THE SCIENCE AND ART OF A COMMUNITY DEVELOPMENT SHORT COURSE: AN APPROACH TO DESIGN, TEACHING, AND EVALUATION

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ABSTRACT OF THESIS

THE SCIENCE AND ART OF
A COMMUNITY DEVELOPMENT SHORT COURSE:
AN APPROACH TO DESIGN, TEACHING, AND EVALUATION

Community developers are often solicited to teach essential core concepts and strategies in the field but lack the consensus among their peers on which theories constitute the fundamentals. This study examines leading community development theories, concepts and approaches to establish the essential elements for a weeklong short course. In addition to content research, leading teaching theories were also explored to establish the core methods for teaching such a course. Active learning techniques were utilized to increase student participation in the learning process while building solidarity and capacity in the class. Finally, the short course was taught to a group in Banda Aceh, Indonesia and was evaluated for knowledge and attitude change through pretests, posttests, and journal entries.

KEYWORDS: Community Development Short Course, Essential Theories, Active Learning, Bloom’s Taxonomy, Knowledge and Attitude Change

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November 20, 2008
THE SCIENCE AND ART OF
A COMMUNITY DEVELOPMENT SHORT COURSE:
AN APPROACH TO DESIGN, TEACHING, AND EVALUATION

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THE SCIENCE AND ART OF
A COMMUNITY DEVELOPMENT SHORT COURSE:
AN APPROACH TO DESIGN, TEACHING, AND EVALUATION

THESIS

A thesis submitted in partial fulfillment of the requirements for the degree of Masters of Science in the College of Agriculture at the University of Kentucky

By

Michael Louis Geneve

Lexington, Kentucky

Director: Dr. Ronald Hustedde, Professor of Community and Leadership Development

Lexington, Kentucky

2008

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Dedicated to those who lost their lives on December 26th, 2004, and to their loved ones.
ACKNOWLEDGMENTS

I would like to use this opportunity to thank the many people that provided insight and direction for this thesis. First and foremost, my Thesis Chair, Dr. Ronald Hustedde personifies what it means to be a true community developer. In addition, Dr. Hustedde provided instructive comments throughout all of the stages of this project and was extremely positive and patient when it was needed the most. Next, I wish to thank the other members of my thesis committee, Dr. Lorraine Garkovich and Dr. Bryan Hains. They both provided fruitful insights from their respected fields and provided a much needed shoulder. I was truly blessed to have them all in my corner.

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CHAPTER I. INTRODUCTION

Introduction

This study is intended to explore community development concepts and methods with the objective of narrowing them down to the essential themes for a weeklong community development course. Furthermore, the aim is not only to establish the curriculum of the short course, but to also determine the most appropriate teaching methodology for professionals who work with residents of Banda Aceh, Indonesia, an area devastated by the tsunami of 2004. The final goal of this study is to ascertain the effectiveness of the short course by exploring participants’ responses to evaluation questionnaires. Ultimately, the purpose of this research project is to produce a toolkit for practitioners in the field to teach community development theories, principles, and practices without necessarily having on-site community development professionals. Personally, I’ve seen a lack of attention to community development throughout the world, which could undoubtedly benefit the lives of millions. Unfortunately, some community development activists practicing in the field may have had limited access to training, especially those in international settings. This short course endeavors to provide facilitators and participants with key community development elements in an effective, engaging manner that will transform knowledge and attitudes.

Background

Banda Aceh, the provincial capital of Aceh, is located on the northern tip of the Island of Sumatra in Indonesia. Banda Aceh is known as the “port to Mecca” because it was the first location that Islamic travelers visited while spreading the religion to Southeast Asia, becoming the first Indonesian Islamic kingdom of Periak in the year 804.
By the twelfth century, Aceh saw more than their fair share of foreigner travelers, creating a rich history of cultural diversity. Indian, Portuguese, English, Dutch, and Southeast Asian explorers and traders flocked to Aceh due to its beauty and ideal location for trade routes and natural resources. Despite all the foreign influences throughout the years, in 1953 the Acehnese rallied around their solidarity through religion and love for their home to develop an Islamic state.

“Acehnese political organizations grew during this period, and Darul Islam, an armed rebel movement seeking to establish an Islamic state, emerged. This group instigated a popular rebellion and proclaimed Aceh an Islamic republic in 1953” (Forbes, 2008).

Only after eight years as an Islamic State, solidarity weakened between religious and military leaders causing the collapse of the republic and the return to Indonesian rule (Forbes, 2008).

In the later half of the twentieth century, Aceh’s economy began to blossom around industrial development but it led to new political instability. Native Acehnese felt that outside companies who migrated to Aceh, in addition to the Indonesian federal government, were exploiting their natural resources and reaping the bulk of the prosperity. At the same time, the Acehnese believed that the Indonesian outsiders lacked respect for their Islamic beliefs, local customs, and devotion. As tensions grew, Acehnese leaders sought to make Aceh an independent state again by creating a separatist group known as Gerakan Aceh Merdeka (GAM) or the Free Aceh Movement (Forbes, 2008). A gruesome conflict ensued between the Indonesian government and Aceh, which lasted for almost thirty years causing many deaths and destruction in the province (Kenny et al., 2006). After the December 2004 tragedy, a ceasefire was finally declared between GAM and the Indonesian government. Since then, negotiations have led to peace between both
sides. Aceh did not become an independent state but the federal government has granted limited self-government under Islamic Law and control for most of their local resources (Forbes, 2008).

On December 26, 2004, an earthquake shook the Indian Ocean just off the coast of Aceh, which produced the worst tsunami disaster the world has ever known. The tsunami took more than 250,000 lives and destroyed the homes for about a million people bordering the Indian Ocean. Among all the countries that were affected by the disaster, Indonesia took the hardest hit bearing two-thirds of the total deaths (Forbes, 2008).

Banda Aceh was the closest major city to the epicenter of the tsunami and suffered the largest losses. A 2006 report from Oxfam describes the devastation in Aceh,

“Of all the regions around the Indian Ocean which were hit by the tsunami on 26 December 2004, Aceh was the worst affected. In just a few hours 169,000 people were killed. When the waters departed the survivors faced a grim scene. Heavily populated areas were turned into wastelands where every landmark had been swept away. Over 600,000 people were made homeless and 141,000 houses were destroyed in Aceh and Nias.” (Kenny et al, 2006, p. 3)

After suffering through three decades of the conflict between Aceh and the Indonesian government, the Acehnese were hit with another tragedy. During my trip to Banda Aceh in 2007, some of the people whom I interviewed divulged feelings of being cursed.

After the tsunami, many organizations established rehabilitation efforts in Banda Aceh including Indonesia’s Reconstruction and Rehabilitation Agency (BRR) and international non-government organizations (NGOs) to aid with tsunami recovery. From the beginning of 2005, these organizations focused their attention on building homes, clean up and providing safe food and water. In 2008, hundreds of millions of dollars from local and worldwide funds have been spent on the rehabilitation process and Banda Aceh’s physical appearance barely shows any signs that a tsunami ravaged their city. All
those involved in the rehabilitation process have demonstrated their passion for restoring proper living conditions for the Acehenese. Nearly all of the population living in Banda Aceh has some type of shelter, the surrounding areas have been cleared of all major debris, and the food and water supply are secure and abundant.

Researcher Perspectives

I had the opportunity to visit Banda Aceh in the summer of 2007 to witness the global response and explore the realm of international development. My primary goal was to interview people working in government and non-government development agencies. The questioning focused on advantages and disadvantages of their development experiences to determine if I was on the correct path for a career choice in international community development.

After arriving, my Acehnese hosts took me on a tour of the areas struck by the tsunami. I must admit that I had certain devastation expectations for an area that was just two and a half years out of one of the world’s largest recorded disasters. Surprisingly, the state of the physical infrastructure in Banda Aceh was almost completely restored. In contrast, people in Louisiana and Mississippi were still in dire straits after Hurricane Katrina’s destructive path through the Gulf Coast, which struck merely a few months after the tsunami. I had assumed that Banda Aceh, located in a developing country, would be full of desolated fields and broken houses, which plagued my dreams prior to the trip. However, the tour revealed that, for the most part, structures had been rebuilt, roads were repaved, and debris was cleared. Clearly, many large, expensive projects for physical rehabilitation had brought the area order from the rubble that destroyed the lives of so
many. At this point, I asked myself and I ask you, do physical appearances tell us everything?

After the tour, I began the interview process with many of the organizations working in the area. The University of Syiah Kuala provided transportation and contacts to many of the leading international and local organizations (Aceh Recovery Forum, United Nation Development Program, United States Agency for International Development, Asian Development Bank, United Nations Habitat, Reconstruction and Rehabilitation Agency, Support for Peaceful Democratization, Environmental Services Program, and Asian Rural Life Development Foundation). In the beginning, I was solely searching to learn about development experiences in the field. However, my inquiry quickly took on a new face. I began to question the types of community development projects the organizations were leading. Results indicated that community development was not at the top of their priorities. I found it difficult to actually find an agency with any specific community development goals, in terms of building solidarity, social capital, empowerment, or capacity. On a trip to the BRR headquarters, a researcher granted access to their database, which indicated the goals of each agency. Out of roughly 450 programs, only 85 had some mention of community development (note that the agencies chose this option and their programs are not necessarily based on community development principles but were more likely community construction programs) in the Aceh/Nias area (RAN Database, 2007).

I mentioned some of my concerns to one of the administrators at the University of Syiah Kuala. This led to a presentation about my findings to other heads of the university and the community at large. The presentation highlighted key community development
principles: the lack of citizen participation, self-help programs, empowerment opportunities, networking, and determining community visions. Also, representatives of development agencies discussed an upcoming NGO phase-out in 2008, which would leave the Acehnese to fend for themselves. It was time for the citizens to become more involved in the rehabilitation process. Dallas (2008) describes the need for citizen action and for that action to be cohesive when the community is threatened with a disaster,

“Regardless of the programs and initiatives developed to combat them, they persist if the people of a community don’t also act. It would seem that catastrophic events that threaten our collective welfare, whether they are natural disasters, pandemics, or intentional attacks, also require actions by citizens, not only as individual, but also as a collective.” (p. 32)

I argued that the area would be heading for another disaster without focusing on community development. Stemming from the natural disaster, a social disaster would hit when the NGOs left and the citizens lacked capacity and solidarity to keep momentum for rehabilitation. I suggested that the University of Syiah Kuala take part in preventing this social disaster by offering community development classes or programs.

Apparently, they took heed to my concerns and requested a community development short course from the University of Kentucky. I welcomed the opportunity that the University of Kentucky’s Community and Leadership Development Department granted to create the short course with Professor Ron Hustedde. Creating a short course can be an arduous task that requires a close look at leading community development theories and approaches along with the essential teaching methods to produce a valuable tool for the field.
Science and Art of Community Development

The field of community development has found its home in the sciences. Scholars from different scientific backgrounds, such as anthropology, economics, geography, and sociology have all contributed to its theoretical foundation. Community developers in the field utilize scientific theories, concepts, and approaches to design, implement, and analyze their programs to assist struggling communities. Community development is rooted in scientific knowledge, which should be closely examined by people working in the field for a better understanding of its dynamics.

Art is also intertwined with science throughout the description of this study. I suggest that there are artistic elements in each stage of this scientific process. I view that science is essential in determining the core content, designing the lessons, teaching the course, and analyzing the data, yet each process is artistic in nature because it requires creativity, skill, and imagination.

My personal history has been enriched through many artistic opportunities such as my education in the graphic arts, working as an art director at a local newspaper, and utilizing art in HIV prevention strategies in Mozambique while serving in the U.S. Peace Corps. My views on how I see the world have been molded over the years due to art, in which I look for the artistic nature in everything. My vision of community development is no different. I recognize science has shaped the community development field but the science is not devoid of creativity and imagination, which influences my decisions on representing the artistic side of this study.
CHAPTER II. REVIEW OF LITERATURE

Part I. Pursuit of Course Core Content

My first goal was to establish the essential content for a weeklong introductory course in community development. A literature review was conducted to address the first of three research questions for this study.

1. Which community development concepts, theories and approaches are essential for teaching a one-week community development short course?

Literature was reviewed to discover reoccurring themes in order to determine the essential basics of community development practice for the short course content. The idea of community has been around for thousands of years but the field of community development is relatively new and constantly growing. Since the mid-twentieth century, scholars have been theorizing and debating new concepts to determine the framework of community development practice. Brennan and Brown (2008) discussed how scholars in the community development field are still questioning theory and its relevance to current trends. Significant theories and empirical insights have emerged over the years that can be useful for community developers but there doesn’t seem to be a consensus from the scholars on which elements are fundamental. Hustedde and Ganowicz (2002) noted the lack of having a fixed canon of knowledge about the community development theoretical basics. For the purpose of this study, several highly discussed themes by scholars will be reviewed with the intention to choose the essential core elements for the course.

The process of determining the core scientific content for this course is similar to sculpture. When sculpting, an artist must start with a block that shows little sign of the final piece and along the way the artist must constantly adapt the original plan to work with the medium. So too, this course required the beginning steps of amassing as much
community development knowledge in the scientific literature to use as my block and
then to chip away at the nonessential sections to find the final piece. Along the way the
original course outline was also adapted to accommodate for schedule changes by
condensing the material to determine the core community development themes.

Core Community Development Themes

Theme 1 – Defining Community, Development, and Community Development

Community

In some cases, community can be vague and difficult to define or in other
situations, simple and straightforward. Classical and contemporary articles have
conflicting parameters for determining a clear-cut definition of community. By the mid-
twentieth century, Hillery (1955) noted the lack of homogenous definitions among
sociologists studying community and that it would be difficult to determine if one was
truly accurate. Ideally, there should be some commonality among definitions that could
make it easier to identify what community means regardless of where one lives in the
world or difference in interests.

Contemporary scholars have acknowledged the lack of consensus on such a key
term in the field, sparking debates on the subject. Over the past couple of decades similar
theories have emerged noting that communities are united around place and interests.
Fellin (2001) described communities as social systems, including families, small groups,
organizations, social institutions, society, and the world. He also noted that community is
a social unit based on a common place, interest, identification, or some combination of
these characteristics. Many community developers acknowledge that there are two types
of communities: communities of place and communities of interest, such as religious or sports groups.

Even though scholars have identified these two types of communities, something is still lacking to define the term. For example, someone can live and be considered a member of a community of place or have similar interests but not feel a sense of connectedness. Some element is missing from the definition that connects individuals socially to a sense of community. The answer may lie in Fellin’s (2001) final concept in his list of criteria for a community, identification. A recent theoretical construct, solidarity, defines communities more clearly by recognizing that community members share a sense of identity and set of norms. Bhattacharyya (2004) expressed how distinctively solidarity defined community so that it’s now possible to distinguish a community from other social groupings.

Modern community development literature has adapted and centered on solidarity to set the parameters for defining community. The way people identify with communities has certainly changed in recent years with the advent of technology. People no longer identify solely with their communities of place but can find solidarity through social connections outside of their geographic location.

“Community so defined has historically shared boundaries with one’s geography of residence (town, neighborhood, city), but today the loss of place identity does not imply the loss of community, since solidarity among people no longer needs to be tied to place” (Bradshaw, 2008, p. 6).

Defining community is one approach to understanding community development but it’s also important to appreciate how community affects the functionality of the human race, such as how humans have banded together in communities for survival. Certainly communities have transformed over the years and, in many cases, have served
as platforms for achieving better livelihoods. Wilkinson (1991) stated the importance of community for providing individual and social well-being through channels of communication, organizing resources, and a framework for collective identity. In essence, community plays a large role in our lives even though individuals may have difficulty identifying their own community or minimizing how it affects their lives. A community is rooted in solidarity where members identify with each other and share certain norms for the commonwealth.

Development

There is also some confusion about the meaning of development, the second part of this definition task. Oberle, et al. (1974) proposed that development is where members of a community make and implement responsible decisions that increase the life chances of some without hurting the life chances of others. The problem with this definition is that it doesn’t mention who is increasing the life chances of some and for what reason. In the past, many countries, such as Indonesia, have approached development in a manner known as a top-down method where governments have intervened in communities with development intentions. A report from ADB (1999) described Indonesian development strategies from the 1950’s to the 1970’s as primarily driven by government interventions with citizenry as the object of the programs. Government officials intervening in this process may live outside the community or have little knowledge of the situation to make responsible decisions for development programs.

Over the years, community developers have taken a different approach, known as the bottom-up method where community members are urged to build their own capacity. Capacity building programs have been pivotal in creating more autonomous communities
that have the power to mold their own futures as they dream it to be. Bhattacharyya (2004) restated notions from other scholars (de Certeau and Giddens) on capacity building or as he noted the theory of agency,

“The ultimate goal of development should be human autonomy or agency - the capacity of people to order their world, the capacity to create, reproduce, change, and live according to their own meaning systems, to have the powers to define themselves as opposed to being defined by others” (pp. 10-11).

Chaskin (2001) explained that capacity building implies that a community and its components (individuals, informal groups, organizations, and social networks) will develop specific powers to act on community functionality concerning the ways to promote and sustain social well-being. This approach to development is key because it promotes freedom for community members through capacity building and empowerment. By building capacity, citizens gain power to participate and act on solutions as they see fit. This creates an avenue for ordering and developing their own world. Garkovich (1989) noted the importance of citizen participation for capacity building,

“Too often, community development has been done to a community of citizens rather that with them. The tragedy of this approach is explained by the proverb: Give a man a fish and he eats for one day, teach him to fish and he eats for a lifetime” (p. 215).

Community Development

The final definition, community development, is another unclear term, however contemporary scholars have centered on Bhattacharyya’s notions of solidarity and agency. Green (2008) saw Bhattacharyya’s (2004) article as providing a concise definition of community development. The goal for community developers is to find the unity between these two elements. For example, a community may have a large sense of solidarity behind their shared identity of beliefs, yet they lack the capacity to develop
their community as they desire. Or possibly the community has the capacity to develop but lack the organizational solidarity to determine their problem or to make decisions supported by the whole community. Bhattacharyya (2004) claimed that community development is the positive response to declining solidarity or agency in a community.

It’s essential to recognize these two concepts when designing a community development program. These terms can be applied to any community, poor or rich; developed or non-developed; at peace or disaster-stricken in order to motivate people to develop their own positive communities. There are many different community development techniques (i.e. asset-based development, non-violent conflict resolution, or utilizing indigenous knowledge for development), yet the successful programs focus on building solidarity and capacity to strengthen the community.

Communities may decide to seek assistance from a community developer, yet their role can be unclear without acknowledging the situation of the community. Green (2008) suggested that there are three broad themes used where community development takes place: self-help, technical assistance, and conflict approaches. The self-help approach utilizes community developer’s ability to facilitate and motivate citizens to build capacity and pursue their own goals for development. Technical assistance provides access to information, skills, and expertise where the community developer aids by opening networks and avenues. Finally, the conflict approach utilizes community developers by examining power structures and act to mobilize, organize, and advocate for change (Green, 2008).

Essentially, the role of community developers is to build strong, lasting relationships between community members and strengthen their capacity for change.
“We seek to strengthen the skills of the community so they no longer need us” (Hustedde, 1998, p. 161).

**Theme 2 – Community Capitals**

The next emerging theme deals with finding the elements that make a community function or what a community has available to them, their assets. The groupings of these assets are known as community capitals. In the business world, capital usually signifies monetary wealth, but in this case, community capitals refer to the wealth found in all aspects of the community. Emery and Flora (2006) discuss building the strengths of different capitals using The Community Capital Framework (CCF) to map and analyze the community development transformation of a town in Nebraska. The CCF model categorizes community capitals into seven different realms: 1) natural, 2) human, 3) cultural, 4) political, 5) financial, 6) social, and 7) built capitals.

Natural capital relates to the physical and natural assets located in a community. It can be measured by a community’s parks or green space, natural landmarks, historic buildings, and weather conditions. This capital is a large asset to communities for economic gains by tourism or the ability to grow certain crops on their land.

Human capital represents the wealth from individual skills and abilities that community members have acquired such as education, health or job skills. Human capital can be viewed as assets that cannot be separated from that individual, only passed on to another. While goods can be stolen, no one can take away another’s knowledge, leadership, dreams or values from them. One can measure human capital by educational opportunities, communication between community members for advice, training, or their
health. Emery and Flora (2006) also described human capital as one’s ability to lead, participate, and act positively to shape the community.

Cultural capital is the collection of art, traditions, and community voices. The community’s way of understanding and living in the world is a great asset to their lives. Their cultural capital helps define the community as a unit and promotes solidarity among its members. It also helps determine modes of communication and whose voices are heard concerning community issues.

Political capital refers to community power held by individuals, organizations, or availability of resources (Flora & Emery, 2006). Political capital defines the power structure within the community as well as outside powers. This is a large asset for community development because this determines who is holding major power positions that influence the lives off all community members. Also, this refers to the ability of people to become involved in the discussions concerning decisions about the community’s future. A community that has weak political capital may have a few individuals that hold the majority of power or someone outside of the community is making decisions without hearing the voice of its members.

Financial capital, in this case, refers to the monetary holdings inside the community. This doesn’t necessarily mean individual holdings but the money that’s available to invest into the community. Financial capital is an asset to the community because it can be used for investing in capacity-building programs, entrepreneurship projects, and supporting local businesses.

Social capital is seen as one of the largest assets to a community from a community developer’s standpoint. Social capital relates to the connections and
relationships between individuals, groups, and organizations. It’s the glue that holds social networks together linking people together inside and outside the community. Also, social capital relates to the support netting for those who need some form of help in their daily lives. Community members can count on each other in times of need. Putnam (1995) explained the power of civic networks that promote reciprocity among community members, which leads to social trust. Furthermore, these connections produce a sense of collective action, where people are no longer only concerned with self-interest but for the common-good of the community.

Social capital can be broken into two different aspects: bonding and bridging. Bonding social capital represents the strong, close-knit connections among community members such as family-to family, neighborhood organizations, and community centers. Bridging social capital refers to those weak ties found inside and outside the community. This capital mobilizes the community to access resources not found in the close-knit relationships found in bonding capital (Putnam, 1995). Leading community development scholars, Flora and Woolcock, explained that the two types of social capital are important because they promote solidarity and linkages in communities (Sturtevant, 2006).

Finally, built capital includes the infrastructure that supports all of the other capitals. Systems, such as roadways, have been established in the community over the years that act as the platform to aid other capitals.

Exploring community capitals helps determine the assets found in the community and can be invaluable to a community developer for assessment. With knowledge of community capitals, it’s possible to determine how the community functions, what the community is utilizing for development, and what problems they want to address. Many
community developers choose to assess a community by what the community needs, yet by exploring their assets one can address which community capital(s) can provide opportunities. By identifying and developing community capitals we are essentially building capacity in the community, one of the goals of community development.

*Theme 3 – Power and Empowerment*

Political capital touches on the next major theme in the literature on assessing function and dysfunction of a community through the power dynamics. Power, as it relates to humans, refers to the ability or capacity of one person to influence the behavior or way of living of another person. Human nature has created different power structures throughout the world and for one reason or another, some people have more power than others. In certain cases, some use their power to help those without power, while others hold their power for intimidating others or for individual satisfaction. “The exercise of power in relation to the emergence of the community field is therefore a fundamental concern. Power can be used to facilitate social interaction or to suppress it” (Brennan & Israel, 2008, p.88). Power structures every community on the planet, which is why it’s essential for community developers to get a solid grasp of the power schemes in a community. Hyman et al. (2001) suggested that practitioners who understand a community’s power relations will be more apt to promote democratic solutions, participation, and social action.

According to Hillman (1995), everyone holds power in one shape or another such as control of something, one’s reputation, knowledge on a certain topic, ambition, or even through one’s skills. In the community development field we search for ways to identify and strengthen community power.
Recognizing power structures is only part of the challenge of power for community developers. Struggling members of a community may lack some mode of power that could enhance their lives for the better. Hence, community developers often focus their attention on empowerment, a major theme for community development. Pigg (2002) explained that empowerment means to give or provide power to another but noted that there is rarely a direct transfer of power. Instead one can shift power resources to another for empowerment. The one with power will rarely just hand over power nor are they capable of doing so; rather they will facilitate opportunities for one to gain power through capacity building.

Pigg (2002) also claimed the function of empowerment involves the community members’ ability to make choices. The empowerment process seeks to change from the state of being without power to make choices to having sufficient power to do so. Empowerment can be broken into two parts: resources and agency. Resources are individual characteristics (power) held by members of the community such as their skills, material possessions, and personal networks. Agency relates to the power for individuals or groups to define their own goals, act on them, and to achieve their dreams for the community (Pigg, 2002).

Empowerment is one of the leading approaches in community development where practitioners work with community members to build their power resources and capacity. In Empowerment in Practice, Alsop et al. (2006) analyzed five separate programs around the world (Brazil, Ethiopia, Honduras, Nepal, and Indonesia) utilizing empowerment strategies. In these programs, community developers sought to build power and capacity in many forms: 1) group participation in creating more political municipalities to confront
the political elite; 2) expanding individual economic opportunities for women and strengthen self-reliance; 3) enhancing access to quality education and influencing school management; 4) strengthening local government and encouraging participation in decision-making; and 5) enabling members to take lead roles in the identification, design, implementation, operation, and maintenance of community programs.

Theme 4 – Community Exploration

The fourth major theme in the literature deals with the physical act of exploring a community by interacting with its members. Community developers are constantly communicating with citizens and asking questions that evoke responses to learn and assess the community dynamics. One cannot simply enter a community and take action; there must be an exploration of the current state of solidarity and its potential through input from the community. Before taking action, key questions for community members are: “Who am I; Who am I with you?; and Who are we together?” (Gillette-Karam & Killacky, 1994). By answering these questions, members can shed light on their linkages and shared collective voices in the community. To investigate these aspects, social scientists have developed exploratory research methods. Essentially, these are qualitative field research methods that will not necessarily cover every aspect of the community, but can lead to mutual understanding. Also, qualitative methods may present several nuances of attitudes and behavior that quantitative research may not detect (Babbie, 2001).

