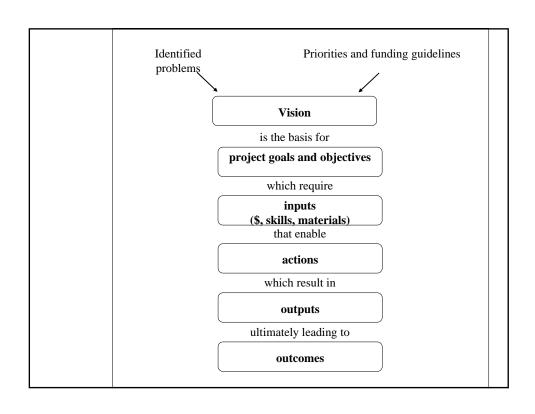
Frequent largely routine-wise collection of, analysis of, and reporting on information about work performance; comparison of this with the program or project plans; and connected proposals for corrective action.

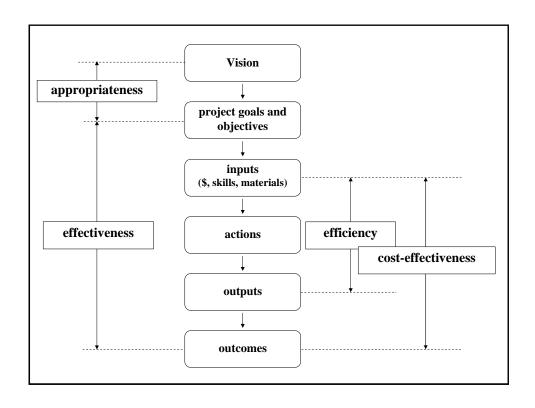
Monitoring and evaluation will normally focus on three levels:

- Monitoring of <u>inputs</u>, which tell us what resources are used to implement the activities:
 - project finances (to pay for materials and labour costs)
 - time, materials, equipment and
 - funding contributed by the community

- •Indicators of <u>outputs</u>, which tell us about progress and the level of activity:
 - •what is being built or being implemented
 - •whether the project is being implemented on schedule
 - •the observations, feelings and concerns of the people involved in the project about how well it is working

- Indicators of <u>outcomes</u>, which tell us if the project is successful:
 - use of the new or upgraded infrastructure as intended
 - application of newly acquired skills and knowledge
 - changes in attitudes





Monitoring Project

- Why monitor?
 - -To measure progress
 - To collect information
 - -To look at costs and benefits
 - To solve problems, not criticize or blame anyone
 - To help us see where we are going and if we need to make any changes

Monitoring Project (cont.)

- What things we look at?
 - Project objectives and Action Plan
 - 1. Compare the project plans and what has been done.
 - 2. Find out who has been doing what, what supplies and funds has been received
 - 3. Check financial records and reports
 - 4. Schedule, cost, benefits, decisionmaking and cooperation, leadership and management, problems...

Monitoring Project (cont.)

- How often we do monitor?
 - It depends on how long it will take, how big the project is and how complicated.
 - More monitoring is probably needed at the beginning of the project and if the project is not running well.
 - In general, monitoring should follow a schedule

Monitoring Project (cont.)

- Who do we report to?
 - The project management team always report to the community.
 - Other reports may be needed, depending on government and aid organization requirements.

Monitoring

Frequent largely routine-wise collection of, analysis of, and reporting on information about work performance; comparison of this with the program or project plans; and connected proposals for corrective action.

Monitoring serves 3 purposes:

- To enhance accountability. Helps to demonstrate and verify that activities have been implemented in line with the given mandate, according to plan and in the prescribed manner.
- To improve management and decision-making. Through monitoring, information is obtained on progress with project implementation, and on issues that emerge and which need to be addressed.
- To encourage learning. By doing project or program monitoring, the people involved in the project or program become more aware of what works well and what not, and they can make adjustments so that project or program implementation in future may be more successful, or that the lessons learned are used in the design of other projects, or for overall policy making.

