

Think critically about community development and one's own role in it



Level 2

Learner Manual

Think critically about community development and one's own role in it

Level 2

- Learner Manual -

The development practice project

These learning materials were generated by the Development Practice project, hosted by the [Sustainability Institute](#) and in partnership with [Community Connections](#), [AIDS Consortium](#) and [Keystone](#). This project generated a set of competence standards with development practitioners in Cape Town, Johannesburg and Durban, between 2005 and 2009. This manual is part of a set of materials consisting of a competence standard, learner's manual, facilitator's guide and an assessment tool. More information on this project is available on the [Development Practice](#) website.

ACKNOWLEDGEMENTS

The Development Practice Project wishes to acknowledge and thank the following contributors:

- [Investec](#) for providing principle funding
- [C.S. Mott Foundation](#) for providing seed and continued funding
- Karin Webber for researching and compiling this set of learning materials
- The partner organisations who contributed their materials
- The many other thinkers, writers, and published works that contributed indirectly to this product
- The project team for logistics, coordination and editing

Questions and queries on the project and materials can be forwarded to info@developmentpractice.org.za.



LICENSING

These works are licensed under a Creative [Commons Attribution Non-commercial-Share Alike 3.0 Unported License](#).

ATTRIBUTION NON-COMMERCIAL SHARE ALIKE (BY-NC-SA)



- ⓘ **Attribution.** Others can copy, distribute, display, and perform the copyrighted work — and derivative works based upon it — but only if they give credit the way it is requested.
- Ⓞ **Non-commercial.** Others can copy, distribute, display, and perform this work — and derivative works based upon it — but for non-commercial purposes only.
- ♻️ **Share Alike.** Others are allowed to distribute derivative works only under a license identical to the license that governs this work.

CONTENTS

OVERVIEW	9
SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA.....	10
ACTIVITIES.....	11
Symbols used in this workbook.....	11
INTRODUCTION	13
DIFFERENT APPROACHES TO DEVELOPMENT	15
Pros and cons of different approaches	22
UNDERSTANDING A COMMUNITY DEVELOPMENT PROCESS.....	25
Principles of community development	25
The steps in a community development process	28
Needs assessment	29
Community mapping	29
Consultation with stakeholders.....	30
Planning	30
Implementation.....	31
Evaluation	31
MY OWN ROLE IN DEVELOPMENT	33
USEFUL WORDS	41

Think critically about community development and one's own role in it
Level 2 - Learner Manual



Attribution Non-commercial Share Alike

OVERVIEW

Welcome to this manual on ***Think critically about community development and one's own role in it.***

This learner manual, accompanied by a facilitated programme of activities, should be followed up by practical 'on-the-job' experience and practice (supported by a mentor if possible). Once you have read through this learner manual, done all the exercises, implemented the learnings in your organisation, you will be ready to have your competence assessed, if you choose.

Below follows the Specific Outcomes and Assessment Criteria that this learner manual is based on. This means that at the end of your learning period, you will be able to practice all the points listed below. During the learning period you will be reminded to keep and file proof of your work. This is called a Portfolio of Evidence. It is a collection of evidence to show what was learnt during the course and from past experience, including all other training courses attended. Recognition of prior learning (RPL) is when all your learning is taken into account and acknowledged when assessed for a specific standard. Outcomes are the result of your learning. At the end of each section there is a symbol for you to check your understanding.

Please read the competency standard below carefully.



SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific outcomes	Assessment criteria
<i>Competence in this standard means that the learner has clearly shown that s/he is able to...</i>	<i>Tasks and activities completed by the learner contain the following evidence of competence...</i>
SO1: Describe and reflect on different approaches to development in their context.	AC1: 2 different approaches to development are described with examples: <ul style="list-style-type: none"> • Activities that provide temporary relief • Activities that promote lasting change AC2: The pros and cons of each are discussed.
SO2: Describe own personal approach to development practice.	A development issue or situation is selected and described. For this example: AC1: A vision of success are described; AC2: Changes they would like to see are identified AC3: Activities that would contribute to the identified change are described AC4: Values and principles that guide their activities are discussed and explained.
SO3: Demonstrate an understanding of a community development process	AC1: Some principles of community development are explained AC2: Steps in a community development process are explained. (needs assessment , mapping the needs and assets in the community, consultation with stakeholders, planning, implementation, reflection, re-planning etc)

Note: Tasks may be presented for an actual or hypothetical organisation but must be learner's original work and not copied from existing documents. Learners should be able to explain and justify their statements.