Needs-based personal observations are methods used to identify community behavior and the environment. The observer takes note of community dysfunctions through one’s own eyes and begins to note what the community is lacking. The observer may use the community capital categories as a reference while determining the needs of
the community. This method can be a arduous task depending on the level of exploration and does not always produce the most valid research due to lack of time to truly understand the history and dynamics of the community, personal biases of how the community functions, and the observer’s relationships with community members. Babbie (2001) explained how the observer can have a full-time or periodic presence on the scene depending on one’s degree of inquiry and desired knowledge. Personal observations provide a beginning to a needs-based understanding of a community but such studies can be complemented with further modes of exploration.

Accompanying personal observations, personal interviews provide a better understanding of people’s attitudes rather than behavior alone. Babbie (2001) explained personal interviews as a qualitative method in which direct interaction between the interviewee and researcher provides insight on certain issues. The researcher has a general plan of inquiry but not necessarily a specific set of questions and focuses on letting those interviewed express their thoughts freely. Through observation and speaking to a few members of the community one can find key members of the community who have knowledge of the community dynamics and can access a large network within the community: a key informant. The University of Illinois Extension Service (2006) explained that a key informant interview is an opportunity to obtain information from a citizen who has valuable information of the community as a whole or the particular segment of interest. The interviewer has a general idea of what to ask the respondent to achieve the goals of exploration but lets the respondent do most of the talking so as not to bias a response. Interviewing plays an integral part in the exploration process by making
sense of observations made, providing clarity in certain situations, and pointing to aspects for further observation (Babbie, 2001).

Performing a focus group, another approach, broadens the explorer’s knowledge base of community situations through group interaction. Powell et al. (1996) explained that a focus group is a formation of individuals selected from a group or community to discuss personal experiences on a topic chosen by the researcher. Focus groups offer deep insights through conversations and provide knowledge of community interaction and attitudes towards issues facing the community. The main purpose for focus groups is to gather group members’ attitudes, feelings, beliefs, experiences and reactions about a certain situation that is not feasible by using personal observations or interviews (Gibbs, 1997). Focus groups, in many cases, can be highly effective and quicker than the other two methods but one should try to employ multiple exploration methods in order to better understand community issues. Other exploration methods exist in sociological research such as case studies and utilizing existing data but were not mentioned because of their lack of human interaction.

Theme 5 – Asset-based Exploration and Asset Mapping

The fifth theme in the community development literature takes a different approach to exploration by assessing community assets. Instead of focusing on what the community lacks, developers have been shifting their attention to what is working well in the community to address certain issues. The same exploration methods listed in theme four can be used in asset-based exploration but with a twist on how questions are posed. For example, the needs-based question: “What types of economic strategies are missing in this community?” may be replaced with an asset-based question: “What existing
businesses hold the greatest promise for the community?” to focus on what the community has as an asset but could be improved for development. Why focus on community assets? Weber (2003) believes that there are underused physical resources or individual skills in a community that don’t currently match local demands, which through creative thinking could be utilized for development. By simply noting what the community lacks, one may be missing opportunities for development of resources already existing in the community.

Like categorizing the community capitals, it’s a good idea to map the assets in the community to have a better sense of resources available for development. Asset mapping is a process of learning and listing resources available in a community (Weber, 2003). Examples of community assets are job skills, natural resources, cultural and historical sites, healthcare, education and unique approaches to community development. Once assets and needs are mapped, the community developer has a better idea of how the community works and where to start a focus for development.

Theme 6 – Facilitation and Group Meeting

The next major theme in the community development literature focuses on a common approach used by practitioners to address issues facing the community: group meetings. Community developers often call for group meetings in their pursuit to involve community members, solve problems, develop shared visions and plans, and create a consensus for responsible decisions.

Group meetings are essential for the health of the public sphere.

“By “the public sphere” we mean first of all a realm of our social life in which something approaching public opinion can be formed. Access is guaranteed to all citizens. A portion of the public sphere comes into being in every conversation in
which private individuals assemble to form a public body” (Habermas, 1964, p. 49).

Ideally, everyone in the community is welcome to share in the conversations that affect the community as a whole, by assembling to form this social public body. Forming a group-meeting atmosphere can be an effective tool for community developers, which focus on the core values of solidarity and capacity. Habermas (1964) stressed how group meetings build solidarity through association and assembly, while building capacity by empowering and freeing the voices of any community member to express their ideas.

Though small private discussions are frequent in communities, they do not yield the rich dialogues among stakeholders in group meetings, which lead to deliberation and consensus building. Furthermore, group meetings can provide venues for community developers to engage members, reach agreements, and build programs supported by the community. Susskind et al. (1999) noted that group meetings are the building blocks in consensus building and enable participants to make progress in reaching an agreement.

Unfortunately, the group discussion approach can be complicated and it may be difficult to move towards a consensus. Poorly run meetings can become shouting matches and marked by unclear goals, which leads to frustration, anger, indecision, lack of problem solving, or create divisions in the community (Susskind et al. 1999). Yankelovich (1999) noted how dialogues in world peace processes and business ventures fail due to the lack of quality control. He also claimed that the most frequent reason why these dialogues fail is simply, that they’re not done well. Dialogue takes special skills in which community developers often play the role of facilitator.

Facilitators are needed to mediate group meetings in order to produce healthy dialogues and generate sustainable decisions. A major role for facilitators/community
developers is to take an impartial stance and help wade through struggling arguments in a healthy and productive manner. Some community development practitioners help communities deal with controversial issues by leading meetings to deliberate and discuss issues in a manner that doesn’t destroy relationships (Hustedde, 1994). In *Facilitator’s guide to Participatory Decision-Making*, Kaner et al. (1996) offered multiple techniques that facilitators can use for deliberation, critical thinking and decision-making: setting ground rules, designating group member responsibilities, brainstorming to address the topics, having open discussions, keeping focused during turbulent times, converging on a decision, and finally taking action.

A facilitator is “an individual who enables groups and organizations to work more effectively; to collaborate and achieve synergy” (Doyle, 1996, p.xi). Through facilitation, community developers play an active and vital role in successful meetings, which, in turn, will lead to more successful implementation programs. Group meetings not only serve to solve problems but engage the core values of community development: solidarity and capacity building. Kaner (1996) noted, those involved in group meetings have the opportunity to gain knowledge, strengthen capacity, and make collective group decisions.

*Other Leading Community Development Themes*

As community development theory evolved from the 1950s to the 1990s, scholars began assembling the leading essential themes in the field. By 1989, several articles in community development journals and books pointed to three common themes that served as a framework for practitioners in the field: self-help, technical assistance, and conflict approaches (Christenson, 1989). As stated in the section of defining community development, self-help seeks to facilitate and motivate citizens to build capacity and
pursue their own goals for development; technical assistance serves to provide citizens or groups with information, skills, and expertise; and the conflict approach examines power structures and act to mobilize, organize, and advocate for change (Green, 2008).

In the twenty-first century, academic writing continues to grow as community development seeks to keep up with the shifting dynamics of the world. In recent years, articles from leading scholars and practitioners have emerged in *The Journal of the Community Development Society* and *The Community Development Journal* regarding thematic trends such as globally embedded communities, social and environmental justice, globalization, and sustainable development. Even though the academic field is seemingly growing, few contemporary community development scholars have addressed the essential basics of community development knowledge. However, Hustedde and Ganowicz (2002) laid some theoretical groundwork for the six core themes listed above.

The first theory listed, functionalism, looks at structures and their functions in the community. Societies contain interdependent structures that serve certain functions for the maintenance of the community. Structures such as educational forms, businesses, informal groups, and congregations of worship all serve separate functions in the maintenance of the community. In community development, identifying structures helps determine how communities function. Some existing structures may need to be changed because they are dysfunctional or new structures may have to be developed to address community concerns.

Symbolic interactionism is another theory cited in the literature that focuses on the process that individuals use to understand their world. “It assumes that people interpret the actions of others rather than simply reacting to them” (Soloman, 1983, p.
People perceive their lives and environment from others’ responses, which are seen as symbols in our lives. People structure their lives through interaction by giving off signs and receiving them. Kinch (1967) asserted three fundamentals to symbolic interactionism: 1) one’s self-concept is based on perceptions of the responses of others; 2) one’s self-concept functions to direct behavior; and 3) one’s perception of the responses of others to some degree reflects those responses.

Symbolic interactionism looks further into the make-up of social functions through social connections. As stated, community development emphasizes solidarity and the symbolic interactionism theory provides a framework for solidarity where community members interact to define their lives and relationships. Hustedde & Ganowicz (2002) noted that symbolic interactionism is essential for community development due to how it provides insight on people’s sense of shared meaning, an essential element for solidarity.

Conflict theory examines power’s role in social dynamics. In contrast to the functionalist view of how societies are composed of structures that determines how the community functions, the conflict approach looks at community dysfunctions through power structures. Communities are comprised of differing levels of power, which often lead to social conflicts and spark social change. Dahrendorf (1958) described conflict theory as an approach based on the ubiquity of social change and conflict, which leads to community dysfunctions and constraints on unity among its members. Conflicts can ensue due to power differences whether it’s related to wealth, prestige, race, ethnicity, class, or gender difference, to name a few.

Conflict theory is essential to community development approaches when exploring or building solidarity and capacity. Community developers can gain insight on
reasons for power differences and the conflicts that ensue. Resolution of conflicts can then focus on building solidarity within the community while increasing capacity of those who feel powerless.

Conclusions

To address the first research question, (Which community development concepts, theories and approaches are essential for teaching a one-week community development short course?) leading theories were presented to build a framework around the basic essentials to community development theory for the short course. Regrettably, it’s been difficult to find writings limiting the multitude of community development theories down to the essentials. Scholars who’ve addressed identifying the community development basic theories for practitioners have stated their frustrations. Hustedde and Ganowicz (2002) believe there are three limitations for choosing an essential core of community development knowledge: 1) the community development profession is supported by theories from so many disciplines such anthropology, sociology, economics, and social welfare that community development practitioners have a difficult time sifting through them all; 2) the academic jargon used in addressing many of the leading theories is in a language often found difficult to understand and scares away practitioners; and 3) the community development field consists of many practitioners who aren’t necessarily concerned with theory or empirical knowledge, rather they are interested in practical studies of current issues in need of attention.

While wrestling through theses theories, concepts, and approaches, it is important to keep those points in mind. The material selected for the short course needs to be tailored to an audience that doesn’t have a history of theoretical perspectives on
community development. The lessons need to cover the basics for a practitioner in order to apply theories and approaches in their everyday lives rather than building community development scholars. Furthermore, the material needs to be converted into a language easily understood rather than the academic jargon. It’s my assumption that the lessons should not be intimidating and the participants should be able to apply their knowledge.
Figure 2.1: Community Development Conceptual Framework.

**COMMUNITY DEVELOPMENT CONCEPTUAL FRAMEWORK**

**DEVELOPMENT (AGENCY)**
Agency is finding human autonomy - the capacity of people to order their own world. Citizens have the capacity to create, dream, change, and live on their own terms. They have the power to define themselves. Their lives are not defined by others.

**EMPOWERMENT**
Approaches to enable community members, groups, and organizations to build capacity and resources for development. Community developers utilize self-help, technical assistance, and conflict approaches for community members to build agency and solidarity.

**COMMUNITY INVOLVEMENT**
Community developers share findings with the community and then conduct group meetings to discuss issues, find a consensus, and explore possible approaches.

**COMMUNITY DEVELOPMENT**
Process of building solidarity and agency. Once goals are reached citizens feel like they did the work.

**COMMUNITY EXPLORATION**
Community developers explore community dynamics by using personal observations, personal interviews, and focus groups to identify community capitals - their assets in seven key areas: human, natural, cultural, financial, political, social, and built capitals.

**STRUCTURES**
The organizations and institutions that maintain the functioning of the community.

**POWER**
The ability of a person or group to influence the behaviors of others.

**SHARED IDENTITY**
The way the community knows the world and their shared set of norms.

Communities recognize a need for development and seek assistance from community developers.

**COMMUNITY of Place**
United by *Solidarity*
(Community members share a sense of identity and set of norms)

**COMMUNITY of Interest**
Community Development Approaches for the Short Course

The core themes and knowledge bases covered by Hustedde and Ganowicz (2002) are rooted in the short course in some fashion. Functionalism, symbolic interactionism, and conflict theories are not mentioned directly in the course, though they are used as guidelines. These themes stress three elements (structure, shared identity, and power – shown in figure 2.1) that community developers see through their lenses when exploring community dynamics. The themes also seem to provide the framework and relevance for all the community development concepts, theories, and approaches used in the course.

I assumed that the participants would have little previous knowledge of community development; therefore I found it essential to begin the course defining and discussing the terms of community, development and community development. Figure 2.1 illustrates the key roles for solidarity and capacity building (agency), which are used to define these terms and provide context for the course material.

Once the participants have a better idea of how contemporary community developers define the field and its role in everyone’s lives, the second lesson looks at how communities are composed. Defining community capitals takes a functionalist approach at identifying the major structures that make the community work or function. Within the six community capitals, social capital is highlighted as a leading theory.

For the third lesson, the underpinnings of the conflict theory are explored through power and empowerment. The participants are introduced to the vast realm of power held in the community by individuals, groups and institutions. Furthermore, they look at the power struggles within the community and the role of empowerment. Empowerment is a core concept to community development and promotes capacity building.
The final essential theory, symbolic interactionism is integrated through community exploration in the fourth lesson. The participants look at different approaches to finding symbols that define the solidarity within the community by interacting and asking good questions. Further, it’s essential to emphasize the importance of familiarizing oneself with community needs before action can be taken. Three major methods of social exploration are discussed and practiced to better understand community dynamics. The fifth lesson, asset-based exploration and asset mapping, builds off similar theories of the fourth lesson but flips the questioning from a needs-based approach (what the community lacks) to asset-based inquiries (what the community has).

The sixth lesson attempts to provide application to the concepts and techniques in the course with facilitation skills for a group meeting. Conducting a group meeting builds off core community development knowledge, in which the meeting will create a sense of solidarity around common concerns facing the community and also build capacity by empowering members’ voices along with the power to structure their own lives. These elements are essential steps, shown in figure 2.1, on the community developers’ path to assist communities. The goal of this lesson is that each member learns to prepare, leads, and facilitates a group meeting. I believe that preparing and leading a group meeting provides the participants with hands-on experience and offers a venue for applying many of the course elements.

The seventh, and final, lesson focuses on the participants’ ability to plan their strategy for community development. They will formulate a hypothetical scheme of a program to be conducted in their community. The participants will include all of the leading points of the short course including identifying their community, how they will
promote solidarity and capacity, what they plan to explore and the methods to be used, identification of assets and community capitals, map community assets, a plan for empowerment, and finally, a detailed plan for a group meeting. The strategy will apply all of the major themes of the short course and hopefully clear-up confusing concepts that the participants did not quite grasp during the lessons.

As discussed earlier, the culmination of the scientific content of the core community development themes was compared to sculpture. The scientific process is artistic, in a sense, in which the nonessential material is chipped away to reveal the final piece. Artistic vision complements the scientific methods by utilizing imagination and creativity to assemble the core essentials.

Social science scholars have laid the path for a community development conceptual framework. One may also note that the community development field is rooted with dimensions in art. Meade and Shaw (2007) noted the growing emphasis and value of art on community development. Community identity is seen through artistic venues such as songs, poems, dance, and quilting. Furthermore, art programs are constantly being integrated into mainstream community development programs to empower citizens with artistic skills and build capacity through economic opportunities.

Community development is unique in that science and art play important roles in its practice. A community developer seeks to be imaginative in his or her programs yet should have theoretical backing from the field of social science. The content for the short course is grounded in community development theory and seeks creative implementation.
Part II. Pursuit of Preeminent Teaching Approaches

The second goal of this study is to determine the top teaching approaches to relate the core essential content created for the community development course. A separate literature review was also conducted to explore leading learning theories and teaching methods to address the second research question:

2. What are the appropriate teaching methods to best suit the material and the audience attending the course?

During the creation of the short course, the community development content became evident but the background of the participants was unclear. Also, there was ambiguity about class size, English comprehension, knowledge levels, learning styles, and lesson lengths. The choices of appropriate, effective, and flexible approaches to teaching were critical for the success of the course. A literature review was conducted to explore teaching approaches that best suited the material and the known class dynamics such as adult learners, personal experiences from disasters, and traditional lecturing formats. In this section, key instructional approaches that seemed most relevant for the short course are addressed.

Teaching approaches are also rooted in academic theory, yet scholars have also noted the artistic nature of teaching. When teachers make intuitive and spontaneous decisions that result in students seeking to learn, understand what was once confusing, and find their own style of learning, then teaching is artistry (Wolfe, 1982). Teaching can be seen as performance art, in which teachers are constantly on stage performing, motivating students to learn, and creating an atmosphere for understanding. The teaching methods chosen for this course seek to utilize academic theory in a creative manner that complements the material and adheres to the students learning styles.
Figure 2.2: Teaching Conceptual Framework.

**TEACHING CONCEPTUAL FRAMEWORK**

**LEARNING THEORIES SUPPORTING ACTIVE LEARNING**

<table>
<thead>
<tr>
<th>Experiential Learning</th>
<th>Emotional Intelligence</th>
<th>Transition Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses on engaging learners with in-class and outside class application experiences that spark a variety of cognition levels.</td>
<td>Recognizes learners' emotional ties to the tsunami and rehabilitation process. Activities seek personal insight in group discussions.</td>
<td>Provides insight on how people are coping through a life-changing event. Activities seek to build capacity to deal with their transitions.</td>
</tr>
</tbody>
</table>

**MAJOR TEACHING METHOD**

**Active Learning**

Student-centered format to involve students in the learning process. Promotes higher cognition levels through application to the material in which students analyze, evaluate, and create.

**COGNITION LEVELS**

- Higher
- Lower

**MINOR TEACHING METHOD**

**Lecture Style**

Teacher-centered format to introduce new concepts and input on instructor's perspectives. Promotes lower cognition levels through knowledge and understanding of content.

Review of Key Learning Theories and Teaching Methods

The determination of the key teaching methods for this course is based on Bloom’s Taxonomy. This taxonomy is the most widely used hierarchical system to classify cognitive educational objectives (Lovell-Troy, 1989). In this section, teaching methods are examined through this system to establish the best-suited approaches to reach higher levels of cognition. According to the original Bloom’s Taxonomy, authors Bloom, Engelhart, Furst, Hill, and Krathwohl (1956) recognized different levels of cognition, in which students begin at lower levels of learning and begin to develop skills and abilities to reach higher levels. They outlined six tiers on the road to higher cognition ranging from lowest to highest: knowledge, comprehension, application, analysis, synthesis, and evaluation. A contemporary version of the taxonomy reveals modifications in developing higher cognition (lowest to highest): knowledge/remember, understand, apply, analyze, evaluate, and finally create (Anderson & Krathwohl, 2001).

Figure 2.2 illustrates the revised taxonomy and the combination of the following teaching methods and learning theories with the goal of reaching higher levels of cognition in the course.

Teaching Methods

The first approach to teaching deemed essential for the course is the lecture-style format. Perhaps the most widely used teaching method while being the most strongly criticized, lectures consist of teacher-centered, one-way communication (Birkel, 1973). In Birkel’s (1973) article, he conducted an informal poll of forty-two college students preparing to be secondary teachers, which provides insights for criticizing this teaching method. The majority of students objected to lectures because lessons were: 1) boring or
uninteresting; 2) lacking student interaction; 3) poorly organized by the teacher; 4) able to be accessed elsewhere or not current; 5) only focused on lower levels of cognition; and 6) lacking individualization.

On the other hand, lectures are widely used and can be seen as a useful tool in education. The instructor’s objective may be to focus on the lowest level of cognition, in which students gain knowledge and remember certain elements to organize and make sense of the context. Lovell-Troy (1989) noted that lecturing is an obvious technique for this level of cognition, in which the teacher’s role may be to provide the information to the student within that context.

Higher cognition levels can also be reached in lectures by skilled and creative teachers. Birkel (1973) described an effective lecturer as one who can illustrate the application of the information in practical situations and explain the criteria for evaluation. He argued that a lecture must be well prepared to combat the listed criticisms through enthusiasm, storytelling, and providing information not found or difficult to understand in the textbook. With proper organization of the material and a knack for relaying information in an interesting manner, lectures can provide students with meaningful knowledge and the chance to gain new insights.

Richmond (2007) described a recent study in which Indonesian educators emphasized explanation through lectures and rote learning as staples in formal education. Teachers are seen as experts, responsible for student learning while the students must obey instruction in order to absorb knowledge from the teachers. The study also noted that Indonesian students are often not challenged to reach higher cognition levels by developing analytical and critical views, relating the subject matter to their environments,
or relating new material to prior knowledge (Richmond, 2007). This aspect is important for determining the lecture format as essential for this course. One must acknowledge this teaching method is most widely used in Indonesia and can create a comfortable atmosphere conducive to their learning styles as not to alienate the students in the goal to reach cognition.

Birkel’s (1973) article expressed positive attributes of lecturing, but noted that it should not be used as the dominant teaching method. He claimed that the two main criticisms, the lack of interaction and individualization, cannot be met by lectures alone. In other words, additional teaching methods should be used to promote student interaction and learning at their own pace.

For this course, the accompanying teaching method, active learning, seeks to complement the teacher-centered, lecture-style format by involving and interacting with students, making it more of a student-centered learning process. McKinney (2008) noted that unlike the one-way, teacher-centered lecture format, active learning techniques seek to engage students in the process of learning by discovering, processing, and applying information. Active learning makes two assumptions: 1) in nature, learning is an active endeavor and 2) that people learn in different ways (McKinney, 2008).

Active learning techniques are aimed at involving students in their own learning process to gain higher levels of cognition in ways that lectures fail to achieve. Lovell-Troy (1989) stressed that the levels above the knowledge stage of Bloom’s Taxonomy must be more student-centered to reach the desired objectives of the lesson. Active learning activities can be ideal for different levels of cognition: group discussions for
understanding; case study experiments for application; journal writing for analysis; and brainstorming followed by discussions for evaluation (Lovell-Troy, 1989).

Furthermore, active learning techniques such as group discussions and debates spark dialogues among learners and promotes critical thinking and higher cognition. Freire (1970) noted that only dialogue is capable of generating critical thinking and without communication and dialogue there can be no true education. Dialogues are not only essential to education but also to community development as noted previously. Solidarity and capacity are built through dialogues, which serves to reinforce the community development concepts.

Active learning seeks student interaction and contributions to their own learning. The development of the course’s active learning activities must acknowledge learning theories that apply to the audience that enhance and encourage their participation.

Learning Theories for Active Learning

Three learning theories play key roles in supporting active learning methods in the course, while addressing the students’ various learning styles. These theories seek to enhance active learning by determining activities that relate to the Indonesian learners’ lives, which serve to increase participation and interaction.

Experiential education is a concept that focuses on learner-centered experiences in the learning process. Since the seventeenth century this concept has been widely discussed and researched, which took root in the writings of the English philosopher John Locke. Locke’s concept of experiential education emphasized that at birth the mind is a blank slate and the only way to fill it is though one’s experiences, feeling the experiences, and finally reflecting on them (Henson, 2003).
In the twentieth century, the modern father of experiential education, John Dewey, began discussing the concept in terms of modern formal education. He recognized that the authoritarian style of traditional teaching was too focused on delivering content to produce knowledge rather than understanding students’ past experiences and producing experiences that are valuable for learning (Neill, 2005). Dewey’s concept of experiential education can be dissected into two parts: continuity and interaction. Continuity refers to the action of human sensitivity to experience. Humans learn and adapt instinctively to experience, regardless to whether it’s a positive or negative event. Interaction, then relates to how the individual reacts to that experience and it influences future decisions (Neill, 2005). In certain situations, it may be advantageous for the teacher to explore students’ past experiences and provide new forms of experiences to engage learning.

David Kolb’s theory of experiential learning derives from Dewey and others. Kolb acknowledged that learning is the process in which knowledge is formed through the transformation of experiences (Evans et al., 1998). In Kolb’s theory, learning consists of four separate stages (illustrated in figure 2.3 below): 1) concrete experience, the unbiased feelings of an experience; 2) reflective observation, contemplation of one’s experiences; 3) abstract conceptualization, thinking and forming ideas; and 4) active experimentation, incorporating ideas into action (Evans et al., 1998). In terms of Bloom’s Taxonomy, Kolb’s theory of experiential learning can be seen as a useful tool for reaching higher levels of cognition. Activities that involve learner experiences follow the hierarchy of the taxonomy by analyzing in the reflective stage, evaluating in the abstract stage, and creating in the active experimentation stage. Active learning activities inside
and outside the classroom create experiences in which the learner journeys through the four stages to promote higher cognition.

Figure 2.3: Kolb’s Cycle of Learning

Participants of the course are from an area recovering from thirty years of violent conflict and a devastating natural disaster that took the lives of one hundred sixty thousand Acehnese residents and left over six hundred thousand homeless. It’s assumed that a few, if not all of the participants have emotional ties to this destructive history and in the rehabilitation of their communities. Active learning activities in the course seek student interaction and participation in which emotion is sure to emerge.
Goleman’s theory of Emotional intelligence (EI), examines the importance of emotions on learning. He claims that our potential for learning practical skills is based on five elements: self-awareness, motivation, self-regulation, empathy and adeptness in relationships (Akerjordet & Severinsson, 2007). EI can be seen as a social construct, which involves awareness of what one is feeling and being able to handle or cope in the situation. Furthermore, it reflects one’s ability to manage and understand emotional energy and is reflected in social interaction (Akerjordet & Severinsson, 2007). In this course, group discussions and field trips to devastated communities have potential to evoke emotional energy, which creates a learning atmosphere centered around managing emotions and learning to cope in these situations.

In addition, recent breakthroughs in neuroscience studies have shown the impact of emotions on learning. Yang and Damasio (2007) explained that certain aspects of cognition highly recruited in education such as learning, attention, memory, decision-making, motivation, and social functioning, are profoundly affected by emotion. In the goal to reach higher cognition levels, emotional intelligence supports active learning teaching activities to strengthen the educational process.