Monitoring Inputs

Monitoring and evaluation will normally focus on three levels:

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Evaluation

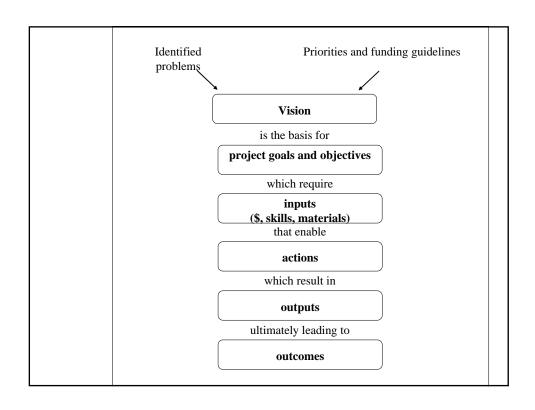
- Evaluation is a process to determine the impact and effectiveness of a project or program in order to use lessons learned.
- It does this by determining the achievement of goals and objectives.
- Project or program evaluations are separately scheduled activities performed at specific intervals by project/program staff (internal evaluation), people who are not involved in the project/program (external evaluation), or a mix of both.

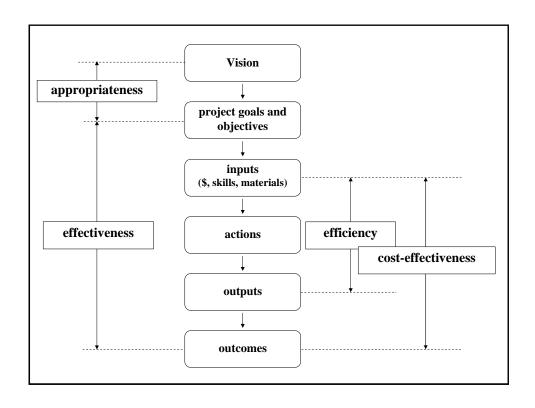
Evaluation

- Evaluation is done at fixed points during and after implementation and often collects more detailed information.
- Evaluation checks whether the goals and objectives of the program or project are being reached.
- The results of evaluation are used to judge the impact on the target population, to adjust objectives and project or program design, and to decide about the future of the program or project.

Appropriateness, Effectiveness and Efficiency

- Appropriateness or relevance Was the project a good idea? Were the goals and objectives well chosen, considering the needs of the people, and the circumstances in which the activities had to be implemented? Were the proposed activities a sensible use of the available resources (money and time) for the existing problems?
- Effectiveness Did the project work? Did it achieve its stated goal and objectives? If not, was it because a good project idea was badly implemented?
- Efficiency Was the project implemented in the best possible way? Were the resources used efficiently, or could the same results have been achieved more quickly or at a lower cost?





Logical Framework

- One approach which is often used in designing a program or project is the logical framework approach.
- This approach helps to analyze and identify what a program or projects wants to achieve, and how to achieve it.
- The information from the analysis is usually given in the form of a table or matrix which is also known as the project matrix or the logframe.

Project Matrix, or Logframe

- •Objective hierarchy: It specifies what the project or program intends to achieve, from the level of an overall goal down to specific activities.
- •The logical framework approach is based on a logic: if the planned inputs or resources (money, materials, people) are made available, then certain activities can be performed, which – if our planning assumptions are correct – will produce specific outputs.
- •These outputs in turn are means to achieve certain objectives, which in turn may serve to achieve wider objectives.

Project Matrix, or Logframe (cont.)

- Key Performance or Verifiable Indicators: These are the performance questions and/or key indicators that will be used to monitor progress and overall achievement.
- Means of Verification: The mechanisms or instruments that indicate how these indicators will be monitored or where the data can be found.
- Assumptions and Risks: The assumptions behind the logic of how activities will eventually contribute to the goal, plus associated risks for the project if assumptions turn out to be incorrect.

General Guidelines for Writing Reports

- Regular reporting of information is important to document the results of the project or program.
- Reporting the information in a meaningful way is essential to communicate the results of the data collection and analysis.
- A report should be clear, and describe succinctly what has been done, what methodology has been used, and how conclusions and recommendations have been reached.

General Guidelines for Writing Reports (cont.)