ACTIVITIES

There are a number of activities in the manual. These activities are an important part of the learning approach and you are encouraged to complete them as part of your learning process. They will become part of your own “toolkit” to help you operate more effectively. Some of these activities can also be used as part of your portfolio of evidence (PoE), which you need to compile if you wish to be assessed for competence in this standard.

Symbols used in this workbook



Important thought

This sign shows an important thought or idea for you to take note of.



Definition

When you see this sign, a term is explained here.



Self-test

This designates a self-test section - this is an opportunity for you to check your understanding and if you are unclear, to discuss with your trainer.



Case study/Example

Case studies or examples will tell you about a practical application of something that has been discussed or covered in the course.



Individual activity

This sign marks an activity – either during the class or as homework. These activities are important to complete – both for your understanding but also as they can be included as part of your Portfolio of Evidence (PoE) for assessment.



Group activity

This sign means that this activity is a group work activity.

INTRODUCTION

As people working in community based organisations it is important to understand how it relates to the framework of community development. It is important for us to understand what development means and how it impacts on the work that we do. It is also very important to look at our own role in community development. In this manual we are going to focus on you and the role that you can play in the development of your own community.

Julius K. Nyerere, Tanzania's first president said this about development "Freedom and development are as completely linked together as are chicken and eggs! Without chickens you get no eggs; and without eggs you soon have no chickens. Similarly, without freedom you get no development, and without development you soon lose your freedom..."

Using these wise words as a guide we will be looking at the following specific issues in this manual:

- Different approaches to development in our own context
- The community development process
- Our own personal approach to development practice





DIFFERENT APPROACHES TO DEVELOPMENT

If we want to be successful in the work that we do in our communities we need to understand what development is. We need to learn how we can use community development to meet the needs of communities.

Julius K. Nyerere, Tanzania's first president said this about development:

“Freedom and development are as completely linked together as are chicken and eggs! Without chickens you get no eggs; and without eggs you soon have no chickens. Similarly, without freedom you get no development, and without development you soon lose your freedom...”

“Development brings freedom, provided it is development of people. But people cannot be developed; they can only develop themselves. For a while; it is possible for an outsider to build a person's house, an outsider cannot give the person pride and self-confidence in themselves as human beings. Those things people have to create for themselves by their own actions. They develop themselves by what they do; they develop themselves by making their own decisions, by increasing their own knowledge and ability and by their full participation – as equals – in the life of the community they live in...”

“People develop themselves by joining in free discussions of a new venture, and participating in the subsequent decisions; they are not being developed if they are herded like animals into the new venture. Development of people can, in fact, only be effected by the people.”

Julius K. Nyerere, Freedom and Development, Oxford University Press,

Dar es Salaam, 1973, pp. 58 & 60 Reference taken from Training for Transformation, book 1, p.82



The quote above gives us some ideas about development. Another definition of development is:



Definition

Development is a process in which a community of people strive to make it possible for all its members to satisfy their fundamental human needs and to enhance the quality of their lives.



Group activity

Brainstorm in your groups how you understand development – how would you explain to someone what it means? Give feedback to the rest of the group and discuss the different ideas.

In each community there are positive and negative factors. We can describe our community as a **leaking bucket**. When we pour in the positive things (water), sometimes it leaks out of the holes - these are the things that breakdown your community or prevent development – often the negative things.



***Leaky** – A bucket with holes that leaks water out of it*



Examples of assets or strengths in the community

- Strong street committees
- Lots of CBOs and people volunteering in the community



Examples of negative things in the community

- High crime rate
- More young people getting involved in drugs

If we are going to make sure that the bucket does not leak, we need to find ways to fill the holes. This is where development happens.

There are a number of different ways to look at development. These have changed over time.

There are four main types of development:

- **Welfare or Relief**
- **Development**
- **Liberation**
- **Transformation**

Each of these approaches looks at development in a different way. It will either focus on activities that can provide temporary relief or activities that can promote lasting change. Depending on the needs in your community you will choose a different approach.