The final key learning theory, Schlossberg’s concept of transition, bridges the emotional connection to the disaster and coping with the life-altering event. In the Transition Theory, transition results from an event that changes one’s relationships, routines, assumptions, and roles (Evans et al., 1998). In terms of the course, the tsunami is the transitional event and is assumed that the participants were transformed according to the listed conditions.
Stemming from the event, transitions occur in people that help them cope through the event. Transitions consist of a series of phases in which people 1) “move in,” 2) “move through,” and 3) “move out” of a situation (Evans et al., 1998). The theory emphasizes the ability to cope in these three phases of transition depends on four factors: 1) situation, what triggered the transition and one’s role change; 2) self, personal demographics such as health, age, and outlook on the future; 3) support, aid from friends and organizations; and 4) strategies, managing stress and direct action (Evans et al., 1998). Together these categories are seen as resources that an individual needs to deal with a life-altering event.

The community development course seeks to help the Indonesian participants that are in the “moving through” phase of rehabilitation from the tsunami. The active learning activities seek to involve the participants in community development approaches that build capacity in the third and fourth factors of coping. By strengthening solidarity, participants can play an active role in the support stage, in which community members tap into a larger network for assistance. Also, capacity building activities such as conducting community meetings and developing community development strategic plans provide experiences in the fourth factor by coping through strategy.

Teaching Approaches for the Short Course

After reviewing the literature about teaching approaches, I concluded that this course should include both lecture and active learning techniques as figure 2.2 illustrates. A priority for the course is to transition from teacher-centered to student-centered activities and vice-versa. At times, certain lesson sections focus on providing information to students due to their lack of resources and inexperience, which is similar to the
technical assistance approach in community development. Once the information is presented, it’s important for the learners to be engaged in discussions, apply their knowledge, and play an active part in their own learning, which relates to community development’s self-help approach. For the majority of the course, participants are engaged in active learning activities including: brainstorming, discussion, writing activities, group assignments, drawing, games, field trips, focus group facilitation, think-pair-share, and debates.

For the Indonesian participants accustomed to the lecture format, the active learning teaching style may be unconventional, however getting the participants’ input on the concepts and how it applies to their lives is essential for a successful course. There are certain instances in which it’s difficult to eliminate information in a lecture style format but it can always be followed by activities that engage the participants to explore, define, and discuss the information in their own terms. Also, it’s assumed that some of the participants have lived through traumatic experiences. Participating in the active learning activities can provide unique perspectives about the material and empower their voices, which are viewed as assets for critical thinking discussions and to community development.

The active learning activities are supported by the three learning theories outlined in figure 2.2. Experiential Learning is highlighted through in-class activities such as personal interviews and focus groups, while experiences outside the classroom such as the community meeting expose the learners to different realms of cognition. Emotional Intelligence seeks to provoke participation in certain active learning activities, in which their emotions add dimensions to class discussions. In addition, the Transition Theory
focuses on coping with the aftermath of the tsunami. By actively participating in the community development course activities, they can build the capacity to aid and strategize means to “move out” of the event. Participant’s insights and emotions being expressed in the active learning activities are assets to the learning experience and add strength to the short course that simply cannot be planned.

The teaching approaches for the short course are supported in the academic literature while complimented by performance art. At times teaching may mimic a theatrical performance on stage, in which the teacher radiates high, positive energy seeking to motivate the learners’ active participation in discussions and activities. As with the community development content, teaching the material seeks to creatively engage students to gain capacity and participate in their own development, rather than assuming a passive role.

*The Community Development Short Course is attached in Appendix A.*
CHAPTER III. METHODOLOGY

Context of Short Course Study

As previously stated in the introduction, there were many ambiguous elements about the course during its preparation, so certain assumptions had to be made. During its conception, leaders of the University of Syiah Kuala in Banda Aceh cut the course duration from two weeks to one week. Therefore, I rescheduled the content that I found most essential for a seven-day short course. It wasn’t clear on how many hours a day would be allotted for teaching. Assuming that we would have a nine a.m. to five p.m. time period, each day’s lesson was set for six hours to accommodate pauses for small coffee breaks, lunch, and Islamic prayers. I assumed there would probably be Muslim participants and it’s customary for them to pray five times a day. We also assumed, after speaking to administrators at the University of Syiah Kuala, there would be roughly fifteen to twenty participants. This effected how the active learning activities were designed. Furthermore, the vice rector of the university (who aided with my 2007 trip) assured me that the participants would be able to understand English even though they would all be native Indonesians. He said that a couple might need help but the other participants would step in for translation purposes. For this reason, the course was developed in English and not translated before arriving in Banda Aceh. It was also determined that three different universities in Indonesia would send delegates to attend the short course: the University of Syiah Kuala, University of Brawi Jaya, and University of Banda Lampung. Unfortunately, we didn’t have any idea of their academic fields but we assumed that they had little to no background in community development.
I also had expectations of the physical classroom environment and the materials that would be available for the lessons. PowerPoint presentations were prepared for the informative stages of the lessons and we were assured there would be a projector available everyday of the course. I wasn’t concerned with the room size, writing materials, or the preparation of food and snacks because the vice rector also assured us that those items would be their responsibility. The one factor that I wasn’t confident about was the actual printing of the short course manual and workbooks. I prepared a large amount of material for the class and was unsure of their printing resources such as the Indonesian paper sizes and equipment, so I decided to print the material in the U.S. and bring them to Banda Aceh. A manual including all the lessons, handouts, and powerpoints were given to each of the universities and all of the participants received handouts for all the lessons prepared for the seven-day course.

Concerning the teaching methods to be used in the course, I was not fully confident that the participants would engage in the active learning activities. From my teaching experiences in Mozambique, many students in developing countries come from a long line of lecturer style, teacher-centered classes where learning is passive. In the short course, there are some lecturing elements but the majority of the class will engage the learner by participating in activities to achieve a higher degree of cognition. My main concern was that they would not understand the tasks nor would they be motivated to take part in it.

Description of Study

The final element of this study is to evaluate the effectiveness of the short course held in Banda Aceh. The goal of the research is to measure knowledge and attitude
change toward community development after attending the short course, not to judge how well the participants enjoyed the class. Therefore, tools were developed to record and measure responses that address the final research question:

3. Did the participants gain knowledge and change attitudes concerning essential community development concepts, theories and approaches?

In order to answer the final research question, I utilized both quantitative and qualitative research methods. Essentially the study had three modes of measuring the participants’ responses about knowledge and attitude change. For each instrument of research, the participants used an ambiguous number as code to keep their identity anonymous. They were instructed to use the same number for each instrument for continuity in the research and were also notified not to use self-identifiable information to protect their anonymity. Before getting started on the first day, the participants were asked to answer a series of open and closed-ended questions as a pretest for the course. It was followed by a posttest on the final day before the closing ceremony, where the participants answered the same questions. The final mode of measurement involved participants writing in a journal to reveal personal reflections about each lesson with a set of two open-ended questions per day.

In the research, the pretest measured the participants as the dependent variable before being exposed to the short course (the stimulus, which represents the independent variable). After the course the participants were measured again with a posttest, which represents our new dependent variable. Changes from the pretest to the posttest then will indicate that the stimulus, the independent variable, created the difference (Babbie, 2001). The journals also look at a change in these variables by wording the questions in a
way that represents how each lesson altered their knowledge and attitudes. Each method required the participants to record the data on the supplied tests and journals.

All questions were written in English, but the participants offered translation to each other into Bahasa for clarification. Furthermore, the participants were asked to write their responses in English if they felt capable, but were allowed to write in Bahasa for those struggling to make their points. The Bahasa responses were translated in Lexington after the trip.

The three modes of measurement utilize open-ended questions, which allows the respondents to answer in their own words. In the journals, the same two questions posed for each day are contingency questions, where one question is posed and then followed by another explanation question that is contingent on the answer to the first question. In this case, the first part of the question can be answered with a yes or no and the follow-up question makes the respondent divulge their thoughts. For example, “Would you apply today’s topics in your current work or in the future? If yes, how? If no, why not.” The pretest and posttest also pose basic open-ended questions in which respondents are asked to define a certain community development concept, make a list of terms, or write a response to a question in their own words.

The research also focuses on quantitative data to address the research question in the pretest and posttest. For this, I include many closed-ended questions in which the respondents are able to choose their answer from a list provided by the researcher. All of these questions use the semantic differential scale in which the respondents must choose between two opposing positions. Some questions are black and white with a yes or no
answer while others have more options to quantify the distance among the choices, such as strongly agree, agree, disagree, and strongly disagree (Babbie, 2001).

The combination of qualitative and quantitative research questions provided a wide range of data to address the third question of this study. I assumed the participants had minimal knowledge of many of the concepts and approaches in community development. Collected data from the participants presented changes in their knowledge levels, changes in their attitudes towards these approaches, and shed light on the teaching methods were chosen effectively to present the material.

Limitations of Study

There are several research limitations. First of all, there may be a language issue in which the respondents may not understand the nuances of the English question or how to respond. Some may be too timid or embarrassed to ask for translation. In such instances, the data may not reflect their true opinions or thoughts on the subject. Additionally, responses in Bahasa must be converted into English for analysis and one must trust the competency of the translator. Manners of expressing their thoughts in Bahasa may not translate well into English, which will produce inaccurate responses.

Secondly, there is a small sample size of respondents from one region of the world. To get a better idea of the effectiveness of the course, ideally one would teach multiple courses and conduct research each time to produce more reliable and valid data. Nevertheless, this evaluation effort can be viewed as a first step to acknowledging strengths and weaknesses for future courses.

Finally, it is assumed that the participants will be competent to understand the material presented in the short course and the questions asked of them. It’s possible that
the methods of facilitating the course or methods of evaluation will be foreign to them, which may produce data that is not useful for science. Most will have higher education degrees so I believe its safe to say that this group will be competent for all aspects of this study. Yet, it’s difficult to conclude that this study group reflects other communities around the world with different educational backgrounds.

Actual Parameters of the Short Course

When it came time for the short course, the first day satisfied most of the parameters that were in doubt. First of all, we began the day with fifteen participants that dwindled to thirteen by the end of the day. On the second day someone from Brawi Jaya arrived, raising the sample to fourteen. For the pretest N=14 which dwindled to 13 for the posttest because one participant was absent due to an illness in the family. I noticed from the first day that almost all of them seemed to understand English well because of their involvement in group discussions. Two or three had difficulty verbalizing their responses in English but as the vice rector predicted, the other participants were able to translate for them. During the lessons, we periodically paused for language clarity so the participants who struggled with English would receive translations of the material and class discussions. I had my doubts on the language ability because of the 2007 trip but most of the participants were university professors so their education level provided exposure to English. The fact that we were able to communicate well in English created a conducive environment for group discussions.

On the first day, the vice rector performed the opening ceremony stating the purpose of the short course and the proposed schedule for the week. We had planned a seven-day course to start on Monday and to end on Sunday but to my astonishment, he
reduced the schedule again. Sunday was completely cut out and Saturday was proposed for a morning closing ceremony because of the participants’ agendas. We narrowed the course down to the essential seven days in preparation, but now we needed to be flexible and reduce it to five days. The seventh lesson was eliminated and the other lessons had to be squeezed into a five-day course. We allocated roughly six-hours for each day’s class in the planning, which turned out to be somewhat accurate. Each day consisted of roughly five and a half hours of actual course work with breaks for snacks and prayer.

To accommodate the new schedule of a five-day course, we had to condense some of the lessons and merge certain days together. The first day consisted of the opening ceremony; introductions; setting the agenda and ground rules; followed by the proposed first lesson on community, development, and community development. The following day we merged the second and third lessons on community capitals with power and empowerment. We omitted the field trip scheduled for the second lesson and the discussion for the third to compress the lessons together. The third day condensed the community exploration and asset-based exploration lessons together, which actually worked out well according to their themes. We omitted the asset mapping activity and focus groups from these lessons. The fourth day focused strictly on the group meeting and facilitation lesson where the participants planned for a community meeting on the fifth day. Unfortunately, lack of time led to the omission of the facilitation portion of that lesson. The fifth day landed on a Friday when there is a call for a longer prayer session in the middle of the day. Fortunately, we were still able to meet with two different communities to apply the facilitation lessons: a fishing group and a farming group. The
last day was set for the closing ceremony, where the participants received a certificate and displayed some of their culture through song, dance, and poetry.

Everything else planned though, seemed to run smoothly. We had a large room that accommodated the class and the planned activities for each lesson. We had a projector, dry erase board, flipchart paper, notebooks, and writing instruments that eased facilitation of the lessons. The desks were already arranged in a circular fashion, which created a more conducive environment for discussions and teaching. Food and drinks provided by the university varied each day with some of the local dishes. The group meetings in Friday’s lesson went smoothly in which the transportation was fast and convenient for all. In addition to this, the communities that were asked to be involved with the lesson were accommodating and open for participation. All in all, the frustration of developing a course with so many undetermined parameters became insignificant just after the first day. Some elements were rearranged as was suspected but considering the distance between Kentucky and Banda Aceh, I believe the parameters were relatively easy to accommodate.

Analysis of Data

In the previous sections, it was mentioned that the scientific process of developing and teaching the short course was complemented by art. The process of analyzing the data collected for this study is no different. The scientific analyst is an artist too because it takes a creative, skillful eye to decipher data. Someone may look at a Jackson Pollock painting and only see a splatter of jumbled paint daubs. After analyzing the painting for a while, an artist begins to reveal patterns that emerge to find its true meaning not seen at
first glance. The social scientist also analyzes, examines, and organizes data in a way to reveal patterns that make sense of the responses and develops conclusions.

As stated, there were three instruments used to collect data from the participants in this study: pretests, posttests, and journals. The journals were composed of qualitative data and the tests contained a mixture of quantitative and qualitative responses. The overall study looks at patterns that emerge in the cross-case analysis. Huberman and Miles (1994) developed the variable-oriented analysis in which we look at the relationships between variables. In this study, we are looking at the dependent variables (participants’ responses) before and after the stimulus (the short course - independent variable) for clues of its effectiveness. For the quantitative data collected in the study, the patterns emerge by counting the number of responses for comparison. Interpretations can then made by comparing the statistics to provide conclusions about the data.

The analysis of the qualitative data is not as straightforward, so for this portion of the analysis I use a method known as open coding. Strauss and Corbin (1990) stated that open coding pertains to the naming and categorizing of phenomena in the examination of the data. The data is compiled and categorized in a way that shows patterns in order to make assumptions and conclusions from the responses. During open coding, data is separated into different parts, closely examined, compared and questioned, and finally, the researcher makes assumptions on phenomena revealed in the analysis (Strauss and Corbin, 1990). In this study, I have joined the qualitative responses into groupings according to similar and different responses to reveal patterns of thoughts. After the dependent and independent variable data was categorized, interpretations of commonalities should shed light on course impact.
Analysis of the Pre/Posttests

Respondents: (N) = 14 Pretest / 13 Posttest

Quantitative Analysis/Interpretation

1(b). How confident are you that others would define it the same way.

Table 3.1 - Confidence scale on definition of community development

<table>
<thead>
<tr>
<th></th>
<th>Very Confident</th>
<th>Somewhat confident</th>
<th>Not Very Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>3</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Posttest</td>
<td>11</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

* Only twenty-one percent (3 out of 14) felt very confident in their definition of community development before the course, which grew to eighty-five percent (11 out of 13) after completion of the course. Though their answers did not reflect some of the material presented, their basic concepts of community development provided in the posttests were more in-line than the pretest. The data here shows that they felt more comfortable defining what community development means to them.

3(b). Circle the choice that best fits your opinions of the following statements:

1. Empowerment is an important goal for community development programs.

Table 3.2 - Scale of empowerment being important for CD programs

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Posttest</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* Before the short course everyone agreed that empowerment is an important goal for community development but after participating in the course they felt more strongly about empowerment.
2. Empowerment will slow down community development efforts.

Table 3.3 - Scale of whether empowerment will slow down development.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Posttest</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

*Before the course five people agreed that empowerment would slow down empowerment versus one after the course. Also the number of people who disagreed went up from ten to twelve after the course. Both results show that their opinions shifted slightly towards the notion that empowerment doesn’t slow down community development efforts. Note: the question may have been confusing to a few people so the data may not reflect their opinions.*

3. A community development program should include empowerment strategies.

Table 3.4 - Scale of whether CD programs should include empowerment strategies.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Posttest</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* The class agreed before the course that community development should include empowerment strategies but after the course all of the participants strongly agree.*

4. Below is a list of ways to explore a community.

Table 3.5 - Community exploration experiences.

<table>
<thead>
<tr>
<th>Have you heard of this method? (Yes or No)</th>
<th>Pretest</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Y= 8</td>
<td>Y= 13</td>
</tr>
<tr>
<td></td>
<td>N= 6</td>
<td>N= 0</td>
</tr>
<tr>
<td>Have you ever performed this method? (Yes or No)</td>
<td>Pretest</td>
<td>Posttest</td>
</tr>
<tr>
<td></td>
<td>Y= 8</td>
<td>Y= 13</td>
</tr>
<tr>
<td></td>
<td>N= 6</td>
<td>N= 0</td>
</tr>
<tr>
<td>How confident are you that you understand this method? (Very, Somewhat, or Not at all)</td>
<td>Pretest</td>
<td>Posttest</td>
</tr>
<tr>
<td></td>
<td>V= 5</td>
<td>V= 12</td>
</tr>
<tr>
<td></td>
<td>SW= 6</td>
<td>SW= 1</td>
</tr>
<tr>
<td></td>
<td>N= 4</td>
<td>N= 0</td>
</tr>
<tr>
<td></td>
<td>V= 5</td>
<td>V= 12</td>
</tr>
<tr>
<td></td>
<td>S= 7</td>
<td>S= 1</td>
</tr>
<tr>
<td></td>
<td>N= 2</td>
<td>N= 0</td>
</tr>
<tr>
<td></td>
<td>V= 4</td>
<td>V= 10</td>
</tr>
<tr>
<td></td>
<td>S= 7</td>
<td>S= 3</td>
</tr>
<tr>
<td></td>
<td>N= 3</td>
<td>N= 0</td>
</tr>
</tbody>
</table>
**Personal Observations**: Six of the participants wrote that they had never heard about personal observations before the course but acknowledged later that they had heard about it after participating in the short course. One hundred percent of all who participated in the posttest have heard of personal observations. Furthermore, the six that hadn’t heard about the method before the course had also not performed this method. After the course, all of the participants responded that they had performed this method because we performed this technique in class. Finally, before the course most of the participants did not feel confident that they understood personal observations. Only five out of fourteen (36%) felt strongly about their understanding before the course. After the course though, their responses shifted sharply from five to twelve who felt very confident in their understanding. Now ninety-two of the participants feel very confident about this method.

**Personal Interviews**: Twelve out of fourteen (86%) of the participants had heard of personal interviews before the course but after attending the course all of them had at least heard of the method. In addition, twenty percent (3 out of 14) had never performed this method before attending the short course. After the activity in course though, all of the participants admitted to have experience with a personal interview. There was another large shift in the participants’ opinions about their confidence in this method. thirty-six of the participants were very confident of their understanding at the beginning of the course but it grew to ninety-two percent after completion of the course.

**Focus Groups**: Twenty-one percent of the beginning participants had never heard about focus groups. Fifty-seven percent (8 out of 14) listed in the pretest that they had performed this method, which grew to eighty-five percent after the course. Note: we did not conduct a focus group so it was not clear if they understood the meaning of a focus group before the course or were confused by the group meetings held on the fifth day. Finally, twenty-one percent were not at all confident in their understanding of focus groups in the pretest, which diminished to zero by the completion of the course.

*Collectively, these results show a growth of experience and understanding of these community development methods. In every category, the participants’ responses shifted showing that they gained more exposure and experience in performing these methods in class, which increased their confidence levels.*

6. (a) Have you ever facilitated a community meeting?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pretest</strong></td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td><strong>Posttest</strong></td>
<td>12</td>
<td>1</td>
</tr>
</tbody>
</table>
* Seventy-one percent (10 out of 14) responded that they had facilitated a community meeting before the course. After the course, the numbers grew to ninety-two percent. This was odd because the two community meetings conducted in the course were attended by most but not facilitated in the manner discussed in the lesson.

(b) How confident are you facilitating a community meeting that would produce a decision?

Table 3.7 - Confidence level of facilitating a meeting to produce a decision.

<table>
<thead>
<tr>
<th></th>
<th>Very Confident</th>
<th>Somewhat confident</th>
<th>Not Very Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>4</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Posttest</td>
<td>9</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

* At the beginning the participants’ level of confidence was somewhat low. This is a sharp contrast to those who claimed in 6a that they had facilitated a group meeting. By attending the short course, their confidence level increased. Sixty-nine percent of the participants feel very confident while the rest are “somewhat confident.”

(c) How important is it that everyone participating in a community meeting has a chance to voice their opinions?

Table 3.8 - Importance that everyone participates in a community meeting.

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Somewhat Important</th>
<th>Not Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>13</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Posttest</td>
<td>13</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* This data doesn’t show much change in the participants’ opinions about community participation. It suggests a strong receptivity to citizen involvement.

Qualitative Analysis/Interpretation

1(a). Define community development in the space below. - Pretest

Two saw community development in terms of empowerment.

* Community development is activity to empowering people in some place or with some interest.
* Empowering and strengthening the capacity of community through optimizing their resources and opportunity for their prosperity.
Seven viewed CD as improvement of the community or their livelihoods.

* A concept related to improvement and development for the community at any level through may facilities so the community can decide, plan and manage the resources to achieve the welfare.
* I should say CD is a unique or certain strategy to improve the quality of living of certain community.
* Activities conducted in order to make a better life of community.
* CD is the effort and (to) facilitate the community to know what they have to do to get better life.
* Community development is how to increase some people to do better in their live.
* CD is tools for go development community to help them more develop, to get good quality for life. (Tomorrow will be better.)
* Community dev. is how to improve community base on environmental support.

One suggests that CD is about community problem solving.

* Community development is how to find the best solution way of a community to solve the common problem in community.

Four do not define CD but list its characteristics or their responses are not clear.

* CD is the way to develop community by appreciative inquiry.
* Community development is one of social sciences (I really want to learn more about it.)
* CD a group community of interest.
* Development of CD from a small unit to a large unit.

As a group they reflected some of the dominant literature about key elements of community development prior to the short course listing their major categories of empowerment, improving quality of life and solving certain problems in a community. No one addressed the issues of solidarity and capacity building.

1(a). Define community development in the space below. - Posttest

After the short course, six defined CD in terms of empowerment. A few added some of the pretest elements of problem solving and improving lives.

* CD is the way how to empower the community to reach they dream by using their assets independently. CD is just a stimulant to let them getting their better life.
* Activities which designed and implemented to empowering the community fulfilling their need.
* CD is the process of empowering the group of people that shared expectation and identity through exploring their asset, need and dream to achieve their goals.
* CD is about empowering each community to be optimal.
* Community development is the activity to empower of community and to make solution problem.
* Empower, train and develop the potential of the community.

These responses focus CD in terms of development and utilizing assets in the community.

* It is a kind of activity which aims to find ways on how community can be developed. Such ways can be found externally or within community.
* How to develop (a process to make people better as what they need) without get problem to others by using their assets.
* A model of development which try to involve the activity of the community and its local resources.

Two focused on the improvement of lives.

* To give or created some activities in the community so that community can find better life. In development the more important should have/base on natural resources.
* CD is people have the same goals in they life to more better life (ex. farmer, fisherman, etc.).

Two definitions were related to place and interests.

* Is a group of people which is could be based on place, interest, religion.
* Its difficult to define, but generally I categorize it based on place and similar idea.

In the pretest and posttest the participants did not mention the terms solidarity or capacity building. Yet, more of the responses in the posttest utilized many of the dominant literature used throughout course in their definitions such as empowerment, dreaming, utilizing assets, and shared identities.

2. What is community capital? - Pretest

Eight out of the fourteen respondents defined community capital as resources or assets found in the community.

* The programs can be based on what the community has (assets) rather than what it lacks.
* Assets that community have.
* Community capital is all resources they have, include natural resources, knowledge, opportunity and institution.
* Things that community should have in order to have a good living, good surrounding, peaceful environment.
* Any kind of potential aspects (materials and immaterial/culture) that could be used to develop their quality of live.
* Community capital is any resources (asset) of the community have (tangible or intangible).
* The programs can be based on what the community has (assets) rather than what it lacks
* Capital in community like nature resources, culture, environment, etc.

The others listed ideas about social capital that contrast with the current community literature about this topic.

* Work hard, natural resources.
* Social capitals that are owned by community.
* Care, Trust, Respect, Honest
* Community capital is a member of population and education of people.
* Tolerance (tolerance), care each other, wisdom.
* The capital which have by the community. It can be the liquid capital/cash form or in the unliquid form.

One described community capital as what the government owns.

* Capital owned by government used for public development.

2. What is community capital? - Posttest

All of the respondents responded community capital as some sort of asset, wealth or resources found in the community.

* Is an asset which is belong to community.
* CC is the assets which having by them. Sometimes the community doesn’t understand that what they have can explore to enhance their life. It can be caused by the condition of education.
* Resources that already have by community which can be useful for community development activities.
* It is kind of asset that the community have which can be utilized to better their lives.
* Community capital is all things related to natural capital, financial capital, social capital, human capital, political capital.
* Any kind of wealth that the community have.
* Community capital is a asset have in that community.
* Assets owned by community could be human, political, cultural, natural and social capital.
* Community capital related to resources or asset that people use to it function.
* Wealth owned by the community in real things or other resources in the community.
* Capital which have community to build new life better, not only money.
* A collection of assets owned by the community which will allow the community to work together to reach their goal and to avoid the threat to the community.
* Potential of the community.

The respondent who listed government ownership changed his/her definition from the pretest. Government ownership was not in posttest response and defined community capitals as:

* A collection of model owned by the community, which will allow the community to work together to reach their goal and to avoid the threat to the community.

After the course, all the participants concurred with the community development literature about how to define community capitals. It’s evident that almost all the participants broadened their concepts of community capitals after attending the course.

The second part of question 2 asked the respondents to list some examples of different capitals found in a community and circle their importance in community development. (see next page)

List some examples of different capitals found in a community - Pretest

The six different community capitals listed in the course are: Human, Social, Political, Financial, Natural, and Cultural. In the pretest, only one individual was familiar with these forms of capital.