- Some general points for writing monitoring and evaluation reports are as follows:
- **Keep it short.** Very long reports tend to be used less than short ones. Often people do not have time to read a long report.
- Keep it clear. The report is supposed to be read and understood. Avoid technical words and jargon. Use simple, clear and familiar words that everybody can understand.

General Guidelines for Writing Reports (cont.)

- Use short sentences. Try not to use more than about 16 words in a sentence. Use positive sentences. Do not put a lot of different ideas in one sentence.
- Plan spacing and layout. For a clearer layout, break up the text into short paragraphs to help the reader. Present one main idea in each paragraph.
- Use subheadings. These help people to remember what they read, and make the report more interesting.

General Guidelines for Writing Reports (cont.)

- Emphasize key points. Use larger letters, underlines, italics or bold text to emphasize key points in the report (but don't overdo it by combining too many different styles or sizes on one page). For example, this manual does use not more than two fonts and three character sizes.
- Use lists and tables. Information can be presented very clearly and concisely in a bulleted list or table. It also saves space and the reader's time.
- Present findings in an easy-to-understand manner.
 The information and findings are often complex and difficult to describe in words. Graphs and maps, besides lists and tables, can make key information more easily accessible.

General Guidelines for Writing Reports (cont.)

- Edit your report carefully. If possible, always spell check the document. After you finish the report, leave it for a day. Take a fresh look at it the next day to do the final editing. It is also a good idea to ask colleagues (or a manager) to read a draft version and to give feedback.
- Submit on time. Ensure that the report is submitted on time, especially when the results are to be used for decision-making.

Managing for Aid Effectiveness: Introduction to key M&E approaches

Overview

 What are the tools and systems used for M&E and performance management?

Key Terms and their use

- "Objectives" definition: the specific intended results of the program observable within the life of the Program
- "Outputs" definition: the key deliverables or products provided by the Program which will bring about the intended objectives. Each output represents a completed set of activities or tasks.
- "Outcomes" definition: the changes, either intended or unintended, that did occur as a result of the program.

Framework and Tools

- Country/Regional Strategy
 - Annual Program Performance Update
- Quality Reporting System
 - Quality at Implementation Report
- Initiative/ Activity level
 - Monitoring and Evaluation Frameworks (or other equivalent tools)

Other stuff (to be aware of)

- · Financial reporting
- Contract compliance
- Sectoral, thematic, policy reporting (sectors)
- Risk management

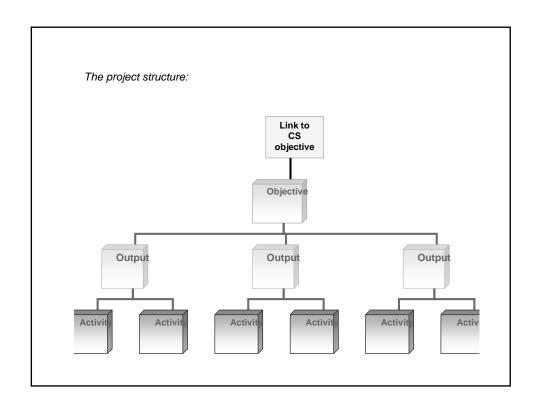
Tools and methods Approaches which ask people

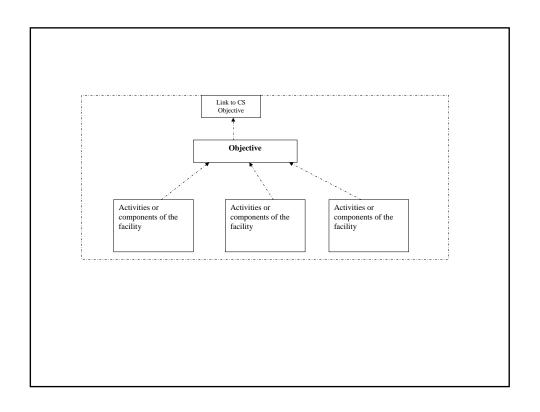
- - Eg: stakeholder surveys; beneficiary impact assessment
- Approaches which use an established measure
 - Eg: Biophysical data recording; organisational capacity assessment tool
- Approaches which draw upon the experience of others
 - Eg: Expert panels; commissioned research
- Approaches which utilise the existing implementation and management arrangements in the activity

Eg: meetings; Activity Coordination meetings; existing data collection/reporting systems

Further....