Examples of activities that provide temporary relief

- Soup kitchen and feeding scheme
- Welfare grants
- Food parcels and handouts



Examples of activities that provide lasting change

- Advocacy programmes to change policies
- Support groups for People living with HIV&AIDS
- Study groups and homework support to help kids do better at school

In South Africa there are a number of policies and guidelines that contribute to the way that development is approached. A few important tools are:

- The Constitution and The Bill of Rights – this sets out what government has to provide to all people in the country;
- Policies in different government departments, such as the Department of Social Development;
- The Millennium goals – this commits government to a global partnership to reduce extreme poverty and have to be reached by 2015.
- Reconstruction and Development Programme (RDP)

Let's look at this in a practical way





Case study

The Impilo soup kitchen

Impilo is an organisation working in Alexandra. They had noticed how the needs and issues in the community had not changed much. There were many different programmes run by other organisations. Children went to school and benefited from the school feeding schemes. The problem was what happened when it stopped or to children that did not go to school – how were they going to get fed.

They then decided to start a soup kitchen that ran throughout the year and was for all children and their families. They got donations from the local supermarket and began to offer a soup kitchen twice a week to the community. It was a great success. Many people came, and before long the queue was so long that they often couldn't feed everyone who needed it.

People were disappointed when they could not get food. Impilo decided that they needed to find another way to help people and so they decided to start a food garden to grow more vegetables and to teach people how to grow their own vegetables.



Group activity

Look at the case study above – what type of approach to development did they use?

In your smaller group look at other examples where different approaches to development can be seen:

- 1) Activities that provide temporary relief
- 2) Activities that promote lasting change

Also share with the rest of your group what the focus of your organisation's programmes are – do you focus on temporary relief or programmes that look at long-term change?



Self-test

You should be able to:

- Describe 2 different approaches to development
- Discuss the advantages and disadvantages of each

Please ask your facilitator if you are unsure of any of the above

Think critically about community development and one's own role in it
Level 2 - Learner Manual



Attribution Non-commercial Share Alike

UNDERSTANDING A COMMUNITY DEVELOPMENT PROCESS

Now that we have looked at the formal definitions of development and the different approaches that are used, let's look at how these work in our own communities. This means looking at two issues:

- The principles that we use in community development
- The steps in a community development process

Principles of community development

If you are going to do development work in your community you need to ask yourself some questions:

- ***Why do I want to do this in my community?***

Often the reason we feel passionate about doing development work in our communities is because we see the problems in the community and we want to find solutions to these problems.

- ***Who is my community?***

It is important to know your community and what they need so that you can choose the right approach to development in your community.





Definition

What is a Community?

We are all part of a community. A community can be understood in different ways:

- As a 'physical' place (geographic community, e.g. Guguletu),
- As people with something in common (social interest community, e.g. the elderly),
- As a way of life defined by common values and interests (e.g. vegetarian).

Now that we understand what a community is, we need to understand what community development is?



Individual activity

What do you think community development is?



Definition

Community development is about developing the social, economic, political, cultural, physical, environmental, and personal or spiritual aspects of a community. The purpose is to create an environment of care and human dignity and to increase the power of the individuals (empowerment) so that the community drives its own development rather than relying on welfare or 'handouts'.