* Cash, social capital, human capital, political capital, cultural.
* Respect, honest, care, trust.
* Nature, trust, money, policy, Suril???
* Respect, sense of belonging, tolerance, friendship, care.
* Natural resources, knowledge, institution, opportunity, norm/local wisdom.
* Effort, empowerment, negosiation (negosiation), share, equity (equity).
* Solidarity, participation, understanding, facilities, money.
* Trust, honest, respect, optimis, religy (religion).
* Work hard, natural resources.
* Interest, perceptions, rules, religion, occupation.
* Natural resources, knowledge/science, spirit, fund, culture.
* Religion, trust, clean.
* Tolerancy (tolerance), care, wisdom.
List some examples of different capitals found in a community - Posttest

After the course, the respondents remembered the different community capitals listed in the short course.

* Social, Human, Natural, Political
* Natural, human, social, cultural, financial
* Nature, trust, political, economic, cultural
* Social, human, economic, natural, political
* Human, social, financial, natural, political
* Human, financial, social, political, natural
* Membership, tools, money, solidarity, vision
* Human, political, social, natural, cultural
* Nature, human, cultural, political, social
* Natural, social, human, political, fund
* Social, cultural, natural, human, political
* Human, natural, religious, social, political
* Trust, education, natural, policy, money

It’s evident that the knowledge of community capital categories grew from the pretest to posttest responses.

_The final aspect of question 2 was to rate the importance of each of the community capital, which was omitted because it doesn’t shed light on the research questions._

3(a). Define empowerment. - Pretest

In the short course, the term empowerment was mentioned meaning to give or create opportunities for others to access power. To become empowered means that you will have the ability to make and act on your own choices.

Two noted that empowerment means to improve capacity or ability.

* Empowerment is to increase the internal capacity of things.
* Empowerment is certain approach to improve the ability and quality of the community to do their best!

Two others said that it’s the process of finding power or rights to solve problems.

* Empowerment is how to find the power have in community member to solve the problem.
* That people know their rights, know what to do for a living.
Two mention motivating the community.

* The process and goal for development, which support, motivate and people awareness of their potential.
* How to motivate the community.

Four respondents noted that empowerment should focus on improving people’s lives.

* The effort to make the community could live better and independently.
* How to increase some people to do better in their live.
* Making people better to do something for themself.
* To give some tool or asset to community to improve their live.

Four responses were vague or unclear.

* Empowerment is the way to get a good CD.
* A(n) activity for community development.
* Empowerment is spirit or power for development.
* Involvement and development of community.

Even before the short course, it seems that more than half of the participants had heard of empowerment. While many were not concise in their responses, they list some key elements such as increasing capacity, finding power, and motivation to improve community life. Eight responses are vague such as improving lives or it’s a community development activity.

3(a). Define empowerment. - Posttest

Five of the respondents developed concise meanings of empowerment which reflect the community development literature.

* Empowerment is the effort to facilitate people to able to find their power and using them maximally to improve their life.
* It’s an ability to give other people/self opportunity to develop so that they can gain their lives like the way they want it to be.
* Empowerment is the process of improving the capacity of people to organize and best utilized their capital/assets.
* Enhancing ability and capacity of each community to develop/to be better.
* To enhance the involvement and capacity of community or person.
Three mention the empowerment as exploring power in the community.

* Power and capacity owned by the community- nature, culture, and effect that influence the community.
* Empowerment is decrease/improvement of the power which community have.
* Empowerment is to explore the power has on the community.

Two responses focus on involving people in the community to assume more responsibility in development.

* To ask people to be more active.
* Empowerment is: to give or create responsibility to other lives.

Two individuals view empowerment as enhancing living conditions.

* Activities which designed and implemented in the purpose to empowering community. They have a better condition by their own way.
* Process and goal to strengthen and empower a group in the community to achieve and enhance welfare.

One response was difficult to interpret or understand.

* How to empower the community.

After the course, eleven out of fourteen participants changed their definitions of empowerment. They listed aspects of enhancing capacity, finding individual ability to mold their lives, and facilitating people to find their own power.

5(a). What are community assets?

After examining the pretest and posttest responses, it appeared this question was similar to question 2 about community capital. Essentially, community capitals are community assets. Their responses were extremely similar to question 5, so the data was omitted for this study.
5(b). How can assets be used for community development? - Pretest

Three of the fourteen responses hint that finding and utilizing assets should be used to solve community issues.

* As the first capital to empowerment the people. As indicator to find the real problem and solve it.
* Idea can be used to make solution of the problems. Networking is bridging between community.
* We should start the CD from the assets conditions.

The following responses explore what assets are or how they work without much specificity.

* The asset(s) are elements that the community holds that are working.
* By working together, sharing together, etc.
* Use it by themselves and for themself.
* By working together with the community (planning and doing together with them).
* Increasing productivity. Increasing capability.
* Empowerment them!

Three responses do not appear to be relevant and the other two were left blank.

* Its used to learn CD.
* Three points of asset very important to empowerment community.
* People as a subject.

5(b). How can assets be used for community development? - Posttest

In the short course, the workshop leaders did not fully explore how assets can be used other than to address the issues in the community rather than focusing exclusively on needs or deficits.

Four responses include assets being used to focus on community needs.

* Getting know what kind of assets that already have by the community can be useful as a formula to create a realistic strategies that useful for them.
* After exploring the community and then finding the assets, we have to make sure which assets would make the community functions, which assets that might works well in community, that meet their needs.
* Asset can be use of community development the first by exploring kinds of asset, then we should know what the community need. Finally give or create empowerment activities like training/capacity building. (Should have the community capital.)
* It’s the thing that can be used according to their need.
Two participants noted the importance of exploring and mapping the assets for development.

* With better management the community can explore their asset more effective and efficient to develop the community.
* Identification assets which community, mapping and use the asset in good planning.

Five responses lacked clarity about the importance of assets for community development.

* It can be used for community development by working together.
* Assets will support the CD continuously and can spread prosperity also among community. Assets can be revealed among community gradually and simultaneously.
* Assets and capacity building and solidarity and needs = community development.
* Good development and full use for community welfare.
* Asset can be used as based to develop the community but “dream” is also need on the community development.

Two participants linked assets with empowerment.

* It could be used for empowering the community itself.
* If the community members knows the assets well, and do the right empowerment.

After the course, a few more respondents viewed assets as a way to focus on the community’s needs as well as the importance of exploring the community for its assets. It seems that all the others see assets as an important tool for community development.

7. What are your expectations of the presenters from the University of Kentucky? - Pretest

Most listed that they wanted to learn more about community development.

* To give more information about CD and the implementation in community.
* The presenters form the UK can make me understand about CD method!! Yes!!
* Your knowledge, experiences, kind of practice, anything. Because this is my first course on community development. I am happier if I can do what I have learned.
* Improve my ability of how to be best facilitator. Improve my knowledge on setting/planning CD in the best way.
* Methodology; Analysis of situation; How to solve problem, how to improve; Making community program by community; All aspects to improve the community.
* I hope (I believe) they are going to upgrade my knowledge about community development. Their presentation is very interesting!
Others wanted to exchange experiences.

* Comparing my experience in the field area as the tools to make it more systematically and easy to practice in the community field next.
* To share real experience in CD in USA. To share knowledge related to CD aspects.
* Sharing experience in USA, or another country. Maybe in my department or university.

The last entries were confusing or they did not answer.
* Good.
* Nice. I like the game and discussion we have.

7(a). Were your expectations from the presenters met? - Posttest
(The question was changed to address the pretest question.)

All of the participants stated that their expectations were met and also offered many words of encouragement and hope for a follow-up course.

* Yes, they were. We have the outlines before the meeting and it meets miss the meeting.
* All of my expectation was fulfilled.
* I just get an interesting learning in the class, awesome learning. I wish for next short course.
* Yes. The concept of CD has open(ed) my eyes and my heart and my mind. But is not enough for me. I need to learn more and practice as well.
* Yes. The elements of short course and the methods of presentation were very inspiring me in the whole sessions.
* Yes. Now I can try facilitating a community meeting that will produce a decision.
* Yes, I was. The explanation is very clear.
* The presenters have a lot of experience with community development. The presenters also knows well the theory of community development.
* Yes, they were. More than I expected (I learned more not only contents of CD but also the methods the instructors use during the workshop...fantastic!
* Presentation that presenters give generally have suitable to empower the community. It can support me to face challenges in the future. I think this workshop need more increase to know more in other aspects.
* Its very good and easily understood and can motivate participants.
* Yes. I get the methods form presenter to build community development. Especially in how to explore what community really need.
* We need to improve and practice CDC in other countries.
* Yes. Now I can try facilitating a community meeting that will produce a decision.
7(b). What happened that you did not expect? - Posttest only
(A follow-up question to explore what the participants got out of the course that they
didn’t expect)

Some didn’t expect the field trip, which offered application to the lessons. Some offered
advice on how to improve it as well.

* The meeting with the practiced CD in the farmers’ community and ARLDF which
  build the center of farmers development.
* I did not expect time schedule for field trip was too short...better if we had more
time.
* To plan and to design a group meeting was not a simple or easy step in CD, and
  also the implementation sometimes need an adjustment. The importance of
  developing “question” that would be fit with the condition/situation.

Two listed that the activities in the class would be useful to his/her own instruction.

* More than I expected (I learned more not only contents of CD but also the
  methods the instructors use during the workshop...fantastic!
* I learned about fun and interesting techniques which can be useful as a tools for
  community development activities.

Two valued how certain skills were taught.

* As I am a new learner, everything is important. Even “mistakes” that I did during
  learning process are also worthy/worthful for me that I “learn” something which
  could...(didn’t finish).
* I found several skills of CD which are difficult to implement in Aceh because of
  community culture.

Others didn’t have anything to add.

* I don’t have one.
* There isn’t. Everything is useful.
Analysis/Interpretation of the Personal Reflections

Respondents: (N) = 12
(T) = Translated

Questions for each day:

1. Did today’s topics challenge or support your view? Explain.

2. Would you apply today’s topics in your current work or in the future? If yes, how? If not, why not?

* Before analyzing this data for the personal reflections, certain aspects should be noted. First of all, after reading the responses for the first question for each day, it seems that many of the participants didn’t understand the difference between challenge and support. I did not explain the questions very well; therefore I’m assuming that they are responding to challenging viewpoints. Furthermore, the short course was shortened due to the time interval so some lessons had to be combined on certain days. The journals that I gave them listed the days and the lessons. Some respondents followed the journal according to the lessons while others made entries according to the day. Consequently, some responses did not correlate with the heading on that page or certain lessons were not addressed at all by some participants. I used my own personal discretion on where to organize the responses according to key words in the text (i.e. empowerment or assets).

Day 1 – Defining Community Development

1. Did today’s topics challenge or support your view? Explain.

These responses mention how the terms in the first day challenged their thoughts.

* Today’s topics give me a better understanding of the terms “community” and “development.” Previously, I had a general (abstract) concept/definition of community and development. But now, I think I can “see” community from different aspects and development provided for the community.

* Today’s topics really support my view on community development. First of all, defining community remind me that community could be related to place or interest. Moreover, defining development also remind me that improving prosperity of community should not.

* Yes. I agree that the term “community” is hard to explain. But Mr. Ronald’s and Mr. Michael’s explanations were outstanding. The workshop was very rich, but their methods were intriguing, we were all enthusiastic. What I have learned is that the keyword “CD”, just as the proverbs says that, if we want to successfully
help someone, don’t give the fish, but give the hook. As teaching staffs, we should use the knowledge we obtained about “CD” to assist us in our teachings, research, and dedication.

* Yes, I found myself interesting in defining criteria of community.

* Yes, I did. The today’s topic will be support our job as lecturer. After this I can explain the definition of community development become more clear to the student and to other peoples.

* Yes. Now I have realized that the definition of CD can be viewed from different aspects.

* Today’s topics really support my view on community development. First of all, defining community remind me that community could be related to place or interest. More over, defining development also remind me that improving prosperity of community should not.

Others explain how the class has sparked interests of community development in their lives.

* Yes, I did. I really want to know what is it about.

* Today’s topics is can support to me to faces the challenge in community in the field.

* Yes, because through this topic, people can unite in a community to achieve a certain goal in life.

Two left the answer blank.

There were many responses to the first question that indicated the instructors challenged their views of community development and represent knowledge (community, development and community development) and interest gained for the topics covered.

2. Would you apply today’s topics in your current work or in the future? If yes, how? If not, why not?

A few respondents expressed how they could apply the topic to their current positions related to community.

* Since I have a better understanding of the term community development, I realize now that there were some activities I did in the past that I consider as kind of community development activities/programs. I come to a decision that I have to continue such activities. Students of my department are the community that with
whom I always (if necessary) asking for their participation. Finding out what they really need and offering them solution or asking their opinions about how they would improve themselves.

* Yes, today’s topics will make our knowledge of community development more clear. On the current work as lecturer in water resources engineering. On the future the topics should be tell to other people about the community development definition.

* Yes. I was able to learn a lot about the meaning of CD. Also, Mr. Ronald’s and Mr. Michael’s outstanding methods motivated me to keep on going. All the keywords that we have learned today (community, development, solidarity and participation) can be applied now or later in the future by me, because I am part of the community. Two aspects of CD: 1) Building capacity 2) Solidarity

* Yes, I would. This topic is related to my current work as a part of the professional work as lecturer. By knowing the community capital, we will know where we have to start facilitation community to know-how enhancing their life to be more qualified independently. Community developer is just facilitating the community to identify their capital theirselves.

* I will apply these topics in my current program of empowering a group of corn farmer.

These respondents indicated they would use the concepts but do not provide specific examples of how they would integrate them in their work.

* Yes, to formulate a proper and suitable programs and development model for a certain community.

* Yes. By using my experience I will do some thing to the community especially the useful to community.

* Yes. This topic is a realization of the complexity of everyday life of people. Also with the intervention of the government concerning various issues.

* Yes, I would if I have chance to do it.

* Yes, through identification of the purpose of people united in a community.

* Yes.

Based on the responses to the question it’s safe to say that attitudes were changed and the participants want to involve these concepts into their lives.
Day 2 – Community Capitals

1. Did today’s topics challenge or support your view? Explain.

All of the participants mention how they were challenged with defining community capitals.

* Yes, I did. By exploring the community capital in this short course, we can identify the capital, which the community has. The definition and methods how to find the capital which community has, is practical way to define the capital which has the different characteristics among communities. The different communities have the different characteristics but they can categorize in the specific way. To define them as specific categories is a challenge among communities.

* Formerly, I thought that capitals were things related to money/financial, human skills, and nature. Today, I know that social, culture and even politics are also capitals. That everyone holds some type of power is a thing that is not realized. Many people are not aware that they have some type of power.

* No. Previously, my understanding of Capital was only about money, but it is actually more than that. There are six types of Capital which can help the function of the community, they are: human capital, political capital, natural capital, functional capital, cultural capital, and social capital.

* Yes, topics today support my views, which believe community have a power to do something for their problem. Capital which explained on the topics is something already them have even though its not yet optimized for them need. What community developer to do is to show how big of this capital.

* Today’s topics improving my views of community capitals, especially the term social capitals. The concept of bonding social capitals and bridging social capitals also improve my understanding of community development.

* Yes, I did. From today’s lecture, the definition and the meaning of community capitals more clear. From this, I can analysis what the or what kinds of capitals in a community.

* Today’s topics as a support to me to know about community function. Besides that also can be challenge to empower the communities.

* Very challenging because I have a very limited knowledge about CD, power, etc.

* Yes.

* Yes, I did.
In essence, this lesson certainly challenged most of the participants’ views of community capital and indicated they gained knowledge. Many of them initially saw capital as monetary wealth of the community, but after the lesson they began to recognize of assets that can be utilized for community development.

2. Would you apply today’s topics in your current work or in the future? If yes, how? If not, why not?

All of the participants indicated that they would use today’s topics in their work and weave capitals in their classes.

* Yes, I would. These topics are related to my current work as a part of the professional work as a lecturer. By knowing the community capital, we will know were we have to start facilitating community to know. How to enhance their life better than before independently. Community developer is just to facilitate the community to identify their capitals theirselves (themselves).

* Yes, my job as a lecturer also to apply the science for society. Today’s topics which interesting to have a better fame about community and about capital that belong of the community and now I have another approach to involve in community development activity.

* Yes, in my current work as a lecturer, encouraging participation is essential since the student usually will get more better views if they do participation. I will also apply the method in performing any decision making process.

* Yes. Of course. I can accurately identify examples of capitals in our community in Aceh: gotong royong, julo-julo, GAM. As a professor, I can now understand that the power that I possess right now is the result of: knowledge, reputation, skill, relationship, and leadership.

* Observe/find out what kinds of capitals my communities have. Observe power that the community has that can help them act/do better things. And I would start to do this from me first, my family and my department where I spend my time most.

* Yes, I will analyze the capital of our department to find the direction of development.

* I will apply this topics in the future when together with community exploring their capitals.

* Yes, by using type of community capital or community resource (asset) in the community and making the community to be strong by training and capacity building.
* Most likely only for the most part. From the second day’s topic, I will only apply things that are related to my expertise which are sociology and anthropology.

* Yes, the Community Capital of a certain area can be known through survey, observation or small research (questionnaire). Then, utilizing its potential, activities can be performed to help them improve.

* Yes, I would.
* Yes.

Day 3 – Power and Empowerment

1. Did today’s topics challenge or support your view? Explain.

Note: The schedule of the short course had to be reorganized due to time limitation so this lesson was merged with the community capital day. Therefore, some of the participants didn’t address the lesson on power and empowerment.

The responses were positive. Those who explained how they were challenged mentioned that their ideas of empowerment changed and that they better understand power structures in their communities.

* Yes, spectrum of participation and how we define potential solidarity within such community can be utilized to enhance participation among the community members. Discussing what power is and how to define types of power was interesting.

* Yes, after know what is power and empowerment also how it could affected to the community. I can see if this topic has an important role to the practice of community development when we can identify the power of community which they already have, we can organize and manage this kind of power for their own advantage. They could have a better capacity form this empowerment programs.

* Until today, I am still doing things such as learning/studying, either like or dislike. Usually, I do things because I like to, or I am forced to do. But today I am sure I have been empowering myself actually. I think I need to be more sensitive to recognize what I have already and might be developed and then share it.

* Yes, I did. Today’s topics support me to define the power and inform me kinds of power can be based on positive meaning and negative ones. These topics guide me to know how the effective function of the power and help to identify the key actor/person who influence the community. By knowing the way of power in the community makes us easier to facilitate the community.
* Today’s topics also support my views that community has inner power that can be used to empowering their community.

* Yes, I did. From this topics it can be understood what a power of our community (department) and how to empower our department members to achieve the union and mission.

* This topic very challenge to empower the community and their life to be good.

* Yes, because power or empowerment can help people’s dreams come true.

* Yes, I did.
* Yes.

2. Would you apply today’s topics in your current work or in the future? If yes, how? If not, why not?

The participants discussed how they will adopt these concepts for teaching and one even discussed how this will benefit friends and family members.

* Yes, do. Even the purpose of lecturing or facilitating the people is different. I can use the methods in a part of my teaching to motivate my student to find their power theirselves (themselves) to be succeed in the study. By this motivation, I hope they can find their confidence not only in study, but in their daily lives.

* Yes, varieties of strategies to empowering community could be a new concept that I can adopt and apply to my activities which return to this kind of empowering strategies.

* I would try to apply today’s topic, especially in my current work of empowering the group of corn farmer in ___ (left blank for anonymity).

* Yes, in my current work as a lecturer, encouraging participation is essential since the student usually will get more better views if they do participation. I will also apply the method in performing any decision making process.

* Yes, I will apply today’s topic in our job as lecturer. I will explore our power to empower others lecturer to write the research proposal.

This respondent tells how they will share the knowledge gained with members of his/her family and friends.

* I like to share good experiences or knowledge with other member of family, colleagues, friends and students. I hope it can motivate them, or make them think
at least. They can do more to make their dream come true and then share it again to others.

The rest do not specify how they will use the information in their lives.

* Yes, by influence they behavior living related to have they community to be functions.

* Yes, acknowledgement of what their dreams are and to encourage them to attain that dream.

* Yes, I would.

* Yes.

Day 4 – Community Exploration

1. Did today’s topics challenge or support your view? Explain.

All but one found the lesson to be insightful. For the most part, it challenged their views on how to explore communities.

* Yes, this topics challenge my views – because I have a better perception about what kind of problem that we should find and identify from community. After that we also could have a better criteria to that activities.

* Indeed! I agree with the interview and observation technique. I didn’t know about focus group. Mr. Ronald’s shared experience was outstanding. He gave an extraordinary example, technique, and focus group. Need based focus group and asset based exploration.

* Yes, I did. This topics guide me to understand how to explore their mind in their own perspective. The methods of this topics can support me in my teaching process to let my students to be more participants in the class.

* Today’s topics also interesting and support my views in community development. Through exploration I will be able to get an idea of how the community work, the issues they facing, and the people’s dream!

* Yes, I learn what are the suitable method and approach to explore what are some issues that such community face.

* It challenged me to on how to interview in a more efficient manner. And also how to pay attention to the surrounding conditions (geographically, economically, etc).
* Yes, I did. This topics made our life views become enjoy because I can explore our social community. From this I can more understand how to live together.

* Today can be support me to face challenge in the community.

* Very challenging, because it challenges me in using my skills to motivate the community.

* Yes, because as we continue on exploring the community, we will be able to recognize what their dreams are.

* Yes.

One of the participants had problems concentrating but expresses how the lesson provided significant insights.

* Not Really. Today it was a little bit hard to concentrate. Yes, I could read the material but your explanation, experience was great and gave a lot of extra-knowledge.

This lesson appeared to have an impact on many of the participants who didn’t have prior experience exploring communities. They practiced some of the methods taught in the course such as personal interviews and personal observations. All the activities might have been overwhelming for them because one of the participants struggled with concentration.

2. Would you apply today’s topics in your current work or in the future? If yes, how? If not, why not?

Some plan to use the tools for community exploration in their professions, but many do not offer specific examples of how they plan to use the information.

* Yes, I do. As I said before, this topics are correlated with my profession. It can be support me to apply the methods in my discussing class in some specific issues of my subjects.

* I would apply this topics in my current work in ___ (left blank for anonymity) because community exploration will help me to have a better understanding of the community. Therefore, I can help the best way of development.

* Yes, because this activities have an important role to my public activities. I can see a better connection between this concept and activities to find an important substances from community.
* Yes, I will explore our department members or our department to make more powerful research.

* But of course! To interact and help the community, we need techniques to obtain information about the asset. Also the needs from the community to develop with our assistance. I will apply the theme discussed today on my work environment.

* Yes. To get all data that need correctly. By having good data about community very easy to apply the programs.

* Yes, to live in a community can perhaps be one of many ways to explore.

* Yes.

One of the participants questioned if they would actually apply the topic in their current work, stating that he/she would need to learn more before applying it to his/her work.

* Maybe in the future. I am still not ready. I need to learn more and practice in my small community first.

Day 5 – Asset-based Exploration

1. Did today’s topics challenge or support your view? Explain.

Not all the participants provided written responses to the asset-based exploration lesson because it was paired with the community exploration lesson to save time. These respondents expressed how these concepts challenged their way of thinking about exploration. Now they have a different way of looking at exploration, not just viewing what the community needs.

* Yes, it did. The topics guide me to identify some objects in the specific cluster. This ways make me easy to analyze the objects more comprehensively by knowing external and internal factors which influencing the condition and the situation of the objects.

* Today’s topics support my view for both what is working for community and what they are lacking there. Better known about community assets we can explore a community to determine the best way of empowering.

* Today topics can be challenge and support to me. Generally in community many asset available that have not used yet by community.
* Yes, positive and negative aspects of the community can be identified through exploration of its asset. Once it has been known, it can be used as a starting point in its development.

* Yes, asset is what community already have. This concept is an important resources that could play most influencing relation. Conditions of this resources could contribute for benefit to the community.

* Yes, I did. To manage our budget, the asset-based exploration is useful to use.

* It supports me, because I’m ready to explain to the community about their abilities.

2. Would you apply today’s topics in your current work or in the future? If yes, how? If not, why not?

They will incorporate this lesson into their work as university professors of universities. Many of the participants will interact with their communities to explore local assets.

* Yes, I would. This topics support me to understand the community in some perspective. It can be implemented in the community services as a part of three obligations of the lecturer in the university.

* Yes, this topic is grateful. Its could help me when I do activity which relevant to the community. Before identify the solution or what community really need, explore this kind of resources could help me to define the solutions.

* Yes, I want to help them in exploring the asset they can help their lives by empowerment.

* I would exercise to apply this topics in my current work so that I can get a comprehensive information of community assets.

* Yes, I will apply this today’s topics to know the asset of our community. Asset can only described well if recorded based on exploration.

* Yes, it’s very fun. Because I can observe and also interact directly with the community.

* Yes, though identification and implementation of the asset.
Day 6 – Facilitation and Group Meetings

1. Did today’s topics challenge or support your view? Explain.

This topic was, without a doubt, informative to many of the participants. Not only were concepts and techniques discussed, they applied their knowledge out in the field. They expressed why these methods were important to them and how participating in the short course challenged their views.

* Yes, they did. These topics describe me more clearly how to get what the participants think, want, and need. These also give me example how to adopt the complexity of members’ opinion and unite them in one focused purpose.

* Actually, today’s topics are the most important to me because it was inspiring me how to design or plan a meeting. We have to be creative in designing or plan a meeting and also to be flexible in implementation.

* Yes, I learned that personal and even group reflection is very much important in developing trust within such community.

* Yes, I agree that everything that I’ve learned from the workshop today can be practiced out in the field. Preparation, ground rule, and the execution will be more organized since it was prepared in great detail.

* Yes, through facilitation and group meetings, we can stimulate people in the community to interact with one another, so that through participation, responsibilities, and exchange of information, they can find solution to problems.

* Yes, I did. Yes, I really want to know the differences about facilitator and teacher.

* Yes, values and strategies for interacting to the community play an important things for implementation of community development concept. Techniques that we can applied for this activities would help me much.

* Yes, I just learned that even we have already set the meeting what will be happened in the field could be quite different.

* Yes, I learned that personal and even group reflection is very much important in developing trust within such community.

* Yes, I did. Facilitation is very important to succeed in the group meetings. 
* Today’s can be support and also challenge to me. Challenge is many chances in community because very problems the people.
* Very supportive, because the interaction with the community was facilitated.