- Too high level objectives
- Too complex programs to synthesize easily
- Lack of appropriate information/evidence
- So what? from the data provided requires a judgment to be made (by whom)?
- Bad designs will never achieve stated objectives
- Diffuse or different relationship between outputs and objectives (for good reasons, not bad design)
- not 'your objectives' but community's or others have to support
- Objectives not consistent or no causal relationship to sectoral or country strategy 'objectives'
- 'Politically' driven design and documentation





Projects

Approaches to M&E

- Information collection and reporting on indicators is the basis for monitoring
- Internal reporting is largely undertaken by delivery organisation and partner government
- Look at context and risk to explain the links between objectives and outputs.
- May use external verification by TAGs/AusAID staff /technical panels
- Also use own observation and participation etc.

Performance Indicators

Indicators = QQT

Indicators at Output levels should be specific targets.

Examples:

Increased literacy 600 women functionally

literate and numerate by

Sept 2000.

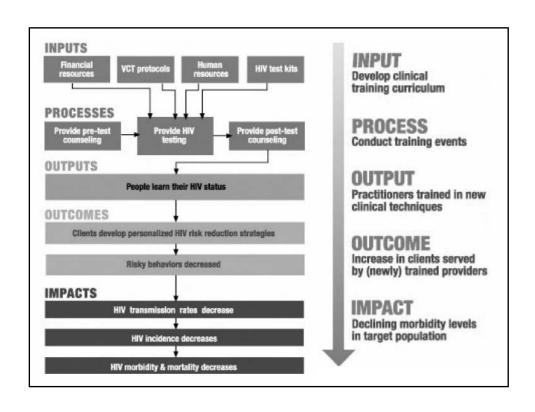
Trained farmers 276 farmers trained in use of

hybrid seed and pesticide

by October 2001.

M&E framework

- M&E framework is a logic model, which provides a streamlined linear interpretation of a project's planned use of resources and its desired ends. Logic models have five essential components:
- Inputs
- Process
- Outputs
- Outcomes
- Impact



POLICY AND COMMUNITY DEVELOPMENT

Introduction

- Awareness of the important of community workers' roles
- Participation from villager for a successful development
- Initiative approach
- Slow response of authorities/agencies at higher levels

Common Problem in Policy and Community Development

- Production orientation
 - Pressure for production oriented by authority
 - Abandon the effort of community worker
 - Tend to achieve higher output that the community can't afford
- Top down need identification
 - Institutions/agencies inclined to decide on their own what the people need
 - Community lacks of self-reliance and selfsufficiency

Common Problem in Policy and Community Development (cont.)

- Centralized Planning
 - Authorities/agencies consider planning as a technocratic exercise at a regional or central office.
 - Community inputs are either heeded or ignored.
 - Community worker have difficulty to implement such unaware planning.

Common Problem in Policy and Community Development (cont.)

- Restricting Budgeting
 - Budgetary system is often fixed amount
 - Always experienced with financial shortage.
 - Pressure to spend allocated money as soon as possible
- Top-down Control
 - Authorities tend to have top-down command type
 - The grass root level is lack of own initiatives

Common Problem in Policy and Community Development (cont.)

- Unclear Policies and Strategies
 - No clear policies as guidelines for community worker.
- Out-put Personnel Assessment
 - Supervisors assess the workers by output but not input (judge by quantity not quality)

Common Problem in Policy and Community Development (cont.)

- Town Biased Incentives
 - No incentives for community worker in the remote area
 - Lack of human resource at the remote area where there is a need of stronger support
- Regular Personnel Transfers
 - Some government has policy of regular transfer the staff

Common Problem in Policy and Community Development (cont.)

- Control Duties for Community Worker
 - Community worker assigned by control duties over villagers.
 - Lead to diminish initiative and ownership
 - Create un-trust and fear among the community
 - Lack of self-reliance

Common Problem in Policy and Community Development (cont.)