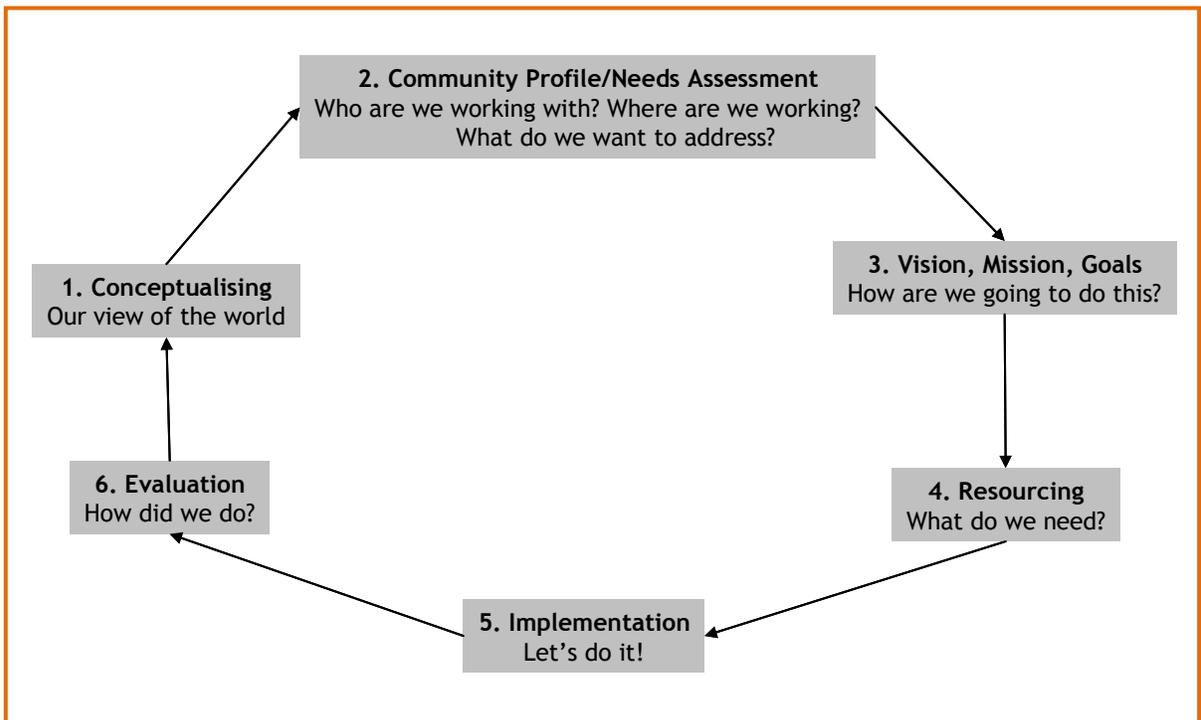


Group activity

Discuss the definition in your smaller group and make sure that everyone understands what it means. Think of examples from your own community or organisation where you can see that community development is taking place.

The steps in a community development process

The community development process has different stages that we need to follow, if we want to work effectively in our communities.



In this manual we are going to look at:

- Needs assessment
- Identifying and listing the needs and assets of our community
- Meeting with stakeholders

- Planning
- Implementation or carrying out of the plan
- Evaluation (find out how we did and what can be improved)

Needs assessment

There are different ways to find out what the community needs. One of the ways of understanding the needs and challenges in your community is to do a **needs assessment**. It is important to write down what you find so that you can keep track of changing needs and challenges that your clients and community face.

One way of doing a needs assessment is by talking to people – this is sometimes called an interview or survey. When you do needs assessments you need to ask specific questions to find out what the needs are in the community.

Community mapping – Identifying and listing the needs and assets of our community

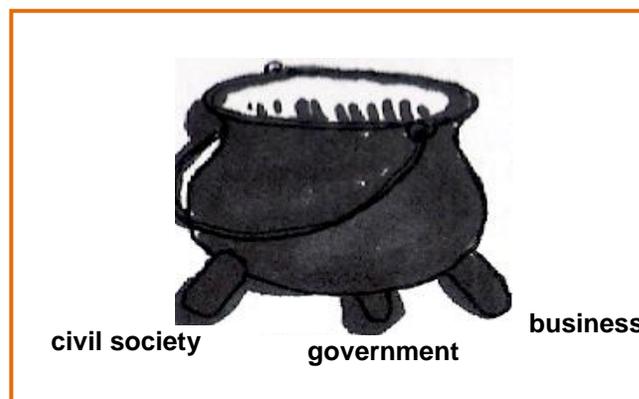
Another way of understanding the context of our community is by mapping – this is a process of drawing a 'map' of your community showing all the various stakeholders organisations and structures.

Start by drawing a basic map of your community. Remember to include all the elements of your community, as they help to understand your environment but also show possible assets and holes or gaps.



Meeting with stakeholders

Now we need to see who the stakeholders in our community are. All stakeholders both inside and outside of the community, are important, like the legs of a potjie they need to be considered in any community development initiative. It is important that we consult with the different stakeholders when we want to start a new project in the community.



Planning

It is very important that we plan our activities well so that we ensure that we achieve what we want. We need to make sure of the following when we plan:

- Clear goals
- Know who is responsible for the decisions and for each activity
- Know what resources will be needed to implement activities
- Set clear time frames for the project or activity

Implementation – carry out our plan

The next step is to implement all that you have planned, based on the information you got from your needs assessment and community mapping. This means to start with the activities that you decided on to ensure development in your community.