* Yes. Now I understand what Skill Facilitation & Group Meetings are.
2. Would you apply today’s topics in your current work or in the future? If yes, how? If not, why not?

The responses indicated how facilitation applied to their roles as lecturers and with the communities where they work. Many of the respondents felt strongly about this lesson and its application to their lives.

* Yes, this topic is practical aspect of community development concept. The topic has an important position when we have to interact with society directly. Strategies and techniques could help me so much.

* I will use the technique that I learn from this topics. I strongly believe that this technique will work very well in my work in empowering community of corn farmers in ___ (left blank for anonymity).

* Yes, the today’s topics not only apply in our current work but also in our live. When I am teaching we should be play the role as facilitator. The facilitator can also us to make solution in the family conflict. Their method also useful to use in department meeting.

* Yes, I will facilitate the meeting to improve the community and last time also I offer facilitate the meeting.

* Yes, I would. I will apply this in meeting if I have chance to be a facilitator.

* Yes, I would. What I saw this day shows me how the facilitators manage this workshop focusly and efficiently. Focusing the agenda which we designed before is very important to get our purpose in the meeting. Without frame, it will be difficult to handle the meeting complexity. Therefore, my class or my community meetings will be effective and efficient in getting my purpose.

* Yes, this topic is practical aspect of community development concept. The topic has an important position when we have to interact with society directly. Strategies and techniques could help me so much.

* Yes, seems to me that the ability in facilitating such meeting is very important. We have to be very passion and careful. I would apply the attitude as my personal asset and apply the attitude in any interaction with others that I have especially as a community developer.

* Yes, I will apply the method in improving the way I teach the student and also in how I should manage my office staff.
* Yes. I will utilize 4 main concepts in achieving a successful meeting. As a professor in research, I will interact with different types of community. As a facilitator, I am determined to give what’s best.

* Yes. How? By directly engaging with the community. I will apply the important things that were prepared in order to interact and give solutions for the community.

* Yes, because facilitation is a very important matter in order to establish dialogues the community groups.

* Yes.
CHAPTER IV. RESULTS

Evaluation of Course Design

At the end of 2007, I was presented with a project to develop a community development manual to be later taught as a short course in an area without community development teaching resources, specifically in this case, Banda Aceh, Indonesia. For this study I focused on two sides of the spectrum: development and evaluation of the short course. The first task was to determine which essential community development theories and approaches were most appropriate and which teaching methods would be most effective in this environment. The research questions for the first half of the study focusing on course development were:

1. Which community development concepts, theories and approaches are essential for teaching in a one-week community development short course?

2. What are the appropriate teaching methods to best suit the material and the audience attending the course?

To address these questions I conducted a literature review, which extended from classical to more contemporary material searching for pertinent community development themes and teaching approaches. Essential community development theories, concepts and approaches were closely examined and chosen according to their relevance and value for an introductory course. The teaching approaches selected complemented these themes by seeking to present information and integrate the participants with active activities to reach higher cognition levels. The material was prepared and presented in a manner aimed to ease understandings and engage the participants in the learning process.

Even though the measurement tools in the study did not focus on the first two research questions, some of the respondents offered their own insights. The qualitative
responses from the posttests and journals lend sustenance to my claims. Addressing the first research question, some respondents reveal their thoughts on content elements and ease of understanding:

* The presenters have a lot of experience with community development. The presenters also knows well the theory of community development.
* I just get an interesting learning in the class, awesome learning. I wish for next short course.
* Yes. The elements of short course and the methods of presentation were very inspiring me in the whole sessions.
* Yes. The concept of CD has open(ed) my eyes and my heart and my mind. But is not enough for me. I need to learn more and practice as well.
* Its very good and easily understood and can motivate participants.

Others express their views on the teaching methods that stimulated motivation and how they are thinking about their own methods after attending.

* Yes, they were. More than I expected (I learned more not only contents of CD but also the methods the instructors use during the workshop...fantastic!
* ...Also, Mr. Ronald’s and Mr. Michael’s outstanding methods motivated me to keep on going.

Along with these responses, I also observed more about their attitudes towards the teaching methods from personal discussions. I spoke with at least three participants that expressed their joy from attending the short course. Not only did they learn about community development but they also were intrigued by the active learning methods and plan to adopt many of the activities into their own lessons.

Before the course began, respondents listed their expectations. Many responded that they wanted to learn more community development concepts, while others wanted an exchange of experiences. Responses to the last question on the posttest revealed that all the participants believed that their expectations were met. Judging from these remarks the community concepts used in the short course were essential to the learners’ education.
At the end of the course we asked the participants to list more community development themes that they would like to cover in another course. The top themes listed were applications of the U.S. Cooperative Extension Service to Indonesia and public conflict analysis and resolution. These themes are also important to the community development field but can be viewed as advanced techniques and could not be addressed without attending this short course and understanding the core concepts.

Short Course Evaluation Results

Aside from the developing the short course, I conducted research to ascertain its effectiveness with input from the participants in Banda Aceh. Three tools (pretests, posttests, and journals) were developed for the participants to write and provide feedback for evaluation. These tools served two purposes: participant comprehension and evaluation. Participants took a pretest and knew that there would be a posttest so I’m sure this effected how they studied and paid attention in class. Without testing, it would have been difficult to know if they retained the information. While the participants were there voluntarily, they had interest in the subject. The testing elements made the participants accountable for retaining the information. The second purpose of these tools, the original intention, served to evaluate course effectiveness and address the final research question:

3. Did the participants gain knowledge and change attitudes concerning essential community development concepts, theories and approaches?

The evaluation questions set out to examine two aspects, knowledge gained and attitude changed, to determine the effectiveness of the course. Many evaluations solely examine the first aspect, knowledge gained, to deduce the usefulness of a course. In this study, we go one step further arguing the value of attitude change in community development. I contend that this short course is not just a tool to change minds with
information but also attempts to change their attitudes toward applying the essential elements of community development.

Pretests to Posttests

By examining each of the questions on the tests we should be able to identify whether or not there was knowledge gained or attitudes changed.

Question 1a spawned a qualitative look at the participants’ ideas for defining community development. In the pretest only two respondents mentioned empowerment as an important aspect, seven listed improving people’s lives, one saw community development as solving community problems, and while the rest were not definitive answers. The posttests revealed that many of the participants gained knowledge. Even though no one described community development in terms of solidarity and capacity building, their responses listed many of the core community development themes stressed in the course such as empowerment, utilizing assets, development, and other aspects of community such as shared identity.

Question 1b measured the respondents’ attitudes according to their confidence concerning their definitions of question 1a. In the pretest, only three were very confident, eight somewhat confident, and three not very confident. The posttest shows a large positive swing in their attitudes towards their definitions. Eleven are very confident while only one was somewhat and one not very confident. The attitude change is evident in figure 4.1 below.
Figure 4.1: Confidence in Community Development Definition

Question 2 also looks at knowledge gained by providing a definition of community capitals. In the pretest, eight saw them as assets or resources found in the community, one listed capital owned by the government, while the others listed elements of a community. After attending the course, all of the respondents listed community capitals as resources, assets, or wealth within the community. It’s evident that the learners now have a better understanding about community capitals. In addition to knowledge, one respondent’s attitude may have changed as well. In the pretest s/he mentioned capital owned by the government, but after the course s/he sees community capital as:

* A collection of model owned by the community, which will allow the community to work together to reach their goal and to avoid the threat to the community.

The second part of the question asked them to list some community capitals. In the pretest, only one of the respondents listed five of the capitals that were mentioned in the
course. After the course, almost all of them showed knowledge growth by listing exactly the categories in the lesson.

Question 3a requested a qualitative response for the definition of empowerment. Empowerment contains many elements and may be difficult to define. In the pretest I believe that many had previous knowledge of the term and listed elements such as improving abilities, finding power, and motivation. However, it seems that most of the respondents provided more expansive answers after attending the course, which included notions of building capacity, discovering power and community members assuming more responsibilities in the community’s development.

In 3b we employed a quantitative scale regarding their attitudes toward certain empowerment questions in community development. The first question asked them to rate the importance of empowerment as a goal for community development programs. Before the course, they all agreed that it is an important goal, while seven responded strongly. The posttest showed a swing in attitude where all of the respondents strongly agree. The second question asked them if they viewed empowerment as a technique that slows down development. Here we saw another attitude change. Before the course, five agreed and ten disagreed; it swung to one agreeing and the rest disagreeing with the statement. Participants reacted to the last statement about whether a community development program should include empowerment strategies. Everyone agreed in the pretest and posttest, but three respondents changed from agree to a unanimous strongly agree response after the course.

Question 4 offered three separate ways of assessing knowledge change with the exploration techniques: personal observations, personal interviews and focus groups. The
first two questions were general inquiries on knowledge growth: “Have you heard of this method?” and, “Have you ever performed this method?” The respondents had to answer a yes or a no. The pretest found not all of the respondents had heard of these methods: Six for personal observations; two for personal interviews; and three for focus groups. The posttest showed that all respondents answered that they now have heard of these methods revealing knowledge gained. Again in the pretest several listed not performing these methods: six, three, and six respectively. Experiential knowledge was gained shown by the posttest responses, which switched to all yes answers except two for focus groups. While the class participated in personal observations and personal interviews there was inadequate time to conduct a focus group.

The final question was more specific addressing their confidence level in how they understand the methods by responding very confident, somewhat confident, or not at all confident. The respondents did not seem very confident in their exploration skills where only five, five and four answered very confident in the pretest. Participant confidence levels increased significantly after the course seen in figure 4.2.

Figure 4.2 - Pretest (left) and Posttest (right) on Confidence for Exploration
Question 5b asked the respondents their thoughts on how assets can be used for community development. Before the course three hinted that assets could be utilized to solve community issues. The rest either offered definitions of assets or their responses did not address the question. In the short course we didn’t offer much in the way of how assets could be used for community development other than an exploration of the community and utilizing them to solve issues rather than a needs-based approach. The posttest revealed that four included addressing community needs and two mentioned exploration through asset mapping. The rest of the responses were vague or mentioned empowerment. The responses from the pretest and posttest didn’t change very much and shows little sign of knowledge gained. This is no surprise because there was inadequate time to address the question in the lesson.

Question 6 contained three parts, which focused on both knowledge and attitude changes. The first segment asked if they had ever facilitated a group meeting. The results were surprisingly high before the course where ten out of fourteen (71%) had actual experience. This may be due to the high numbers of professors who could have conducted department meetings. Following the course, based on lesson six, twelve out of the thirteen (91%) responded having experience facilitating a group meeting, which suggests some knowledge growth with the application of the lesson. Strangely, none of the participants facilitated a group meeting in the short course, but they all participated in group meetings, which may explain this phenomena.

The second part explored the confidence levels of how the participants felt about their effectiveness in conducting group meetings. Before attending the course, ten mentioned facilitating a group meeting but only four felt very confident they could
conduct a group meeting that produced a decision. Seven felt somewhat confident and three didn’t feel very confident. After the class their confidence grew significantly, now sixty-nine percent (figure 4.3 pretest) feel very confident up from twenty-nine percent (figure 4.3 posttest) and the rest were at least somewhat confident. These results suggest that the respondents learned techniques and feel confident in practicing them.

Figure 4.3 - Pretest (left) and Posttest (right) on Confidence for Group Meetings

The final section looks for an attitude change with the respondents on how important participation is in a group meeting and that everyone has a chance to voice their own opinions. The results did not swing much from the pretest to the posttest. Before the course, one thought it was somewhat important and the rest felt that it was very important. In the posttest all of the respondents viewed participation in a group meeting as very important. It suggests a sensitivity to group work.

The last question on the pretest requested qualitative feedback from the respondents according to their expectation of the presenters and what they expect to learn in the course. Many expected general knowledge about community development while others looked for experiential exchanges. Overwhelmingly, they agreed that their expectations were met revealing that knowledge was gained. They even offered examples
of gaining more out of the class than they expected such as practical knowledge and teaching methods.

*Journals/ Personal Reflections*

There were two questions to be addressed by each of the participants after each class. The first question looked at knowledge gained by the lesson: “Did today’s topics challenge or support your view? Explain.” If their views were challenged, this would signify that they learned something from the lesson. The second question looks at possible attitude change: “Would you apply today’s topics in your current work or in the future? If yes, how? If no, why not?” These questions were intended to capture knowledge and attitudinal changes and the potential impact on communities.

Looking at the analysis for each day’s first question, one can see that virtually all the lessons challenged the respondents’ views. Many provide specific examples:

* Today’s topics give me a better understanding of the terms “community” and “development.” Previously, I had a general (abstract) concept/definition of community and development. But now, I think I can “see” community from different aspects and development provided for the community.

* Formerly, I thought that capitals were things related to money/financial, human skills, and nature. Today, I know that social, culture and even politics are also capitals. That everyone holds some type of power is a thing that is not realized. Many people are not aware that they have some type of power.

The respondents leave little room to argue that knowledge growth did not take place in any of the lessons. The reflections provide a venue for the participants to express their thoughts on the lessons; it also fulfills the running theme in the short course of empowering their voices.

Similar to the knowledge growth responses, the participants also revealed attitude changes in the second question for each day. The participants consisted of professors/
lecturers and professionals working directly with struggling communities. Their responses revealed a consistent pattern citing specific means of utilizing the material in their careers:

* I would try to apply today’s topic, especially in my current work of empowering the group of corn farmer in ____ (left blank for anonymity).

* Yes. Of course. I can accurately identify examples of capitals in our community in Aceh: gotong royong, julo-julo, GAM. As a professor, I can now understand that the power that I possess right now is the result of: knowledge, reputation, skill, relationship, and leadership.

A close look at the participants’ responses clearly shows that they are willing to adopt community development theories and activities into their daily lives. The participants’ roles in their communities have been challenged by the course and the responses suggest that their attitudes have changed from somewhat passive to more active change agents.

Analysis Conclusions

A thorough analysis of the data collected from the short course presented useful conclusions that aid in answering the final research question. The pretest and posttest responses revealed that knowledge of core themes was gained in many of the lessons judging by the improvement in their definitions. Journals entries added support to this conclusion in which participants claimed to be challenged on the topics for each class. They listed specific examples of how the course material helped them have a better understanding of community development concepts and approaches.

Furthermore, one may conclude that the participants changed their attitudes during this course. The pretest and posttest responses suggest that the participants have higher confidence levels in core community development approaches. They also wrote in journals about applying course material in their occupations and communities. One can
assume that attitudes were changed because the participants plan on utilizing course approaches and concepts in a manner that had not been previously explored in their lives.

At this point, the measurement tools used to evaluate the short course need to be called to question. It is my observation that the pretest and posttest did a sufficient job of measuring the knowledge gained by the participants. They wrote in their own words the definitions to community development terms and offered personal experiences about techniques, tools, and concepts. Attitude change was measured by using confidence levels scales. While some questions could have been worded differently for comprehension, difficulties were addressed verbally during the sessions.

While the journals produced a high amount of positive responses, one might question whether the participants answered positively to be kind or respectful. At face value, their answers seem genuine and so, I chose to use the data acknowledging these possible limitations.
CHAPTER V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

After my summer 2007 trip to Banda Aceh to study NGO employment in community development, the University of Syiah Kuala requested a community development short course from the University of Kentucky. With Dr. Hustedde’s cooperation, I was fortunate enough to work on the task of developing and later teaching the short course in the summer of 2008. While in Banda Aceh, data was collected to evaluate the effectiveness of this course.

A literature review was conducted for the first two research questions in order to establish the key elements for developing the short course. For the content of the course, certain concepts, theories and approaches were drawn from six major themes in the community development literature: community, development, and community development definitions; community capitals; power and empowerment; community exploration techniques; asset-based exploration and asset mapping; and finally facilitation and group meetings. After exploring key themes in community development, a second literature review examined the appropriate teaching methods and learning theories for the course, which included lecturing and active learning methods along with experiential learning, emotional intelligence, transition theories. After conducting the course and receiving feedback, I consider the course to have had an impact. The learners were introduced to and learned the essential conceptual framework for community development. The teaching methods were motivating and engaged the learners to interact and participate in their own learning.
The final research question was answered by analyzing the data collected from participant feedback. The tools used to evaluate the short course, pretests, posttests, and journals, shed light on the effectiveness of the course according to knowledge gained and attitude change. Quantitative and qualitative data were recorded, analyzed and finally interpreted to establish common threads. From the analysis, it was ascertained that both knowledge was gained and attitudes were changed based on the participants’ evaluations and feedback.

Applications of Results

The short course was created for community development practitioners to use in international settings. Course content and teaching approaches could be used in a variety of settings: regions struggling with poverty, rehabilitation from disaster, conflicts, or other inequalities. It is especially pertinent for communities where there are opportunities to build solidarity and capacity. The short course explores methods and concepts in community development, which can be utilized to stimulate development. It stresses the essential elements for those looking to start the process. Many communities need better trained community development practitioners working in the field and the manual provides a means for communities to access the knowledge and techniques of community development for themselves, instead of waiting for organizations to step in.

Additionally, the course became a community development act because it led to solidarity and capacity building among the participants. By associating with others who have similar interests, the class became a community with shared identity and norms. They developed a listserv at the conclusion of the class to exchange community development ideas and experiences. This study suggests that the learners gained
knowledge and skills, along with voicing their own thoughts and opinions, which is evidence of capacity building as well. In essence, the community development course embodies community development principles, which may be why it received such enthusiastic responses.

The short course could be used by organizations working in community development that lack the workforce to cover every community seeking aid. The course could be given to community leaders to review with select members to access the essential building blocks of community development. Later, programs could be developed and reviewed with the organizations for support. Unfortunately, the course is only in English but I’m sure there are people in any country that could translate the course into any language.

Finally, the academic world can benefit from the course including students, teachers, and facilitators. Students can read the material when they are struggling to grasp a concept or method. The manual was created in a language that is less technical than most of the scholarly articles. It simplifies concepts that may be difficult to grasp. Teachers in community development could adapt the manual to teach a short course or access active learning techniques to use in their classes, regardless of the subject. Facilitators could also use aspects of the short course, particularly the section on facilitation and group meetings.

Personal Impact of the Banda Aceh Experience

I began the process of developing the short course based on many of my life experiences, noting the experiential learning theory. First of all, I served in the U.S. Peace Corps where I was trained to teach English in an international environment. I
applied active learning and motivational techniques in addition to customizing lessons around non-native English speaking students. The experience in the Peace Corps also aided in my openness to other customs and ways of thinking.

My trip to Banda Aceh in 2007, which lasted three weeks, helped ground the project for me. I made several contacts there, which served as an important support network for answering questions during course development and travel plans. I also had a good base of cultural customs that I knew would factor into developing the course such as prayer time, coffee breaks and language limitations.

My academic career certainly proved to be the most essential factor to creating the short course. After studying community development concepts and methods for two years, I had sufficient exposure to conduct research about the key elements for the content. I also decided to enlist in an advanced teaching method course during the development of the short course. The goal was to explore teaching methodologies in order to get the most from the lessons and provide a backing for my research. Finally, my undergraduate degree and experience in graphic design helped design a visually appealing and easily read manual.

Working on this short course has had a profound effect on my understanding of community development. With the direction of Dr. Hustedde, I feel that I have grown immensely during this whole process and have a clearer vision of the development field. Our collaboration may also have an impact on the community development practice and possibly spark more debates on core theories and teaching community development in the field. “The interaction of student and educator and the joint venture on which they are
embarked may themselves be the most effective process for the growth and refinement of an operational theory for community development” (Cary, 1989, p. 159).

Since returning from Mozambique, I have questioned my decision to study community development and my paths for the future. This experience has reaffirmed and energized my goals to work in development. I have also gained confidence in my abilities to act as a change agent in international settings and am excited to become more involved in the development issues. The cultural gifts and artistic presentations (dance, songs, puppetry, and poem) in the graduation ceremony took me by surprise and at one point brought me to tears. This asserted that art too has a place in community development and I plan to further explore its uses in the field.

My goal is to work as a community developer for an international NGO or government agency involved in extreme poverty, in which I may have another opportunity to use this manual in future ventures. The short course manual can be viewed as an unfinished tool that will be refined further into the field. Changes will be made after experiences mold my perceptions of what I find to be essential. Community development is not stagnant, but is in a state of perpetual fluidity. In many ways, it could be viewed as an art form as well as a science.
Community Development Short Course

Universitas Syiah Kuala
Darussalam, Banda Aceh
June 30th - July 6th, 2008

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Preface

Many regions in the world are struggling with the impact of natural disasters on their communities. While international and domestic agencies and charities offer vital assistance for rebuilding a devastated infrastructure, this well-intended support can also drown out the voices of citizens and lead to a sense of passivity and dependency. Civic leaders ask questions such as “What will happen when the international relief agencies leave?” This manual is intended as a response to such a question.

This community development short course is based on the principles of self-help and creating a healthy infrastructure for civic life. If a community wishes to prosper and grow, it needs to discover opportunities for citizens to have a sense of ownership in defining their own issues and creating their shared future. Without this sense of ownership, the best laid plans may not be successful.

The manual provides practical tools for building a healthy civic infrastructure. These tools are rooted in social science theory and empirical studies. We anticipate that those taking part in this short course will be able to help communities to build or strengthen a sense of solidarity and to strengthen the capacity of communities to act on their issues and plans for the future.

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June 2008
DAY 1 - COMMUNITY DEVELOPMENT SHORT COURSE

Introductions and Defining Community/Community Development

Purpose:
Before getting started with the short course, it’s important to get to know one another. The facilitator(s) should tell the participants know who they are and their history with community development. Also, the participants will introduce themselves so that everyone will know each others’ names, where they’re from and a little about their individual history.

Initially, the participants will shed light on what they determine to be community and their thoughts on what is community development. After discussing with the participants on their views, the facilitator(s) will introduce community and community development concepts circulating in the profession.

Objectives:
- To get better acquainted with facilitations/participants
- Explore ideas of what the participants consider community and community development
- Understand why the participants are interested in the subject and their expectations from the course
- Participants will learn community development concepts such as community, solidarity and capacity building
- Participants will share their experiences and observations of community development occurring in their communities

Time:
5 ½ - 6 hours.

Materials:
Flipchart
Overhead projector/computer
Pens/pencils
Handouts
Powerpoints
Markers
*Give the participants 15-20 minutes to complete the pre-test for evaluation.

**Step One: Introductions – (30 minutes)**

*Activity:* The facilitator will welcome the participants to the short course but will not introduce her/himself. The facilitator will break the class into groups of two, if there is an odd amount of students simply have one group of three. Have the groups go to different parts of the room and then explain the directions:

“Now that you are in groups, you are going to interview your group partner. Once you have finished the interview, each of you will share the other’s information with the class. Please pay close attention to the details because we are going to play a game after everyone has been introduced. Each of you should ask your partner the following questions.”

Write these questions on the blackboard or flip chart:

1. What’s your name?
2. Where are you from?
3. What do you do for a living?
4. What do you like to do for fun?
5. Name something that you love about your community.

Give the groups ten to fifteen minutes to get to know one another and then ask them if they are finished. Once they are finished go around the room and let them introduce their partners - each group will need two minutes to present. Make sure that you stress that they must pay attention to the responses for the game after the introduction. Meanwhile, the facilitators will write down one answer from everyone so they can ask the class later.

Once everyone has been introduced the facilitator(s) will introduce him/herself, including the questions above and about their professional background. Ask the participants if they have any other questions about your life. After the introductions, take ten minutes to play the game of finding out who has the best memory.

“Let’s find out who has the best memory!” Start asking the questions randomly that you jotted down. “Who likes to do (blank) for fun?” Have the students raise their hands and choose the first person to respond and tell us their names again.
Part I: Defining Community – 1.5 hours

Directions: To begin the lesson, take a moment to explain the ground rules and the agenda.

Ground rules:

- The participants are expected to participate in discussions and activities in order for this to be an effective course. Their perspectives and experiences are extremely important and relevant to what we are all studying so please feel free to voice your opinion whenever possible.
- In order for this class to be a safe environment, please respect everyone’s opinions but feel free to argue your opinions as well. Note that this should be a safe environment, so you may attack an idea but not the person.
- The facilitator is there to aid in your discoveries of community development. There will be times when he/she will present information but also will ask for the participants’ perspectives as well.
- This is not an all lecture class where the professor speaks and the participants do nothing but sit and listen. The participants will need to be active learners in the course in order to benefit from the experience.
- The participants and facilitator(s) must attend every lesson unless under an emergency. The lessons will have breaks for personal time such as eating, prayer and bathroom breaks. Everyone must return to class after the time specified.
- There may be a language barrier or scientific terms that may cause confusion but please let us know when something is unclear. The worst thing to do is remain in the dark about an issue rather than stop class to clear something up. Note: if you are confused, probably someone else is too.
- The course is meant to be fun so relax, participate and explore the many aspects to community development.
- We will stick to the course outline as best as possible but there will be flexibility to address the needs of the participants.

Agenda:

- This is a seven-day short course. We will work for roughly six hours a day but take necessary breaks for stretching, lunch and prayer times.
  *Friday will be a shortened day for prayer.
Part I: Motivation – (20 minutes)

Directions: Let the participants know that we are going to first explore the definitions of community. It’s important to explore their thoughts on what community means to them.

Now ask the participants to take ten minutes to write down how they define their community. How would I know if this is a community if I saw it? What are the major points to a community that makes it a community?

Don’t give them any direction for their assignment, just have them write down what community means to them. Once finished the facilitator will go around the room asking for their responses letting them know that there are no right or wrong answers. The facilitator will write down everything mentioned on the blackboard or flip chart paper. Have the participants write them down after they agree that this is everything. Tell them to keep this because they will need it throughout the course. When finished the facilitator will start a conversation with the class offering some questions:

- Does a community have to be a geographic area?
- Can communities exist outside of a place?
- Are their communities of work and communities of home?
- What separates one community from the next?
- Do all community members share the same beliefs?

After the discussion the facilitator will pass out handout 1 and review powerpoints 2-7.

Powerpoint 2: Defining Communities

Sometimes a community can be vague and difficult to define. In other cases, community may be very clear in terms of how its members define a community. Yet in the field of community development, the word “community” is very important to try to understand in order to know the many aspects of this community.