- Inappropriate training
 - Training offered by institutions and agencies is often professional, with high degree or diploma in specific field.
 - Officials are not or rarely trained in the basic theories of practice of development.

Common Problem in Policy and Community Development (cont.)

- Sectoral Competition
 - Sectoral approach leads to competition people's attention and participation in one area for a scare resource.
 - Do not time enough time and energy to spend on the community development project.

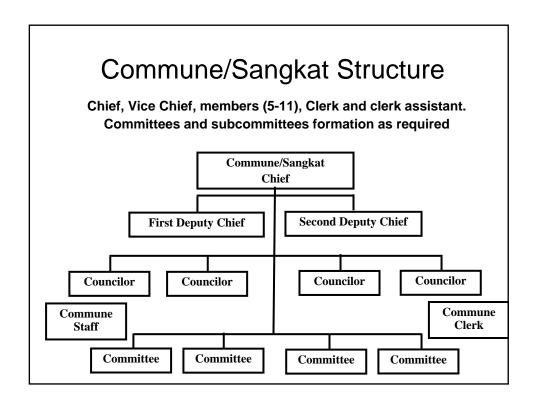
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Policy and Community Development in the Context of Cambodia

Commune/Sangkat Council

Introduction:

- VDC/CDC (UNDP/CARERE, 1996-2000);
- VDC/CDC/Commune Council (Seila Program, 2001-2006)
- Commune Council Election in early 2002



Commune/Sangkat Roles & Duties

- Roles & Duties of the commune council:
 - States in the Law on C/S Administration and Management; and regulations/guidelines

"to promote and support good governance by managing and using existing resources in a sustainable manner to meet the basic needs of commune, serving the common interest of the citizens and respecting national interests in conformity with the State's general policy".

Commune/Sangkat Duties

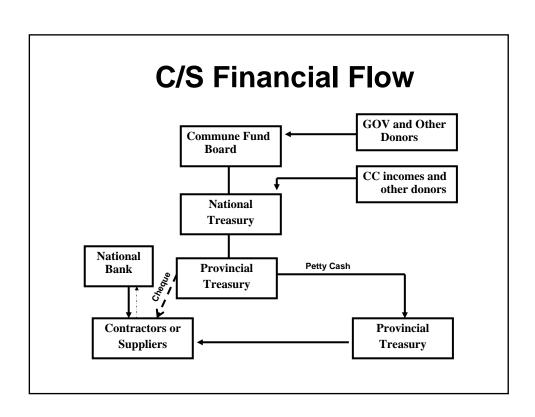
- · Maintain security and public order
- Arrange necessary public services and ensure good quality of the service provided
- Encourage the promotion of comfort and welfare
- Promote social and economic development and upgrade the living standards of citizens
- Protect and conserve the environment, natural resources and cultural heritage
- Reconcile the views of citizens to achieve mutual understanding and tolerance
- Perform general affairs to meet the needs of citizens

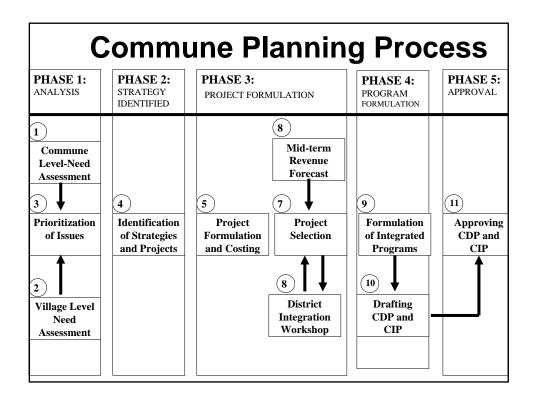
Issues Outside the Authority of Commune Council

- CCs have no authority in:
 - Forestry
 - Postal and telecommunication
 - National defense
 - National security
 - Monetary policy
 - Foreign policy
 - Fiscal policy
 - Other area as stipulated by law

Commune/Sangkat Fund

- The purposes of the C/S Fund are:
- To enable the communes to assume their general responsibilities for local administration and promotion of local development in accordance with the provisions of the Law on the Administration and Management of C/S.
- To reduce differences in the relative potential of the communes to mobilize their own revenue, because of different demographic, social and economic conditions.
- To act as an incentive for building the capacity for good governance of the Commune Councils.