Evaluation – find out what we did and how we can improve

A very important part of the steps in community development is to stop and see what has worked, what has not worked, to learn and to re-plan for the next implementation cycle. To evaluate will help you to make sure that the project is achieving what you set out to achieve and to make any changes if necessary.



Individual activity

Look at all the steps in the community development process. Write down how your organisation has done each of the different steps. If you have not yet done them, write how you would implement each of the steps.

Development does not only happen in communities, but also happens in our families and in ourselves. If we look at development on a personal level, we need to start by having a vision of what we want to see. What will show that development has been successful?



Individual activity

Think of your own community and family. What would you like to see in your community and family – what would show that your community and family are successful? What are the changes that you would like to see?

Draw a picture of this and share your vision with the rest of the group.

A vision is a very important step in any development process, because it helps us to know where we are going.

The next thing we need to look at, are the specific activities that we need to implement that will contribute to the change that we want to see. When you look at activities in development, it is important to remember the approach that you want to follow:

- Do you want to provide temporary relief? Or
- Do you want to promote more lasting change?

If we look again at the case study about the soup kitchen and the food garden then we can see that some of the activities were to provide temporary relief and others were to promote a more lasting change.



Example

An example of how different activities can help to promote personal development:

Vision for myself: To live a healthy lifestyle

The changes that I would like to see in my life are:

- Spending more time with my family and friends
- Eating healthier and losing some weight
- Getting fit

Activities that can help me to achieve these changes:

- Make time once a week to go and visit a friend
- Try to have supper with my family every night
- Not eating so much sweet things and junk food
- Drinking more water
- Going for a brisk walk every day



Group activity

There are many different development issues in communities. In your smaller group, identify a development issue or situation in your community that you would like to change. Then develop the following around this issue:

- A vision of success
- Changes that you would like to see
- Activities that would contribute to these changes
- Values and principles that will guide your activities
- What will your own role and approach in this development process be

Let each group give feedback to the bigger group about their issue and share other ideas about each issue. This activity will be an important part of your portfolio of evidence.



Self-test

You should be able to:

- Identify a development issue or situation
- Describe a vision of success to address the issue
- Identify the changes that you would like to see
- Identify activities that could contribute to these changes
- Discuss and explain the values and principles that will guide the activities

Please ask your facilitator if you are unsure of any of the above

Think critically about community development and one's own role in it
Level 2 - Learner Manual

USEFUL WORDS

Community A community can be a 'physical' place (geographic community, e.g. Guguletu) or a group of people with something in common (social interest community, e.g. the elderly), or a way of life defined by common values and interests (e.g. vegetarian).

Community development is about developing the social, economic, political, cultural, physical, environmental, and personal or spiritual aspects of a community.

Development Development is a process in which a community of people strive to make it possible for all its members to satisfy their fundamental human needs and to enhance the quality of their lives.

Vision A vision is an **ideal** picture of the future – a dream of what your organisation sees as the perfect future where the needs that you are working on are met. It is this dream picture that you work towards as an organisation and that guides you to a better future

Think critically about community development and one's own role in it
Level 2 - Learner Manual

The learning materials for Development Practice and Management were specifically designed to complement and give substance to the competence standards drafted with the assistance of community based development practitioners in South Africa. It is envisaged that practitioners, capacity builders, grant-makers and others will use these standards and learning materials, improve them and in turn share their learning with others via www.developmentpractice.org.za.

AIDS Consortium Tel: +27 (0) 11 403 0265

info@aidsconsortium.org.za www.aidsconsortium.org.za

Community Connections Tel: +27 (0) 21 371 2909

info@connectionsafrika.org.za www.connectionsafrika.org.za

Keystone Tel: +27(0) 21 788 5685

andre@keystoneaccountability.org www.keystoneaccountability.org

Sustainability Institute Tel: +27 (0) 21 881 3196

manda@sustainabilityinstitute.net www.sustainabilityinstitute.net

C. S. Mott Foundation Tel: +27 (0) 11 726-1552

info@mott.org www.mott.org

Investec Bank Tel: +27 (0) 11 286 3141

Social.Investment@investec.co.za www.investec.com