Many community development authors have different views on how they define communities.

You may be asking yourself, “Aren’t communities always changing? How can we possibly define them?”
Powerpoint 3: Defining Communities

Some community developers say that a community is found in a defined spatial area including:

- Communities of work
- Communities home/neighborhood
- Communities of recreation
- People who were born in the community and moved but still have ties to the community

These are all communities seated in a specific area but what are the limits to the space? Where does it start or end?

Powerpoint 4: Defining Communities

Others have written that community is the idea of attachment or the ability to identify with the people in the community. They say people identify with their community interests:

- They may share the same religious beliefs
- They may have similar hobbies such as sewing or music
- They may cheer and play for the same sports teams
- They may have the same traditions

What are the limits to these communities? Some people may go to the same store to shop but don’t live close to you or don’t care about community issues?

Powerpoint 5: Defining Communities

Jnanabrata Bhattacharyya believes that one term that seems to include the ideas of most community developers is solidarity.

The idea of solidarity combines other ideas of place or interest and merges them into one concept.

Powerpoint 6: Solidarity

Solidarity defines a community as having a shared identity and set of norms. The identity can be linked to several things in the community such as:

- Place of living, working, and recreation
- Interests
- Ways of thinking about things
- Religious beliefs
- Visions/dreams for the community’s future
Solidarity does not necessarily mean that everyone in the community shares every interest. Community members may be divided over many interests in the community such as religion or sports. People in the community can have many different thoughts but have solidarity in their common interest of the community’s future.

When attempting to define a community, one must consider:
How is the community divided?
How is the community unified?

When defining community, we are assuming that there is some kind of potential for unity among its members. Yet there is not always a clear vision of what the community is or how they are united. Sometimes people may share similar interests but have different dreams on the future of the community. Also, someone may consider her/himself a part of multiple communities, which have different goals.

Again, defining a community doesn’t always have clear divisions and so it’s important to find out the many different aspects of the community before assuming there is unity. Community developers help people to discover solidarity when it isn’t apparent.
Sometimes a community can be vague and difficult to define. In other cases, community may be very clear in terms of how its members define a community. Yet in the field of community development, the word “community” is very important to understand and to know the many aspects of this community. Many community development authors have different views on how they define communities.

Community of Space

Some community developers say that a community is found in a defined spatial area including communities of:

- Communities of work
- Communities home/neighborhood
- Communities of recreation
- People who were born in the community and moved but still have ties to the community

These are all communities seated in a specific area but what are the limits to the space? Where does it start or end?

Community of Interest

Others have written that community is the idea of attachment or the ability to identify with the people in the community. They say people identify with their community by:

- They may share the same religious beliefs
- They may have similar hobbies such as sewing or music
- They may cheer and play for the same sports teams
- They may have the same traditions

What are the limits to these communities some people may go to the same store to shop but don’t live close to you or don’t care about community issues.

Solidarity

Solidarity defines a community as having a shared identity and set of norms. The identity can be linked to several things in the community such as:

- Place of living, working, and recreation
- Interests
- Ways of thinking about things
- Religious beliefs/ where they worship
- Visions/dreams for the community’s future
Solidarity does not necessarily mean that everyone in the community shares every interest. Community members may be divided over many interests in the community such as religion or sports. People in the community can have many different thoughts but have solidarity in their common interest of the community’s future.

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*The idea of solidarity combines ideas of place or interest and merges them into one concept.*
**Practice for Defining Community**

**Directions:** The facilitator will ask the class their thoughts on Bhattacharyya’s concept of solidarity. Review all the aspects of community that the participants listed in the warm up exercise. Discuss.

Does ___ fall into solidarity?  
How does ___ show solidarity in the community?  
(Repeat for several entries)

Then ask the participants:  
Do they have other things to add or take away from the definition?

Is there something about this group that shows solidarity? Are we all focused on a similar goal? Are we a community?

At this point, the facilitator should take a moment to make sure everyone has understood the language. Due to the nature of this course, many of the classes will be held in non-native English speaking countries and any language issue should be known right away. The facilitator should ask:

- Was anything confusing or unclear?  
- Are we going too fast for you?  
- If I am too difficult to understand, where can we get a translator?  
- Do you feel comfortable in this room? If not, can we meet somewhere else?
Part II: Defining Development – 1.5 hours

Directions: Again, the facilitator will ask the participants to take ten minutes to write down how they define development. How would I know development if I saw it? Just as you conducted the previous challenge, don’t give them any direction for their assignment. Once finished the facilitator will go around the room asking for their responses. When finished the facilitator will start a conversation with the class offering some questions:

- Does development need to be started by top-level officials, such as members of the government?
- Does development require participation of community members?
- Can you discuss the history of development in your country?

The facilitator will discuss the importance of assessment methods and review powerpoints 9-13. Pass out and review handout 2.

Powerpoint 9: Defining Development

Some say that development is a process where people make socially responsible decisions that better the life of some people without hurting the lives of others. Also, some have problems seeing development as for the community while others say its development of the community.

Unfortunately, it’s not always easy to see the larger picture of development when a program seems very promising. The program could better the lives of some but hurt others.

Development strategies can be broken into three categories: Government Intervention; Participation and Democracy; and Capacity Building and Solidarity

Powerpoint 10: Defining Development – Government Intervention

In many countries, the government controls the development programs for communities. Top officials determine the need to solve an issue and then form a plan for development. In many cases, local community members are not a part of decision-making plans for their own community. Furthermore, the community members don’t participate in the implementation of the development program.
In general, development plans and implementation move quickly and usually stick to the original plan. Development plans can be made by officials who don’t live in the community or know the many aspects of it.

In some cases it’s important for the government to make decisions, especially in times of difficulty such as natural disasters.

Powerpoint 11: Defining Development – Participation and Democracy

In recent years, many countries have recognized that community involvement usually leads to successful development programs. Development programs started by non-government agencies or local officials can ask for the help of the community. Community members are given the opportunity to voice their opinions on issues facing their communities. Some community members participate in decision-making meetings and others are involved in the programs.

Participation programs are focused on self-help, where community members are helping themselves. These programs are benefited by the participation of community members but lack the dreams of what the community members see as the future of the community. If participation is minimal, community members may not feel a sense of ownership or connection and hence, a project may not succeed.

Powerpoint 12: Defining Development – Capacity Building and Solidarity

Development can be seen as a power of choice and the goal should be capacity building. Capacity building is the ability for humans to order their world in a way that benefits the community. Development should give people the ability to dream, create, change and live by their own terms.

Capacity Building utilizes the skills, local knowledge and traditions, and external knowledge for development. It also means that the community is not defined exclusively by outside powers; they should feel free to make their own choices on how to live their lives.

Choices for development come from within the community and lead towards a common goal. Community members develop their own community with their own choices and strengths, which builds strong relationships and solidarity for a healthy development of a community.
Regardless of the type of development we are considering, there are powerful questions we can ask:

- Do the decision-makers have something to gain opposed to the community good?
- Does the program fit into society norms?
- Is there a sacrifice for development? If so, who will sacrifice something?
- Will someone gain more than others? Is one person gaining rather than the community as a whole?
- Who has the obligation to make sure that some will benefit and no one will lose?
- Will we be benefiting or hurting the environment with this development?
Some say that development is a process where people make socially responsible decisions that better the life of some people without hurting the lives of others. Also, some have problems seeing development as for the community while others say its development of the community. Unfortunately, it’s not always easy to see the larger picture of development when a program seems very promising. The program could better the lives of some but hurt others.

**Development strategies:**

**Government Intervention**

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**Participation and Democracy**

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- Who has the obligation to make sure that some will benefit and no one will lose?
- Will we be benefiting or hurting the environment with this development?
Practice for Development

Directions: Break the participants into three groups to discuss types of development that they’ve seen or been involved with in their own communities. Remind them of the types of development:

- Government Intervention
- Participation and Democracy
- Capacity Building and Solidarity

Give the groups ten to fifteen minutes then discuss their positive or negative experience about each of the topics as a group. Then ask a delegate from each group to share some of their experiences.

Break.
Part III: Defining Community Development – 1.5 hours

Directions: Now that the participants have heard the different types of development, it will be interesting to hear their thoughts on capacity building and solidarity. Give them a moment to think about programs or projects they have observed and ask their opinions on this type of development.

Go around the room and let the some of the participants share their thoughts. The discussion should last fifteen to twenty minutes.

Review powerpoints 14-19 and pass out handout 3.

Powerpoint 14: Defining Community Development

The concepts of Solidarity and Capacity Building combine to become the defining terms of community development. People in a community with a shared identity can choose to define their own issues and potential.

The reason we need community development is because either solidarity or capacity is weak. If solidarity drops, there is less sense of community and connection. If capacity drops, people in the community find it difficult to take action.

Powerpoint 15: Defining Community Development

There is definitely a time and place when community development is called for. Community development programs have been chosen to help communities struggling with:

- Extremely poor and hungry citizens
- Communities that are suffering from powerful outsiders
- Recovering from disasters or conflicts
- Creating new communities
- Something lacking to make their community united

The key to a successful community development project is local participation, local support for the project, the will and need for change, and utilization of the dreams and desires of each community member to create solidarity amongst them.
Powerpoint 16: Community Development Techniques

Capacity Building

Community capacity building works on developing individual, group or organizational abilities to solve problems or improve their well being. Community capacity relates to how the community works.

- Individuals can learn skills that can help them start new enterprises to improve their lives and help the community’s economy.
- Some people become empowered by their skills and become leaders of the community.
- Organizations can learn different ways to improve health, education, economic well being or networking with other organizations.

Powerpoint 17: Community Development Techniques

Using Assets for Community Building

Instead of focusing the attention on community needs or its problems, many community developers are focusing on assets. Assets are elements that the community holds that are working well such as resources for jobs, skills in a specific area, or even social connections.

Asset building seeks to build on the assets found in the community and creates capacity through those assets. The possibilities are endless when we think of assets; it just takes some creativity to use them in an effective way to sustain development.

Powerpoint 18: Community Development Techniques

Development through Nonviolent Conflict

In many cases members of a community have come to the conclusion that an individual, organization, or system is controlling their lives in a way that they do not agree with. That person, organization or system has the controlling power over the community members lives. Once the community has declared that there must be change, there will be a movement, a conflict.

There can be peaceful movements, such as using power in numbers or negotiations. Another route can lead to fighting or even war. When people feel strongly about change and are united together to fight for what they want, a very dangerous situation can happen. Community developers explore non-violent approaches with communities.
Powerpoint 19: Community Development Techniques

Utilizing Indigenous Knowledge

Many community developers are realizing the benefit of working with local leaders to impact the community. In many societies, people get information by word of mouth and trust key community member opinions. Community developers educate and cooperate with these leaders about the problems and potentials. Instead of outsiders or technical experts telling people what to do, the local leaders use their own knowledge and the education from the community developers to create a large social movement.

For example, in Uganda community developers educated traditional healers about HIV and how to prevent the disease. Now Ugandans have reversed the growth of HIV in the country by utilizing key members of the community that people listen to and respect.

Powerpoint 20: Community Development

A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.

-Lao Tzu
The concepts of Solidarity and Capacity Building combine to become the defining terms of community development. People in a community with a shared identity can choose to define their own issues and potential. The reason we need community development is because either solidarity or capacity is weak. If solidarity drops, there is less sense of community and connection. If capacity drops, people in the community find it difficult to take action.

There is definitely a time and place when community development is called for. Community development programs have been chosen to help communities struggling with extremely poor and hungry citizens, communities that are suffering from powerful outsiders, recovering from disasters or conflicts, creating new communities or something lacking to make their community united.

The key to a successful community development project is local participation, local support for the project, the will and need for change, and utilization of the dreams and desires of each community member to create solidarity amongst them.

**Capacity Building**

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For example, in Uganda community developers educated traditional healers about HIV and how to prevent the disease. Now Ugandans have reversed the growth of HIV in the country by utilizing key members of the community that people listen to and respect.
**Practice for Defining Community Development**

**Directions:** It’s time to visit a local community close to the university. The goal of this trip is to get somewhat familiar with our community of study. This will be an informal meeting where the participants’ goal will be to find:

- Aspects of the community that promotes solidarity.
- Examples of development or capacity building in the community.

The meeting is unstructured where each participant will meet with one or two community member and ask them a few questions. Have them write down what they have found to be discussed after meeting with the community.

Discuss as a group what they have found and write it down on the flipchart paper.

End of lesson.

*The facilitator should ask how the class is going for the participants:*

- Was anything confusing or unclear?
- Are we going too fast for you?
- If I am too difficult to understand, where can we get a translator?
- Do you feel comfortable in this room? If not, can we meet somewhere else?
References:


Purpose:

After learning how to define community development and acknowledged the different realms of development programs, the participants should explore how the different community capitals (human, natural cultural, political, financial & social) have roles in these communities.

Objectives:

Participants will learn and explore:

• the concepts of human, natural cultural, political, financial & social capitals
• how the capitals relate to their lives and programs in their communities
• utilizing assets to build certain capitals
• noticing deficits to build certain capitals
• how to effectively boost capital in their fields

Time:

5 ½ - 6 hours.

Materials:

Flipchart
Overhead projector/computer
Pens/pencils
Handouts
Powerpoints
Slips of paper – 5 slips per person
Tape
Three colors of yarn – 20 meters
Small beach ball
Step One: Motivation – (30 minutes)

Activity: Before the class, the facilitator will cut up sheets of paper into 5 slips. Now pass out 5 slips to each of the participants. Ask them to take a moment to think how their community is wealthy. Tell them it doesn’t have to be related to money per se, it can be what they think their community contains wealth. Now have them write down the five things and turn them into you. Now put them all together and mix them up.

Now ask the class to break them up into similar categories and tape the slips on the board or wall in the different categories. Once the slips have been categorized, have them name each of the categories. The facilitator will review the slips and ask them if anyone wants to change the location of the slips or the names of the categories.

Now start a discussion of why each of the categories encourages prosperity in a community.

*Note: The facilitator should try to point out the category, which pertains to the capital they are talking about in the following information stage.
Part I: Community Capitals (Part 1) – 2 hours

Directions: Before getting started, ask the participants to write down two skills that they have learned in their lives that they feel are very useful to them. After that, ask them to write down if they were taught that skill or found out by themselves.

Tell them to hold onto their information and then pass out handout 4 and review powerpoints 2-15.

Powerpoint 2: What is Capital?

Some people think that capital only relates to money, how much many one has saved in a bank account or through land ownership. In fact, there are many forms of capital within a community. Capital relates to the wealth from any valuable resource (asset) of the community that people use to help it function.

Powerpoint 3: Types of Community Capital

There are many types of capitals that help the community function:

- Human Capital
- Natural Capital
- Cultural Capital
- Political Capital
- Financial Capital
- Social Capital

Powerpoint 4: How are capitals used in community development?

When you want to know how a community functions, it’s a good idea to find out the community’s wealth in the areas of capital. Then programs can be based on what the community has (assets) rather than what it lacks (deficits).

Some community developers choose to focus on capitals that the community needs, known as a needs-based development.

A newer face to development, asset-based development, focuses on the assets from the community’s capital. Here the community can build off of areas in the community that are working to achieve development.
Powerpoint 5: Human Capital

Human capital represents the skills and assets that a person has acquired through his or her life such as education, health, or job training. The skills are investments in one’s life. These are called human capital because humans cannot be separated from their life knowledge, skills, traits and values from their physical holdings.

Powerpoint 6: Human Capital

Communities that see a deficit of human capital focus on ways to strengthen human capital.

- Pursue formal degrees (secondary school, technical or university)
- Go to learning workshops (like this course)
- Foster apprenticeships under to help learn new skills
- Exercise and eat well to stay in shape
- Strengthen communication skills: be honest, ask opinions, learn other people’s perspectives

Powerpoint 7: Human Capital

Having human capital as an asset in the community leads to more human capital. A person that has learned a skill could start his/her own business or teach another the skill. Learning a skill has infinite potential in one’s own life and the future of the community.

*Now ask the participants to share their human capital from the beginning task. How can a community benefit from some of these skills? Discuss.

Powerpoint 8: Natural Capital

Natural capital is the assets in the community that related to natural settings in a location such as:

- parks
- weather
- natural resources – gold, diamonds, rivers, rich soil or plant life
- historic buildings
- natural beauty
Powerpoint 9: Natural Capital

Natural capital shapes how people in the community live by how they utilize their natural assets.

They may attract visitors from outside towns to enjoy their scenery, which helps tourism income.

Rich soil can mean that the community utilizes nature to grow food for their community and trade with others. The lack of good soil may mean they must import food from other communities.

Powerpoint 10: Cultural Capital

Cultural capital relates to how the community “knows the world.” Traditions, language, religion and art show how the community functions together as a collective unit.

Cultural aspects of the community help define it as a unit. When defining community, cultural capital plays a significant role in building solidarity.

Powerpoint 11: Cultural Capital

Cultural capital shapes how people communicate with each other and determines whose voices are heard.

A community rich with artistic showcasing lets people in the community communicate even without words.

A community that identifies itself with a common culture can find it is easier to build strong bonds between individuals.

Powerpoint 12: Political Capital

Political capital relates to the power structure of the community: who holds the power to make change, who can access the power, and the people who are influenced by the power.

Political capital can also reflect the community’s ability to unite together under a common goal and work together to achieve that goal. This creates a swing of power from those feeling powerless to seek their goal to a united voice where a group can show power in numbers.
Powerpoint 13: Political Capital

Communities that are wealthy in political capital may be composed of those in political office who set goals to accomplish what the citizens need. They also are free from corruption and greed from the power that comes from holding office. Also, the people are free to voice their opinions about the future of the community and through organizing together for a common goal, their voices hold strength to create change.

On the other side, communities that are weak in political capital struggle to achieve community development because politicians hold their own plans for the community, not what citizens want. The citizens do not receive the right to voice their opinions or their voices don’t hold weight. Therefore, activists fight for political capital by encouraging voting and creating support organizations.

Powerpoint 14: Financial Capital

Financial capital refers to the money resources available in the community. It may be available from external and internal groups, organizations and individuals. This doesn’t necessarily mean how much money people have, but how much money is available to invest in the community. An individual could be very rich but doesn’t spend his/her money in the community or invest their money in the community. This doesn’t increase the community’s financial capital; their money must go back into the community to have financial capital.

Powerpoint 15: Financial Capital

Having access to financial capital in a community is a great asset. The capital can be used for capacity-building projects, supporting local businesses, or even helping entrepreneurs.

There are many people who see having financial capital a large asset to a community. They focus on building financial capital to create wealth in the community to help with economic development. They seek investment in businesses, entrepreneur assistance and money management skills from outside communities and organizations.

*Break*
Part II: Community Capitals (Part 2) – 1.5 hours

Directions: Review powerpoints 16-20.

Powerpoint 16: Social Capital

Social capital relates to the connections between individuals, groups and organizations. It’s the glue that holds the social aspects of the community together. Networks of people are created through social capital, which creates a support netting between those who need help and those who can lend a hand. It also means that the community members trust each other and can count on each other in times of need.

Powerpoint 17: Social Capital

Social capital is considered one of the major assets that a community can have so community developers focus heavily on this capital. Having strong social capital shows that the community has many members that care for one another and for the future of the community.

Social capital can be broken into two different aspects: Bonding and Bridging.

Powerpoint 18: Bonding Social Capital

Bonding social capital represents the strong networks found within the community. It’s about creating close-knit connections between members of community who see their relationships are needed for the good of the community. Having strong bonds in the community leads to having trust in each other, which helps the community to function.

Examples of bonding social capital include: family-to-family connections, neighborhood organizations, sports groups, work associations, and community centers.

Powerpoint 19: Bridging Social Capital

Bridging social capital represents the weak networks found between individual and organizations within the community to other communities. This form of social capital focuses on building relationships with people outside the community that have other resources and ideas on how communities can improve ways of living.
Examples of bridging social capital include: informational exchanges between communities or the broader world, importing and exporting goods with businesses or business organizations for an entire province, state, district or county. These unions can show better alternatives to producing goods or open business opportunities.

Powerpoint 20: Social Capital

Having strong social capital networks is a great asset for the community and many community developers focus on tapping into this asset for community building. Utilizing social capital can help people start businesses, support for money problems or disasters, and mobilizing community resources within the community and to other communities.

When communities find a lack of social capital, they may focus on starting community meetings and groups to establish community trust. The organizations may be focused on starting networks with other communities to find out what is working or not working for them.
**Practice for Social Capital**

**Directions:** Break the class into three groups. Have each of the groups pass their yarn to one another making sure there is a link from each of them to the others. Now throw the beach ball in the middle to watch it fall to the ground in each of the groups. It is difficult to hold the ball up with such a small network. Explain to them that the ball represents community development and the yarn shows the networks within the community. Now add the groups together by mimicking the group networks into one large network. Throw the ball into the web of yarn to show them that the larger the network through bonding and bridging social capital, the easier it is to support community development.
Field Trip – Community Capitals – 2 hours

It’s now time to take the class to visit the community again. The goal for this trip is to find out how development programs have focused on building community capitals. The class will use handout 5 to ask questions and record their findings.

After the field trip, the facilitator will ask the participants to share their thoughts on how the community is building its capitals. Also, are the development programs focusing on assets or deficits of the capitals?

End of lesson.
What is Capital?

Some people think that capital only relates to money, how much one has saved in a bank account or through land ownership. In fact, there are many forms of capital within a community. Capital relates to the wealth from any valuable resource (asset) of the community that people use to help it function.

Types of Community Capital

There are many types of capitals that help the community function:

- Human Capital
- Natural Capital
- Cultural Capital
- Political Capital
- Financial Capital
- Social Capital

How are capitals used in community development?

When you want to know how a community functions, it’s a good idea to find out the community’s wealth in the areas of capital. Then programs can be based on what the community has (assets) rather than what it lacks (deficits). Some community developers choose to focus on capitals that the community needs, known as a needs-based development.

A newer face to development, asset-based development, focuses on the assets from the community’s capital. Here the community can build off of areas in the community that are working to achieve development.

Human Capital

Human capital represents the skills and assets that a person has acquired through his or her life such as education, health, or job training. The skills are investments in one’s life. These are called human capital because humans cannot be separated from their life knowledge, skills, traits and values from their physical holdings.

Communities that see a deficit of human capital focus on ways to strengthen human capital.

- Pursue formal degrees (secondary school, technical or university)
- Go to learning workshops (like this course)
- Foster apprenticeships under to help learn new skills
- Exercise and eat well to stay in shape
- Strengthen communication skills: be honest, ask opinions, learn other people’s perspectives
Having human capital as an asset in the community leads to more human capital. A person that has learned a skill could start his/her own business or teach another the skill. Learning a skill has infinite potential in one’s own life and the future of the community.

**Natural Capital**

Natural capital is the assets in the community that related to natural settings in a location such as parks, weather, natural resources (gold, diamonds, rivers, rich soil or plant life), historic buildings, and natural beauty.

Natural capital shapes how people in the community live by how they utilize their natural assets. They may attract visitors from outside towns to enjoy their scenery, which helps tourism income. Rich soil can mean that the community utilizes nature to grow food for their community and trade with others. The lack of good soil may mean they must import food from other communities.

**Cultural Capital**

Cultural capital relates to how the community “knows the world.” Traditions, language, religion and art show how the community functions together as a collective unit. Cultural aspects of the community help define it as a unit. When defining community, cultural capital plays a significant role in building solidarity.

Cultural capital shapes how people communicate with each other and determines whose voices are heard. A community rich with artistic showcasing lets people in the community communicate even without words. A community that identifies itself with a common culture can find it is easier to build strong bonds between individuals.

**Political Capital**

Political capital relates to the power structure of the community: who holds the power to make change, who can access the power, and the people who are influenced by the power. Political capital can also reflect the community’s ability to unite together under a common goal and work together to achieve that goal. This creates a swing of power from those feeling powerless to seek their goal to a united voice where a group can show power in numbers. Communities that are wealthy in political capital may be composed of those in political office who set goals to accomplish what the citizens need. They also are free from corruption and greed from the power that comes from holding office. Also, the people are free to voice their opinions about the future of the community and through organizing together for a common goal, their voices hold strength to create change.
On the other side, communities that are weak in political capital struggle to achieve community development because politicians hold their own plans for the community, not what citizens want. The citizens do not receive the right to voice their opinions or their voices don’t hold weight. Therefore, activists fight for political capital by encouraging voting and creating support organizations.

**Financial Capital**

Financial capital refers to the money resources available in the community. It may be available from external and internal groups, organizations and individuals. This doesn’t necessarily mean how much money people have, but how much money is available to invest in the community. An individual could be very rich but doesn’t spend his/her money in the community or invest their money in the community. This doesn’t increase the community’s financial capital; their money must go back into the community to have financial capital.

Having access to financial capital in a community is a great asset. The capital can be used for capacity-building projects, supporting local businesses, or even helping entrepreneurs. There are many people who see having financial capital a large asset to a community. They focus on building financial capital to create wealth in the community to help with economic development. They seek investment in businesses, entrepreneur assistance and money management skills from outside communities and organizations.

**Social Capital**

Social capital relates to the connections between individuals, groups and organizations. It’s the glue that holds the social aspects of the community together. Networks of people are created through social capital, which creates a support netting between those who need help and those who can lend a hand. It also means that the community members trust each other and can count on each other in times of need.

Social capital is considered one of the major assets that a community can have so community developers focus heavily on this capital. Having strong social capital shows that the community has many members that care for one another and for the future of the community.

Social capital can be broken into two different aspects: Bonding and Bridging.

*Bonding Social Capital*

Bonding social capital represents the strong networks found within the community. It’s about creating close-knit connections between members of community who see their relationships are needed for the good of the community. Having strong bonds in the community leads to having trust in each other, which helps the community to function.
Examples of bonding social capital include: family-to-family connections, neighborhood organizations, sports groups, work associations, and community centers.

**Bridging Social Capital**

Bridging social capital represents the weak networks found between individual and organizations within the community to other communities. This form of social capital focuses on building relationships with people outside the community that have other resources and ideas on how communities can improve ways of living.

Examples of bridging social capital include: informational exchanges between communities or the broader world, importing and exporting goods with businesses or business organizations for an entire province, state, district or county. These unions can show better alternatives to producing goods or open business opportunities.