Policies, Guidelines and Regulations to support C/S Councils

- Law on the C/S Administration and management
- National D&D Framework
- Draft of Organic Law (Law on the Provincial and District Management)
- Regulation & guidelines (Subdecree, Prakas, Deka..)
- Training Manuals

General Issues & Challenges

- Capacity of the councilors is limited
- Limited fund resources compared to the needs (# projects vs # village)
- Delay of fund transfer
- Concrete guidelines and regulations is needs
- Unclear roles and responsibilities of the district and provincial levels in supporting the communes
- Unclear power transfer to the commune on ownsource revenue (no Own-source Revenue Law)
- Setoral competition
- Public high expectation
- Political influence
- Harmonization of existing laws and regulations

CASE STUDY

- Fisheries: Illegal fishing in Chroy Sdao Commune, Battambang Province
 - Actors: Villagers, Commune Councilors,
 District authority, Commune/District polices;
 NGOs
 - Law References: Fisheries Law/regulations;
 Commune/Sangkat Administration and
 Management law.

Group Discussion: Three groups (20 min)
Group Presentation (5-10 min/group)

Course Synthesis: A SUMMARY OF THE MOST IMPORTANT ASPECTS IN COMMUNITY DEVELOPMENT

Course Review

- Definition of Community
 - Community Actors
- Community Environment
 - Community Needs
 - Community Resources
 - Planning
 - Implementation
 - Evaluation

Community

- Community:
 - a unique living entity and it continuously changes physically and psychologically.
- Community worker:
 - The person who:
 - helps a community to help itself or gets a community development project going, or initiates communitybased development. He/she is employed by or represents government departments, aid agencies, development agencies, churches or other interest groups or institutions.

Main Actors in Community

- Action group
 - Institution: school, church, sport club..
 - a number of institutions having common interest
 - Legal entity
 - Geographical unit, urban commune, remote commune
 - An ad hoc collection of concerned individuals with common need
- Community worker: Expert, guide, enabler, advocate and mediator

Community Environment

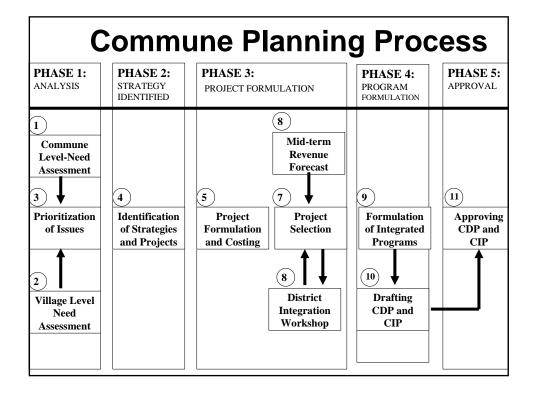
- Natural environment
- Political environment
- Social environment
- Economic environment
- Cultural environment
- Psychological environment

Needs

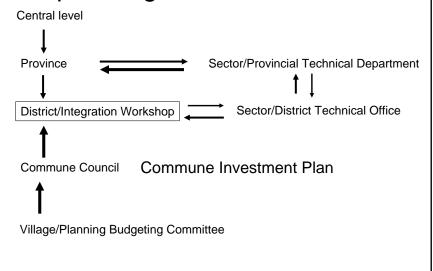
- Consensus on needs
- Formulating needs
- Feeling a need
- Formal need identification

Resources

- Human resources
- natural resources
- Manufactured/Infrastructure resources
- Organizational/Institutional resources



Resource flow to meet bottom-up planning in Cambodia



On Characteristics

- Fulfils both concrete and abstract human needs
- Learning process, people must participate and take initiative
- Collective action/collective decision making
- Need oriented
- · Objective oriented
- Occurs at grass-root level, thus needs ordinary people to participate
- Favored small and simple project
- Create awareness among participant of their situation and their ability to address that situation

On Characteristics (cont.)