*Having strong social capital networks is a great asset for the community and many community developers focus on tapping into this asset for community building. Utilizing social capital can help people start businesses, support for money problems or disasters, and mobilizing community resources within the community and to other communities. When communities find a lack of social capital, they may focus on starting community meetings and groups to establish community trust. The organizations may be focused on starting networks with other communities to find out what is working or not working for them.*
Write down what you observe about the following capitals:

**Human Capital**

**Natural Capital**

**Cultural Capital**

**Political Capital**

**Financial Capital**

**Social Capital**
References:


Purpose:
The participants now have a better understanding of community capitals and how they affect community development. The goal of this lesson is to explore who controls or who has power over those capitals in the community. In addition to this the participants will discover how power dynamics have positive and negative impacts on a community. Finally, the participants will learn how to empower members of the community to improve their lives.

Objectives:
Participants will learn and explore:

- Who has power and how does this affect the community?
- Methods of empowering people to improve their lives, overcome power structures and unite a community to act on a common interest.
- Promoting participation in social, political and economic change.

Time:
5 ½ - 6 hours.

Materials:
Flipchart
Overhead projector/computer
Pens/pencils
Handouts
Powerpoints
Paper
Step One: Motivation – (30 minutes)

Activity: Break the class into three groups. Pass out the following statements (one for each group):

1. Think of a time when you felt powerless.
2. Think of a time when you felt like you had a lot of power.
3. Think of a time when you felt like you gained power from someone or something.

Give the groups ten minutes to think and discuss the times they felt that certain way. Now tell them to choose someone’s example and that they are going to act out the situation. They need to use at least three people in the skit but they could use everyone. Don’t let the class know what they are acting so that they can guess what the actors are portraying.

The participants will guess something along the lines of power, which will lead into the first lesson.
**Part I: Power – 2 hours**

**Directions:** Pass out handout 6 and review powerpoints 2-8.

**Powerpoint 2: Power**

Power relates to the ability or capacity of one person to influence the behavior or way of living of another. Power plays an important role in a community and one should recognize the balance of power and how it relates to how a community functions.

In many different types of societies, certain people hold more power in the community than others, which could make life better or more difficult for the others living in the community. It seems that no matter where you go in the world someone is complaining about or praising someone with more power than they have.

**Powerpoint 3: Power**

Power influences our lives no matter where you live. In some cases we have the power to change our lives for the better. Someone with carpentry skills can build her/his house or create a business – that’s powerful.

Yet there are things in our life such as a natural disaster that changes our lives and we feel powerless to its actions. Once where someone trusted their environment now cannot feel comfortable in with nature because they feel powerless.

**Powerpoint 4: Power**

Efficiency

Some scholars believe that power was developed in nature for efficiency – the ability to perform with a maximum outcome while using minimum energy. In life, humans are trying to be efficient – it’s in our nature and structures our life.
Powerpoint 5: Power

Growth

One way to measure power is through growth. If an organization or a person’s wealth increases or grows one can assume they are gaining more power. In many societies people often let others know of their growth in order to exercise their power.

Power can be measured in other ways:
- Votes in an election
- Changes in public opinion
- Creation of new organizations

Powerpoint 6: Power

Traditionally, scholars believe that there are two different types of power: elitist and pluralist.

*Elitism* says that an elite few hold power in communities, organizations, provinces, states, and countries. The rest of the people involved have little power over decisions made for the whole.

*Pluralism* states that community power structure is shared by a number or all of the individuals in that community. Everyone has power but some has greater degrees of power to promote efficiency.

Contemporary scholars tend to see power more spread out among the community members. They believe everyone has access to some kind of power.

Powerpoint 7: Power

While there are elites with a high concentration of power, it seems that everyone holds some type of power:
- Control
- Holding Office
- Prestige
- Knowledge
- Ambition
- Reputation
- Ownership
- Resistance
- Leadership
- Concentration
- Authority
- Persuasion
- Charisma
- Decision-Making
- Trust
- Networking
- Wealth
- Skills
- Solidarity
- Friendship
- Dreams
- Change
- Groups
- Love
Humans use power to structure their lives. It’s how we interact with each other. Somehow there are people that have acquired power over others whether it’s wealth, political office or authority. The others sometimes feel powerless to confront issues brought on by the powerful but everyone holds power in some sense that can be used in a positive manner.

Working in community development can seem frustrating when thinking of power structures and its obstacles to achieve the dreams and goals of the community as a whole.
Power relates to the ability or capacity of one person to influence the behavior or way of living of another. Power plays an important role in a community and one should recognize the balance of power and how it relates to how a community functions. In many different types of societies, certain people hold more power in the community than others, which could make life better or more difficult for the others living in the community. It seems that no matter where you go in the world someone is complaining about or praising someone with more power than they have.

**Power Influence**

Power influences our lives no matter where you live. In some cases we have the power to change our lives for the better. Someone with carpentry skills can build her/his house or create a business – that’s powerful. Yet there are things in our life such as a natural disaster that changes our lives and we feel powerless to its actions. Once where someone trusted their environment now cannot feel comfortable in with nature because they feel powerless.

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**Elitism and Pluralist Power**

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Types of Power

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Working in community development can seem frustrating when thinking of power structures and its obstacles to achieve the dreams and goals of the community as a whole.
Practice for Power – 20 minutes

Write the following words on flipchart paper or the blackboard:

- Politician
- Police officer
- Engineer
- Activist
- Garbage collector
- Teacher
- Unemployed person
- Business owner

Break the class into three groups and handout flip chart paper. Their task is to brainstorm and write down how each of the people above would have power in their community. Furthermore they will write how their power could benefit others. After the groups are finished display the flipcharts and have each group present their thoughts. Start a discussion after each group presents about what everyone thinks about the notions of power.
Part II: Empowerment – 1.5 hours

Directions: Take 15 minutes to talk about how people have been empowered in the past. The facilitator will start out the conversation with an example of how he or she has been empowered or has empowered another individual. Explain to the class that to empower is to provide opportunities for others to access power. For example, someone taught me how to read so now I can understand the political posters in my town.

Review powerpoints 9-16 and pass out handout 7.

Powerpoint 9: Empowerment

Empowerment means to give or create opportunities for others to access power. When you are focusing on empowering an individual or a group, you must seek to change the feeling of powerlessness.

Empowerment is always on the minds and plans of effective community developers. With creativity and drive, everyone should have the ability to become empowered to help themselves and their community.

Powerpoint 10: Empowerment

To become empowered means that you will have the ability to make and act on choices. Choices that before empowerment left you without power to act on these choices, but now after empowerment, you have enough power to act.

This important aspect is essential to community development. People can experience empowerment by:

- Learning new skills
- Starting a business
- Voicing opinions in a community center
- Voting opportunities

Powerpoint 11: Empowerment

Empowerment consists of two parts: resources and capacity.

Resources can be individual skills or attitudes, social networks, or physical assets. These resources may be found in natural settings but are mostly found through social relationships, which help the community function.
Capacity is the ability and motivation behind the need for such power. Individuals bring their own “inner power” to an activity that they would like to get started.

An individual searching for empowerment will need to have access to resources and then the inner power capacity to see it through.

Powerpoint 12: Empowerment

There are three types of empowerment actions:

- Self-Empowerment
- Organizational Empowerment
- Social action

Powerpoint 13: Empowerment

Self-Empowerment

It seems that in every community you find people that have little initiative and have unproductive behaviors or attitudes. Could they be feeling a low sense of personal power? Maybe they are told what to do and lack any personal power over the decision of their future.

With opportunities for self-empowerment, people can have a say in decisions concerning their life and future. They can change their behavior and become productive members of a community.

Powerpoint 14: Empowerment

Organizational Empowerment

In many organizations, there are some leaders who don’t share power with subordinates within the organization. Some use force and fear to motivate the followers to act.

Other leaders delegate power and reward talent, which can lead to a strong organization. This organizational empowerment creates an environment composed of strong, powerful individuals that enjoy being a part of the organization rather than feeling threatened. They also feel that they have a voice in the future of the organization and empowering the next person who joins.
Powerpoint 15: Empowerment

Social Action

Social action is not focused on any individual only, its aimed to change and empower those groups who have limited to no power because of social barriers. In many societies there are populations that are at a disadvantage socially, politically or economically for whatever reason.

A group has been discriminated against because of things like race or class must engage in social action to gain power over their ability to choose their destiny. Groups have demonstrated their collective power with public protests or petitions to lawmakers.

Powerpoint 16: Empowerment

Saying that we need to empower people is one thing but creating an atmosphere for empowerment can be a difficult task to accomplish. One must try to be creative and also focus on multiple people to avoid empowering a selected few and leaving others behind.

Empowerment should be aimed to help the community by producing people with good decision-making skills and positive goals for the community. Empowerment involves the knowledge, tools and confidence to bring about change.
Empowerment means to give or create opportunities for others to access power. When you are focusing on empowering an individual or a group, you must seek to change the feeling of powerlessness. Empowerment is always on the minds and plans of effective community developers. With creativity and drive, everyone should have the ability to become empowered to help themselves and their community.

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Remember:

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Empowerment should be aimed to help the community by producing people with good decision-making skills and positive goals for the community. Empowerment involves the knowledge, tools and confidence to bring about change.
Practice for Empowerment - (20 - 30 min)

Tell the participants to think about the community they met at the beginning of the course. Now have them write down, individually, how this community may be struggling with power. “If they only had the power to ... people’s lives would improve.” Now have the imagine how the community could become empowered and write how they think this would be possible using one or more of the empowerment techniques discussed in the lesson. After they are finished, ask if anyone would like to share what they wrote.
Part III: Participation – 1.5 hours

Directions: Give the participants five minutes to come up with the answers to the following questions:

What are three to five strengths to having people participate in decision-making about community programs?

What are three to five weaknesses to having people participate in decision-making about community programs?

Make two flipcharts, one with strengths written at the top and the other with weaknesses. Tell the participants to share their answers and write them on the flipcharts. Once recorded, start a conversation about what is written and ask them why they think this way. The exercise should take thirty minutes. Pass out handout 8 and review powerpoints 17-21.

Powerpoint 17: Participation

Encouraging participation is a strategy that many community developers use to help build capacity and to become empowered. They encourage community members involved with labor organizations, activist groups, political groups planning goals for the community, or even voting.

The goal is to get people in the community involved in actions and situations that will improve their lives and benefit the community. Participation may help someone’s income, security, or confidence within the community and that leads to power.

Powerpoint 18: Participation

When forming a plan to get people involved through participation, one should always consider:

- Who needs to be at the table if we want to succeed?
- What kind of participation are we thinking about utilizing?
- Who is going to participate?
- How does the participation work?
- Are people going to benefit from the participation? Who?
- What are the goals for people participating?
Powerpoint 19: Participation

When establishing who needs to participate, one should always try to involve those who have some type of tie to the issue – the stakeholders. It’s a good idea to draw out a map to identify who are the stakeholders concerning an issue. Then discuss: Who is missing from the table that should be asked to participate?

Who is missing?

Powerpoint 20: Participation

Even though participation is an essential part of community development, there are challenges that come with it.

- Participation is usually on a volunteer basis and sometimes it’s difficult to get people involved, especially those with many obligations at home and work.
- People may want a reward for their hard work but the participation might not pay off for a while or never at all.
- Some people may want to participate only on big programs that they think will work but many programs can be small in size.
- Organizations formed to get people involved in a social movement need leaders and some leaders may be unwilling to share power.
- Some groups that try to share the power may have problems deciding on making decisions. Who has the final say?
Important thoughts on participation:

- Participation should not be focused on one single group or event. There should be a number of activities related to one another for greatest impact.
- Participation isn’t just getting involved in politics. One should consider other social movements to improve community life.
- Participation is just the beginning. Once people start to get involved, their attitudes and behaviors often change.
- Participation is not the only element to a program. One should not only focus on getting people involved but creating a good program.
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Challenges with Participation

- Participation is usually on a volunteer basis and sometimes it’s difficult to get people involved, especially those with many obligations at home and work.
- People may want a reward for their hard work but the participation might not pay off for a while or never at all.
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- Participation is not the only element to a program. One should not only focus on getting people involved but creating a good program.
Practice for Participation - (20 - 30 min)

Have the participants share any experiences with participation in a development program. Also, the facilitator should talk about positive and negative experiences he or she has had in the past.
References:


Purpose:
Assessment of a community is vital for community developers to better understand issues concerning a community. The purpose for this session is to introduce and explore different methods of discovering these issues and how to utilize the methods in a community setting.

Objectives:
Participants will:
• Learn and administer observation, personal interview, and focus group methods of assessment.
• Recognize positive and negative means of developing questions.
• Explore variations to recording interviews, focus groups and creating group memory.

Time:
5 ½ - 6 hours.

Materials:
Flipchart
Overhead projector
Pens/pencils
Handouts
Powerpoints
Drinks/Snacks
Step One: Motivation – (30 min)

Activity: Now that we have covered many of the key elements to community development, it will be interesting to see what types of questions they would ask the participating community. Have the participants write down some questions individually to the following:

If you had the opportunity to sit and interview one of the community members that we met before what would you ask them? Write down five questions for that person and describe where you would have this meeting.

After ten minutes, go around the room and have the participants share some of their thoughts.
Part I: Why are we exploring? – 20 minutes

Directions: Pass out handout 9 and review powerpoints 2-5.

Powerpoint 2: Why are we exploring the community?

Now that we are seeking to play a part of community development for a particular community, it’s very important to get an idea of what the community is all about. We need to explore the many facets that make up the community – what makes things work? Community developers tend to begin with where people are rather than imposing their own agenda on them.

In order to know how the community works, we will need to explore it by using different techniques to get as many points of view as possible. We need to observe the community through our own eyes and get the perspectives of the community members within it.

Powerpoint 3: Why are we exploring the community?

Through exploration, not only will we be able to get an idea of how the community works, but also the issues that faces it. No community exists that doesn’t have a single issue to deal with. It’s up to us to dig deep and find out as much about these issues in order to facilitate change.

While exploring the community, it’s important to pay attention to people’s dreams and hopes for the future. People will often talk about what they need in order to live better. They may lack certain things such as resources, power, knowledge, networks or skills to accomplish their dreams.

Powerpoint 4: Before Getting Started

Before exploring a community there are several things you should ask yourself:

- What do you want to know?
- Why do you need to know this information?
- Who will gain by responding to these questions?
- Who will lose by responding to these questions?
- What are you going to do with this information?
Powerpoint 5: Before Getting Started

When you are asking questions from people:

Good ideas:
- Let yourself be known and let them know what you intend to do with the information.
- Make sure you ask plenty of people in the community so you have a broad perspective.
- Make sure to conduct interviews with a positive attitude in order to set a good mood.

Be Careful for:
- Biased questions
- Unclear questions
- Protecting the anonymity of those answering the questions
- Don’t make promises to the respondent that you can not keep
Handout #9 – Exploring Our Community

Why are we exploring the community?

Now that we are seeking to play a part of community development for a particular community, it’s very important to get an idea of what the community is all about. We need to explore the many facets that make up the community – what makes things work? Community developers tend to begin with where people are rather than imposing their own agenda on them. In order to know how the community works, we will need to explore it by using different techniques to get as many points of view as possible. We need to observe the community through our own eyes and get the perspectives of the community members within it.

Through exploration, not only will we be able to get an idea of how the community works, but also the issues that faces it. No community exists that doesn’t have a single issue to deal with. It’s up to us to dig deep and find out as much about these issues in order to facilitate change. While exploring the community, it’s important to pay attention to people’s dreams and hopes for the future. People will often talk about what they need in order to live better. They may lack certain things such as resources, power, knowledge, networks or skills to accomplish their dreams.

Before starting your questions think about:

- What do you want to know?
- Why do you need to know this information?
- Who will gain the most from these questions?
- Who might lose with these questions?
- What are you going to do with this information?

Good ideas to remember when you question others:

- Let yourself be known and let them know what you intend to do with the information.
- Make sure you ask plenty of people in the community so you have a broad perspective.
- Make sure to conduct interviews with a positive attitude in order to set a good mood. A comfortable setting will make them feel more at ease to share.

Be Careful for:

- Biased questions
- Unclear questions
- Protecting the anonymity of those answering the questions
- Don’t make promises to the respondent that you can not keep
- Be sensitive of their culture and ways of living that may be different than yours
- Try not to assume things in the community that you may think is like your community
Part II: Needs-based Personal Observation – 1 hour

Directions: Review powerpoints 6-13 and pass out handout 10.

Powerpoint 6: Needs-based Personal Observation

Personal observation is a method used to identify community behavior and their environment. With this method, we are identifying how the community works through our own eyes. At the same time we will start to notice things that the community needs or lacks in order to function better.

You can make observations by living and interacting in the community or visiting the community on several occasions to assure accurate data collection.

Powerpoint 7: Needs-based Personal Observation

STRENGTHS
- One can experience people’s behaviors and living conditions first hand.
- Gain contacts and builds trust within the community.

WEAKNESSES
- It’s difficult to identify all the issues concerning the community.
- It takes a long time to truly understand the history and situations of the people.
- Some people don’t like to be studied or observed.

Powerpoint 8: Needs-based Personal Observation

There are many elements to a community. It’s time to identify some of the key areas and the characteristics within these areas:

- Geographic conditions
- Economic conditions
- Social conditions
- Political conditions
- Environmental conditions

Powerpoint 9: Needs-based Personal Observation

Geographic conditions

- What are the main major landmarks framing the physical community?
- How is the community linked with other communities?
- Does the community seem separated from other communities? If so, how?
Powerpoint 10: Needs-based Personal Observation

Economic conditions

- What types of businesses are present in the community?
- What type of transportation is available, public or private?
- Do people live in conditions that many would consider extremely poor/lacking necessities or are they living comfortably?

Powerpoint 11: Needs-based Personal Observation

Social conditions

- Describe the people in the community (age, race, gender, class).
- Are people limited to work (disabilities or other reasons)?
- Are there places of worship or community centers present?
- Are there parks or recreational areas?
- How do the houses look in the area? Are they abandoned, in poor/good shape, overpopulated?

Powerpoint 12: Needs-based Personal Observation

Political conditions

- What are the conditions of roads, garbage collection, traffic?
- Are schools and libraries accessible to people in the community? What is the condition of the public institutions?
- Is there a local newspaper? Other types of advertising or communications?
- Are there support groups that people can join for community building?
- Who are the people influencing decisions about the community?
- What types of symbols/structures do people identify as there community?

Powerpoint 13: Needs-based Personal Observation

Environmental conditions

- Is there easy access to food and water?
- Is there an issue with clean water and sanitation?
- Are there natural resources in the area people can use?
- Is there a lack of resources for people in the community?
Personal observation is a method used to identify community behavior and their environment. With this method, we are identifying how the community works through our own eyes. At the same time we will start to notice things that the community needs or lacks in order to function better. You can make observations by living and interacting in the community or visiting the community on several occasions to assure accurate data collection.

**STRENGTHS**
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- Gain contacts and builds trust within the community.

**WEAKNESSES**
- It’s difficult to identify all the issues concerning the community.
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There are many elements to a community. It’s time to identify some of the key areas and the characteristics within these areas:

1. Geographic conditions
   - What are the main major landmarks framing the physical community?
   - How is the community linked with other communities?
   - Does the community seem separated from other communities? If so, how?

2. Economic conditions
   - What types of businesses are present in the community?
   - What type of transportation is available, public or private?
   - Do people live in conditions that many would consider extremely poor/lacking necessities or are they living comfortably?

3. Social conditions
   - Describe the people in the community (age, race, gender, class).
   - Are people limited to work (disabilities or other reasons)?
   - Are there places of worship or community centers present?
   - What are some of the major meeting places in the community?
   - Are there parks or recreational areas?
   - How do the houses look in the area? Are they abandoned, in poor/good shape, overpopulated?
4. Political conditions

- What are the conditions of roads, garbage collection, traffic?
- Are schools and libraries accessible to people in the community? What is the condition of the public institutions?
- Is there a local newspaper? Other types of advertising or communications?
- Are there support groups that people can join for community building?
- Who are the people influencing decisions about the community?
- What types of symbols/structures do people identify as there community?

5. Environmental conditions

- Is there easy access to food and water?
- Is there an issue with clean water and sanitation?
- Are there natural resources in the area people can use?
- Is there a lack of resources for people in the community?
Practice for Needs-based Personal Observation

Directions: After reviewing the multiple aspects of the community to observe, the facilitator will let the participants practice their new skills.

Break the class into five groups, one for each of the conditions listed in the handout. Give the groups ten minutes to explore the community where they are staying for the short course.

They will then write down their observations on a flip chart page to be displayed in the room. A delegate from each group will present their information of each aspect.

After the groups have presented the facilitator will ask the class why this information is useful and for whom this information is useful. Is the information strictly for the person observing the community or will community benefit too?

Break.
Part III: Personal Interviews — 2 hours

Directions: Review powerpoints 14-18 and pass out handout 11.

Powerpoint 14: Personal Interviews

One way to collect information from community members is to meet one-on-one to get their perspectives. With personal interviews, we develop a set of questions for key members of a community who are knowledgeable about key issues. The key members usually are highly connected to other members of the community, are working for the good of the community, and can be from all walks of life.

Before the meeting we should think of questions that will provoke clear answers from the key member. Also, make sure the interview is in a comfortable atmosphere where the key member will feel free to discuss the aspects of their lives. Finally, the key to a good interview is being a good listener. This is the key members chance to share so try not to interrupt and make sure you take good notes.

Powerpoint 15: Personal Interviews

Let the person know how valuable their views and opinions are to you and the community. Not only are they going to feel like their knowledge, emotions, and skills are playing a major part in the process but also feel like it’s their role as a strong member of the community. Once they know who you are and what you intend to do with their information, they will feel more open to sharing their life with you instead of wondering how the information will be used. Their name will not be used either, so now you have made them feel more comfortable and they should feel open to share their thoughts. By preparing a few sentences about your intentions, the interview will go more smoothly and you will get better responses than without letting them know what the interview is all about.

Powerpoint 16: Personal Interviews

You must be fully prepared for the interview.

- Provide something to eat and drink if customary.
- Have paper to write down the information.
- Make sure to take the correct information by reading back the information to the key member to insure accuracy.
- Don’t take too much of the person’s time but get the information you need.
Powerpoint 17: Personal Interviews

Be careful when preparing your questions. Watch out for questions that are:

- Biased
- Confusing
- Double-edged
- Culturally insensitive

Powerpoint 18: STRENGTHS

- Information from the interview will be very beneficial for you to aid the community.
- You will get an inside perspective to how the community functions and can find other key members of the community.

WEAKNESSES

- The key member may intentionally deceive or give information that doesn’t apply to the community as a whole.
- It’s difficult to write all the information that the key member provides.
- Once someone has spoken with you and information gets out that another person didn’t want anyone to know, you and the key member may be held responsible.

*Have two volunteers read the two different types of interviews in the handout.*
One way to collect information from community members is to meet one-on-one to get their perspectives. With personal interviews, we develop a set of questions for key members of a community who are knowledgeable about key issues. The key members usually are highly connected to other members of the community, are working for the good of the community, and can be from all walks of life.

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Let the person know how valuable their views and opinions are to you and the community. Not only are they going to feel like their knowledge, emotions, and skills are playing a major part in the process but also feel like it’s their role as a strong member of the community. Once they know who you are and what you intend to do with their information, they will feel more open to sharing their life with you instead of wondering how the information will be used. Their name will not be used either, so now you have made them feel more comfortable and they should feel open to share their thoughts. By preparing a few sentences about your intentions, the interview will go more smoothly and you will get better responses than without letting them know what the interview is all about.

**Things to remember for personal interviews:**

- Provide something to eat and drink if customary.
- Choose a location that is socially comfortable so the respondent will feel free to share their life with you.
- Start with informal questions to ease into the conversation.
- Have paper to write down the information or bring a tape recorder.
- Develop questions that provoke long, informative answers
- Make sure to take the correct information by reading back the information to the key member to insure accuracy.
- Don’t take too much of the person’s time but get the information you need.

**Be careful when preparing your questions. Watch out for questions that are:**

- Biased
- Confusing
- Double-edged
- Culturally insensitive
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**Personal Interviews**

The goal of the questions is to find out more about their agricultural future.

<table>
<thead>
<tr>
<th>Thoughtful Interview - Good</th>
<th>Thoughtless Interview - Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You:</strong> How are you?</td>
<td><strong>You:</strong> How’s it going?</td>
</tr>
<tr>
<td><strong>Resp:</strong> Good, thanks.</td>
<td><strong>Resp:</strong> Good, thanks.</td>
</tr>
<tr>
<td><strong>You:</strong> My name is Soan So, what’s yours?</td>
<td><strong>You:</strong> Hey, can we make this quick? I’ve got another appointment after this.</td>
</tr>
<tr>
<td><strong>Resp:</strong> Jon Amir.</td>
<td><strong>Resp:</strong> Sure.</td>
</tr>
<tr>
<td><strong>You:</strong> Well let me tell you who I am and why your responses will be useful for the community. I’m with Agro Org and we are looking for better suit your community’s needs for agricultural products. With your help I think we can get a better understanding of certain agricultural issues concerning this community. Do you think you can share fifteen minutes of your time?</td>
<td><strong>You:</strong> Are you studying business like everyone else in this place?</td>
</tr>
<tr>
<td><strong>Resp:</strong> I’d be happy to help.</td>
<td><strong>Resp:</strong> No, agriculture.</td>
</tr>
<tr>
<td><strong>You:</strong> Great. I heard you are a student. What are you studying in school?</td>
<td><strong>You:</strong> What are your grades?</td>
</tr>
<tr>
<td><strong>Resp:</strong> Agriculture.</td>
<td><strong>Resp:</strong> I don’t feel comfortable sharing that information.</td>
</tr>
<tr>
<td><strong>You:</strong> Oh, I see. Why did you decide to study agriculture?</td>
<td><strong>You:</strong> Come on, please?</td>
</tr>
<tr>
<td><strong>Resp:</strong> Well, my family has always been involved in farming and I plan on starting my own farm when I’m finished with school.</td>
<td><strong>Resp:</strong> No.</td>
</tr>
<tr>
<td><strong>You:</strong> Can you tell me more about your plans?</td>
<td><strong>You:</strong> Do you want to be a farmer?</td>
</tr>
<tr>
<td><strong>Resp:</strong> Well, I plan on stating my farm in the next district over where there is a lot of fertile land. I’ll still be close to my family...</td>
<td><strong>Resp:</strong> Yes.</td>
</tr>
<tr>
<td><strong>You:</strong> I thought about being a farmer when I was a kid. But then I realized all the hard work and farmers don’t get paid that well so I’m working for this company to make the big bucks. I guess we need farmers to get our food though. Do you eat the food you grow?</td>
<td><strong>You:</strong> Yes, and I...</td>
</tr>
<tr>
<td><strong>Resp:</strong> Yes, and I...</td>
<td><strong>You:</strong> Wait, I’ve got a phone call...</td>
</tr>
</tbody>
</table>
**Practice for Personal Interviews**

**Directions:** The facilitators should administer this practice exercise immediately following the lesson on personal interviews.