- Leads to community building by enhancing leadership, institutions and organizational ability
- Leads to further development efforts either by same group of people or by other groups following the example set by a first project

On Community

- An elusive concept and hardly be utilized for community development
- People involved in a community development project must be an identifiable unit
- An action group must be fairly small
- Members of action group must live in fairly close proximity

On the environment

- The environment has strong influence on the project
- The environment is multi dimensional i.e. natural, political, social, economic, cultural and psychological
- Community worker must be aware of the environment and take it into consideration
- The community's environment is not isolated from other environments

On Making Contact

- The contact-making phase is crucial for a community development project
- The community worker enters a rational social life experience
- The community's entrance should not disturb the rhythm of the community
- People must get to know the community worker in order to accept him
- The community worker must acknowledge the accepted leaders
- The community worker should be open about his position and task

On Making Contact (cont.)

- Compassion from the community worker makes the process of his acceptance much easier
- The community worker should get to know the people and their circumstances
- During contact making the community worker starts to identify the action group for purposes of community development project

On the Survey

- The survey is of cardinal importance and cannot be ignored
- The survey must be done in a disciplined way and must be well structured
- The action group must participate fully in the survey
- The survey should not a long drawn out affair
- Only the necessary information should be gathered
- Detailed and precisely accurate scientifically verifiable information is not always necessary
- Survey results must be updated from time to time

On Need

- It is important that consensus must be reached on the need to be addressed
- It is unwise to address more that one need per project
- The precise and correct formulation of the need is very important to obviate the possibility of misunderstanding
- The identified need should be placed in context in order to understand it better
- It is imperative that the identified need must be felt by all members of the action group
- The community worker must keep the abstract needs in mind

On Resource

- Resource identification should take place in terms of already defined needs
- Resources do not exist only within the area where a project is to be launched
- There are disadvantages attached to using too many external resources

On the Committee

- The community worker should not accept leadership of a project
- The action group and the project must be ready for a committee before it is created
- A project can go without committee
- The best time for the creation of a committee is after needs identification
- A committee's action is also part of the learning process
- A committee must stay busy and purposeful
- A committee must take care not to leave the action group behind
- A committee does not act on behalf of the action group

On Planning

- Planning must be incremental
- Planning for community development can only be short-term
- Long-term planning must accompany short-term planning, but can only be broad
- Objectives must be attainable in a fairly short period
- Objectives must be concrete and must address the identified need
- A community worker must be honest about what an objective will cost an action group in money, human and other resource

On Planning (cont.)

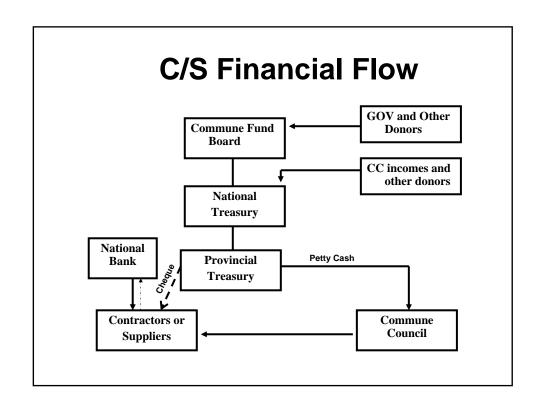
- Planning must be simple and singular
- Planning must address the questions as to what action must be taken, when that action must take place, who will be responsible for that action, and how a certain action should be undertaken
- Panning must involve the whole action group
- Planning must be written down

On the Implementation

- The mode of implementation differs from project to project
- Implementation is the plan's most important test
- Implementation must come as soon as possible after formulation
- The action group should participate in implementation
- Under certain conditions people from outside an action group can be involved in implementation
- Successful implementation should be concluded with selebration

On Evaluation

- Evaluation is an absolute necessity
- Evaluation is an integral part of a community development project
- Record keeping of a project makes evaluation easier and more meaningful
- All people involved in the community development project should also be involved in evaluation



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