Break the class up into groups of two. Have them develop seven questions for their group member about the future goals in ten to fifteen minutes. The facilitator should now give the groups snacks/drinks and let them find a comfortable spot to talk in the building or outside. Give them thirty minutes to conduct the interviews and write down the responses. A discussion should be started after the interviews about techniques and difficulties they had in their interviews.

The facilitator should talk to class about what they think about comfortable places to hold the interviews. They should also talk more about right and wrong questions such as biased, double-answer, irrelevant, and embarrassing questions.

*Break.*
Part IV: Focus Groups – 1:30 hours

Directions:  Review powerpoints 19-22 and pass out handout 12.

Powerpoint 19: Focus Groups

Sometimes it’s a good idea to gather a few people together to explore their perspectives. Focus groups are small meetings of 5-10 people within the community that provide information in a discussion among them. In a focus group we are looking for a nice dialogue among community members concerning only a few topics.

Usually the meeting will only last from one to two hours and is a nice way to meet multiple people in a relaxed setting. This method provides multiple perspectives in the community and is a quick way to gather information.

Powerpoint 20: Focus Groups

When planning a focus group, we should:

- Find a tranquil location for the group to meet and usually offers food and drinks.
- Develop 3-4 open-ended questions for the group to discuss but should not participate in the discussion.
- Record the responses on a flipchart, or notebook to retain the information. Occasionally repeat what you write to make sure you recorded the correct information.
- Maintain the discussion on the correct path and make sure everyone has an opportunity to talk.

Powerpoint 21: Focus Groups

STRENGTHS

- One can see the way people interact in a group discussion.
- We will get many different perspectives at one time and see if people agree or disagree on certain issues.

WEAKNESSES

- Some people in the group will be shy to voice their opinions.
- The quality of the responses will be based on the group selections.
- It’s difficult to get many people together at one time.
- The group may not be a good representative of the community as a whole.
Powerpoint 22: Essentials For Exploring

- Ability to listen. Let them talk as much as possible and try not to lead them to give only answers you want to hear.
- Ability to record information accurately and quickly.
- Trying to utilize all methods with as many different people within the community to get a more rounded perspective of the situation.
- After collecting information about the community, share it with community members to insure accuracy.
Sometimes it’s a good idea to gather a few people together to explore their perspectives. Focus groups are small meetings of 5-10 people within the community that provide information in a discussion among them. In a focus group we are looking for a nice dialogue among community members concerning only a few topics. Usually the meeting will only last from one to two hours and is a nice way to meet multiple people in a relaxed setting. This method provides multiple perspectives in the community and is a quick way to gather information.

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- Maintain the discussion on the correct path and make sure everyone has an opportunity to talk.

**STRENGTHS**

- One can see the way people interact in a group discussion.
- We will get many different perspectives at one time and see if people agree or disagree on certain issues.

**WEAKNESSES**

- Some people in the group will be shy to voice their opinions.
- The quality of the responses will be based on the group selections.
- It’s difficult to get many people together at one time.
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**Essentials For Exploring**

- Ability to listen. Let them talk as much as possible and try not to lead them to give only answers you want to hear.
- Ability to record information accurately and quickly.
- Trying to utilize all methods with as many different people within the community to get a more rounded perspective of the situation.
- After collecting information about the community, share it with community members to insure accuracy.
Practice for Focus Groups

Directions: Choose a group of participants to participate in the focus group. The other participants will determine two questions for the focus group. They will also determine who will administer the questions and the person who will write the responses on the flip chart. The facilitators will monitor the focus group and aid in maintaining direction.

End of lesson.

References:


Purpose:
The participants have discovered some of the tools needed to explore the community as a needs-based approach. The purpose of this lesson is to introduce the methods of an asset-based exploration to accompany the needs-based approach. They will learn how to map the assets in a community and then devise plans to utilize the assets for development.

Objectives:
Participates will learn to:

• Identify and define assets
• Explore and discover assets in a community
• Map the assets to utilize in future programs
• Think of ways to work with assets within their programs

Time:
3 hours.

Materials:
Flipchart
Overhead projector/computer
Pens/pencils
Handouts
Powerpoints
Paper
Step One: Motivation – (20 minutes)

Activity: Take a moment to ask the participants if they can describe and share the definition of assets. Once they are refreshed on the term asset, ask them to write down three assets that exist in their community. Once they have finished ask them to write down how those assets are used in the community. For example, they may have natural assets such as fertile land that people use to harvest food. Now break them into three groups to share their examples of assets.
Part I: Exploring Assets – 2 hours

Directions: Pass out handout 13 and review powerpoints 2-10.

Powerpoint 2: Exploring Assets

When one explores a community to determine a plan for development, it’s easy to focus on what the community needs. Look at a community that has been hit by a natural disaster. In order to develop or redevelop, we might see that the community needs homes, clean water and food.

With an asset-based approach, we are exploring the community for what it has working for them not just what they are lacking. There is a reason why this asset is working in the community and should be utilized in development.

Powerpoint 3: Exploring Assets

The asset-based approach to exploring a community can be used along side of the needs-based approach or by itself. Also, one could focus on the needs of a community only too. Yet, if the goal were to find out as much as possible about the community one would need to use both approaches to get a rounder perspective.

Many community developers are utilizing asset-based exploration to help with development. They aim to help with needs of the community members by utilizing their assets to achieve their goals.

Powerpoint 4: Exploring Assets

Assets can be found while making personal observations similar to the needs-based approach by focusing on:

- Geographic conditions
- Economic conditions
- Social conditions
- Political conditions
- Environmental conditions
Powerpoint 5: Exploring Assets

Geographic conditions

- What landmarks are significant in the community?
- Why are tourists drawn to the community?
- How is the community connected to surrounding communities?

Powerpoint 6: Exploring Assets

Economic conditions

- What opportunities are there for creating new businesses?
- Who can people count on for help when they need money?
- What opportunities exist for supporting businesses expansion?

Powerpoint 7: Exploring Assets

Social conditions

- What types of strong relationships in the community?
- How do community members have the opportunity to voice their opinions or get help?
- What organizations exist that offer help to those in need?

Powerpoint 8: Exploring Assets

Political conditions

- What issues do people have the opportunity to vote on?
- How well does the community provide children with good access to schools?
- How does the community promote living in peace?

Powerpoint 9: Exploring Assets

Environmental conditions

- Where can people easily access clean water and food?
- How is the good health promoted in the community?
- What system is apparent to keep the streets clean from debris?
Powerpoint 10: Exploring Assets

One can also explore the assets through personal interviews and focus groups. As a matter of fact, these methods of finding assets in a community is very important to understand what community members see as assets. They should also have a better idea of how to access and utilize these assets for development.

Your responsibility will be to generate questions that would lead the respondent to share their thoughts on assets.
When one explores a community to determine a plan for development, it’s easy to focus on what the community needs. Look at a community that has been hit by a natural disaster. In order to develop or redevelop, we might see that the community needs homes, clean water and food. With an asset-based approach, we are exploring the community for what it has working for them not just what they are lacking. There is a reason why this asset is working in the community and should be utilized in development.

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**Practice for Exploring Assets – 30-40 minutes**

Directions: Break the class up into two groups. Their task is to debate which method of exploring is better: needs-based or asset-based exploration of a community. Give them fifteen minutes to discuss as a group and come up with as many points as possible to debate why their method is better than the other. Once they have finished, tell them to choose three people from each group to debate. The debate should take fifteen to twenty minutes but do not stop them for time if there is stimulated conversation. Tell them the rule is to let each group make their point without interruption and then it’s the other team’s turn to respond.
Part II: Asset Mapping – 1 hour

Directions: Review powerpoints 11-15 and pass out handout 14.

Powerpoint 11: Asset Mapping

Even though it may seem like a community has many needs for development, every community has a combination of many assets as well. Every community is unique so it may take a while to realize each asset but it is worthwhile to dig deep into what makes the community work.

Many community developers try to map out the assets in order to see the many different areas that can be utilized in their programs.

Powerpoint 12: Asset Mapping

Individual Assets

The first step is to collect as many individual assets for your map. House-by-house or street-by-street, there are many assets ready to be tapped.

Individuals can have:

- Talents – Abilities outside of work
- Production Skills – Work related abilities
- Ability to give gifts – Money, equipment or time to help.
- Although disabled, some members may be able to participate where otherwise were sitting at home.

Powerpoint 13: Asset Mapping

Community Associations and Groups

Now look at the associations in the community that people use for support. People that are involved in the associations usually share some types of interests and can be utilized for development of a common goal or dream that they share. They also serve as a great institution for social networking. These groups are found through:

- Religious associations
- Sport/athletic groups
- Hobby groups
- Neighborhood groups or community organizations
Powerpoint 14: Asset Mapping

Formal Institutions

The final assets can be found through formal institutions located in the community. These institutions may be found as private businesses; public institutions such as schools, parks or libraries; and nonprofit organizations such as social services or nongovernmental organizations. All of these institutions are deeply engaged in the community and should be utilized if they are willing to help.

Powerpoint 15: Asset Mapping

Once the assets are mapped its easier to envision which aspects of the community are strengths. It is now up to the community developer to be creative to utilize theses assets in their programs. The assets can be used to focus on the needs of the community or to create more assets. The developer can focus on creating more capacity through these assets or just make the assets stronger for the community’s goals and dreams.
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### NEEDS/DEFICIENCY MAP

<table>
<thead>
<tr>
<th>Issue</th>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Abuse</td>
<td>Litter</td>
<td>Illiteracy</td>
</tr>
<tr>
<td>Crime</td>
<td>Damaged houses</td>
<td>Poor drinking water</td>
</tr>
<tr>
<td>Many disabled</td>
<td>Low home ownership</td>
<td>High unemployment</td>
</tr>
<tr>
<td>Very poor</td>
<td>High rate of diseases</td>
<td>Gangs</td>
</tr>
<tr>
<td>Lack of teachers/schools</td>
<td>Poor roads</td>
<td>No jobs</td>
</tr>
</tbody>
</table>

### ASSET MAP

<table>
<thead>
<tr>
<th>Category</th>
<th>Community Associations</th>
<th>Local Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals</td>
<td>Community Associations</td>
<td>Local Institutions</td>
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<tr>
<td>Income</td>
<td>Religious groups</td>
<td>Businesses</td>
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<td>Youth engagement</td>
<td>Neighborhood Assoc</td>
<td>Schools</td>
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<tr>
<td>Artists</td>
<td>Football groups</td>
<td>Parks</td>
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<td>Gifts from elderly</td>
<td>Art groups</td>
<td>Libraries</td>
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<tr>
<td>Activist volunteers</td>
<td>Book clubs</td>
<td>Hospitals</td>
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**Practice for Asset Mapping - (25 minutes)**

**Directions:** Have the participants develop two maps of their community. One will be a needs-based map and the other will be an asset map. Give them fifteen minutes to write down their maps on large paper. Hang the maps up on the walls and then go around the room and share what they find as needs and assets in their community.
References:


Purpose:
The participants now have amassed knowledge of community development concepts, goals and practices. At this point, the participants will need the knowledge and experience of conducting a community meeting. Their role will be as the facilitator and will explore the many facets of facilitating a community meeting.

Objectives:
Participants will learn:

• The different aspects of facilitating a meeting
• How to address certain situations in order to reach a positive outcome
• Prepare for and conduct a community meeting

Time:
6 hours.

Materials:
Flipchart
Overhead projector/computer
Pens/pencils
Handouts
Powerpoints
Paper
Step One: Motivation – (20 minutes)

Activity: Break the class up into five groups. Their task is to brainstorm as a group about what could go wrong in a community meeting. After five minutes go around the room and ask the groups to share their thoughts, then write them on the flipchart paper. Next, ask the groups to brainstorm about what are the possible outcomes of a community meeting. After five minutes, share and record on flipchart paper. Feel free to discuss why it’s important to learn about meetings: sharing concerns, voicing opinions, finding areas of agreement and plans for action.

Now write on a flip chart paper the four values required for a successful participatory group meeting:

1. Full Participation
2. Mutual Understanding
3. All Inclusive Solutions
4. Shared Responsibility

*Now describe each of these values and their importance. Ask for the participants’ thoughts about if they agree about the values and if they would add anything to the list.
Part I: Facilitation – 4 hours

Directions: Pass out handout 15 and review powerpoints 2-35.

Powerpoint 2: Facilitating Group Meetings

Why is it important to have group or community meetings?

- To get people involved. – The group members will be actively participating in their own solutions to the issues facing their community. If they don’t participate in the meeting, whoever tries to put their plan into action may not have the support of the community.

Powerpoint 3: Facilitating Group Meetings

Why is it important to have group or community meetings?

- Empowerment. - Their involvement in the meeting will empower each of the participants by making their voices and opinions a part of the solution. Their dreams and goals of the community make become a reality because they had a chance to be a part of the meeting. The participants will also learn the power of organization – uniting them as one to work towards a goal, which creates solidarity among the members.

Powerpoint 4: Facilitating Group Meetings

Why is it important to have group or community meetings?

- Gain skills. - By bringing community members together, the participants will brainstorm, kick ideas around, and finally come to an agreement. This will aid in their ability to problem-solve, gain responsibility in the community, think about problems that may arise before they happen, and resolve their conflicts in a peaceful way.

Powerpoint 5: Facilitating Group Meetings

Why hold a group meeting?

- To get advice and support from the group.
- To make decisions concerning the group or community.
- To clear up confusing issues in the group.
- To determine if there is a problem that needs to be addressed by the group and who will be responsible for handling the resolution.
- To decide on solutions that can take care of any issues.
Powerpoint 6: Facilitating Group Meetings

What is the role of the facilitator of the meeting?

• You will be acting as the facilitator of the group meeting. A facilitator is an individual who helps the group work through the issues more effectively.
• The goal is to motivate people to become involved in the issues facing their community and to manage the meeting to produce resolutions to those issues.
• The facilitator must support the participants to do their best thinking on the issues and for them to think deeply about possible solutions.
• The facilitator will set the tone for discussions and should encourage all that are participating.
• The facilitator stands neutral and doesn’t support either sides of an argument or solution.
• By the end of the meeting the facilitator should have promoted mutual understandings and produced a sense of shared responsibility of the solution(s).

Powerpoint 7: Facilitating Group Meetings

Getting Started

• Choose a location that is centralized for all of the group members so that there is easy access.
• Choose a day and time that makes it easy for everyone to attend. For the first meeting you will need to talk to the group members beforehand to achieve best results.
• The meeting should be an open space where they can sit in a circle and see each member when they speak.
• Bring materials to write on such as large paper or a chalkboard to record the many issues brought up in the meeting. This will serve as a way to record group memory.
• Each member should also bring writing materials for jotting down ideas and to record important issues.
• Try to have refreshments and snacks on-hand so the atmosphere is relaxed and sociable.
• Make sure you invite people that have some type of involvement, interest or concern in the issues to be addressed. It’s important to have all the different sides of an issue involved in the discussions. (Some people may own a part of the issue, others may be struggling because of the issue, or maybe someone has family history behind the issue).
Powerpoint 8: Facilitating Group Meetings

Getting Started

Before the meeting, plan out the agenda and direction you would like to take them. For example:

- Decide as a group which issues should be discussed today.
- Have the participants agree upon how long they would like to spend on each issue.
- Brainstorm as a group: What are some issues we are facing that you would like changed? What is working well and you would like to see more developed?
- Filter the brainstorm and determining the issue or issues to be discussed.
- Conduct an open discussion about the reasons for the issue and how to resolve it.
- Narrow down the possible solutions and develop a plan to implement the strategy. Who will be involved and what will their roles be.
- Decide when to have the next meeting to discuss how the plan is working and discuss further issues.

Powerpoint 9: Facilitating Group Meetings

Getting Started

Before getting started the facilitator should set his or her ground rules. For example:

- Raise your hand and the facilitator will call on you to share your thoughts.
- We will stick to the agenda that we all agreed upon. (Set how long we will discuss issue A, B, C)
- Everyone must give respect and listen when others are speaking.
- We can argue but there will be no personal attacks.
- Everyone must contribute in order for the meeting to work.
- Listen attentively with an open mind.
- There are no dumb questions.

Make sure that everyone agrees to these rules and ask if anything should be added to the rules.
Getting Started

At the meeting or beforehand, the facilitator should establish the roles of some of the participants. The facilitator will have a hard time running the meeting alone, so ask some of the participants to help with:

- **Hospitality**: Greeting others and directing people to their seats. Help with gathering refreshments and room set-up.
- **Recorder**: Helps write down responses and conclusions.
- **Evaluator**: Someone that can aid in recording what has been accomplished or struggles in the community for the next meeting.

**Group Meeting Techniques - Brainstorming**

The idea of brainstorming is to make a list of all the members’ ideas about a certain subject. This is not a time to talk about the ideas, only to make a list.

Set the rules for the brainstorming session before starting:

- Tell everyone that their participation is needed and they must let their ideas be known even if it is confusing, off the subject or silly.
- Tell them not to make judgments or comments during the brainstorm – we’re only making a list now.
- We will brainstorm for ___ minutes and then discuss. (Set the time for the session.)

**Group Meeting Techniques - Brainstorming**

The facilitator should:

- Choose someone to write the list on paper or blackboard.
- Repeat what is said for clarity.
- Move around for an upbeat session.
- Treat all ideas the same no matter how silly.
- Tell the participants to take turns – maybe raise hands.
Powerpoint 13: Facilitating Group Meetings

Group Meeting Techniques - Brainstorming

The facilitator should **not**:

- Interrupt the participant.
- Make comments when someone participates (ex. Nice one!).
- Favor those who are participating.
- Give up when they are stuck.
- Rush or pressure them.

Powerpoint 14: Facilitating Group Meetings

Group Meeting Techniques - Brainstorming

After the brainstorm - prioritize:

- Give everyone a chance to vote on the ideas, which seem the most important to them. (Ex. Have them write three of the most important, write them down and count or raise hands for majority).
- Prioritize the ideas voted as the most important by general need, urgency, and cost. Range them from high, medium to low in priority for each of the categories. (ex. Need – high, urgency – medium, cost – high.)
- Once categorized and an issue is decided is the highest priority, move to discussion.

Powerpoint 15: Facilitating Group Meetings

Group Meeting Techniques – Open Discussions

Open discussions are like conversations rather than a formal, organized meeting. Group members will have the opportunity to speak their minds when they want and for as long as they want.

People will raise important issues and thoughts, which are important to discuss as a group. Everyone’s input is useful so his/her participation is very valuable.

Different perspectives will be explored, which will benefit all group members’ understanding of the issue.

*The goal of the open discussion is to find a solution that **everyone** can live with.*
Powerpoint 16: Facilitating Group Meetings

Group Meeting Techniques – Open Discussions

Difficulties of Open Discussions

- Sometimes only a certain few will contribute.
- Some don’t listen to what another said and will bypass their thoughts to another topic.
- It’s sometimes difficult to keep on track or certain topics may last too long for some group members.
- It’s hard to manage – choosing who talks or for how long.
- It can lead to hateful arguments.

Powerpoint 17: Facilitating Group Meetings

Group Meeting Techniques – Open Discussions

The facilitator’s role in open discussions:

- To determine who talks when. – The facilitator must control the flow of the discussion by choosing who talks and when its time to move to another.
- Keeping the focus of the discussion. – The facilitator must steer the discussion so that the group members don’t lose focus of the topic at hand.

Powerpoint 18: Facilitating Group Meetings

Group Meeting Techniques – Open Discussions

Who Talks When

- Come up with a way to let the group know whose turn it is to speak. (Have the group members raise their hands. When multiple hands are raised, let them know the order they will have the chance to speak. Ex. - You’re next, you’re second...)

Raising hands is a good way of keeping order and to give everyone an opportunity to speak rather than the aggressive members.
Powerpoint 19: Facilitating Group Meetings

Group Meeting Techniques – Open Discussions

Who Talks When

• Encourage Participation – the facilitator will need to keep the discussion going at times. During times of low participation the facilitator could ask:

  “Does anyone else have anything to say?”
  “Would anyone like to add to that?”
  “Could we hear from someone who hasn’t had a chance to speak?”
  “Jon, you look like you have something to say.”

Powerpoint 20: Facilitating Group Meetings

Group Meeting Techniques – Open Discussions

Who Talks When

• Use the clock – The facilitator will need to manage the discussions to best utilize the time for the meeting.

Sometimes people will run on with their thoughts that are not productive for the group. They are taking too long or you need to move to a different topic. One could say “We only have a few minutes left, does anyone else have something to share before we end/move on?”

Powerpoint 21: Facilitating Group Meetings

Group Meeting Techniques – Open Discussions

Who Talks When

• Helping make points – The facilitator will need to step in to help someone make their point because they can’t quite say what they want or are not comfortable speaking in a group setting.

The facilitator can try to summarize what the group member is saying and asking if this is correct.

Maybe they were making a point and lost track. Try to bring them back by asking, “Can you say more about _____?”
Group Meeting Techniques – Open Discussions

Keeping Focus

Open discussions draw many people together with different perspectives on issues, which usually means that they will have different trains of thought. Many times this leads to a difficult time keeping focus on a point and even misunderstandings.

One of the main characteristics of good open discussions is the diversity of thoughts and should be encouraged. The key for the facilitator is to keep the focus so a solution can eventually be reached.

Keeping Focus

The difficult task of the facilitator is to recognize when the group members are drifting too far from the topic at hand. There is no real trick to deciding when the discussion must be steered back on course; it is up to the facilitator to decide for himself or herself.

Also, the facilitator must gauge the atmosphere of the discussion. Sometimes open discussions can turn into aggressive shouting. The facilitator may have to remind the group members why they are attending and the need for peaceful resolutions. Remember that the facilitator remains neutral at all times.

There will be different reasons when the facilitator decides to step in to refocus the group. One should consider one or multiple of the following techniques when its time to focus:

- Keeping aggression down
- Switching topics
- Calling for reactions
- Giving time for different conversations
Powerpoint 25: Facilitating Group Meetings

Group Meeting Techniques – Open Discussions

Keeping Focus

Keeping aggression down – Sometimes a discussion can lead to personal attacks on a person or group. The facilitator needs to refocus the discussion by stepping in.

“We are not here to attack individuals. Can you retry sharing your point?”

“Remember the ground rules we all agreed upon? – No personal attacks.”

Powerpoint 26: Facilitating Group Meetings

Group Meeting Techniques – Open Discussions

Keeping Focus

Switching topics – When the facilitator feels that ample time has been spent on a topic or group members are repeating themselves, this may mean it’s time to switch topics. The facilitator can redirect the discussion by saying:

“We’ve spent twenty minutes on this conversation, how about we discuss the next topic?”

“According to our agenda, time is up on this issue. Let’s move on to...”

“At the beginning we said we should discuss...”

Powerpoint 27: Facilitating Group Meetings

Group Meeting Techniques – Open Discussions

Keeping Focus

Calling for reactions – Open discussions are not always full of dialogue at all times. There are points of the discussion where no one has anything to say. It’s fine to let the group remain silent for a little while to collect their thoughts but recognize when there is a standstill. It’s time for the facilitator to open a window for more participation reacting to what another group member said:

“What do you think about she said earlier about...?”
Group Meeting Techniques – Open Discussions

**Keeping Focus**

Giving time for different conversations – Each topic will lead to multiple discussions between group members. Sometimes the discussions overlap each other. One conversation may start to sidetrack the topic at hand but may be important to the group. Let the side conversation last for as long as you think but bring the conversation back on topic.

“Thanks for the insight, let’s get the conversation back on track. Who else would like to share about...”
Practice for Facilitating group meetings – 30-40 minutes

Directions: Break the class into two groups. One group will be responsible for conducting a brainstorm and the other group will hold an open discussion. Each group will participate in the other group’s practice of the material. Let them talk amongst themselves on how they will conduct the brainstorm or open discussion for five minutes. Tell the groups to prepare for the following:

The issue: We need to cook dinner for twenty people in two days. Twenty delegates from the government are coming to congratulate the community for all the community development work. The participants will be making the food to welcome them so it’s important that the dinner is done just right and involves everyone in the meeting.

Brainstorm team: What should we cook?

Open discussion team: How do we get this done?

**After the brainstorm, the facilitator will show them how to conduct the same brainstorm using the affinity diagram.
Powerpoint 29: Facilitating Group Meetings

Process of Decision-Making

Phase I: At the beginning of this process, we have multiple participants that brought their own diverse opinions and thoughts. All the group members bring their own priorities and opinions about what are affecting their lives, which they feel are the best solutions.

Powerpoint 30: Facilitating Group Meetings

Process of Decision-Making

Phase II: We now give the group an opportunity to share what they feel is important without others commenting which creates an open atmosphere and gets the issues on the table. Through brainstorming we are able to categorize and prioritize the issues according to the votes of the group. Instead of the scattered ideas and opinions we now have focused the group to discuss the selected few issues.

Powerpoint 31: Facilitating Group Meetings

Process of Decision-Making

Phase III: Once the issue has been selected to discuss, it’s time to hold an open discussion to find a possible solution. Again we will find that there are multiple, diverse ideas and opinions that the group members will hold dear to them. The process of open discussion is long and difficult – if it wasn’t the solution would have been found already. By the end we are looking for every member to be on board with the decision. Finally, how the solution will be put into action (implementation) will conclude the open discussion.

Powerpoint 32: Facilitating Group Meetings

Process of Decision-Making

Phase VI: The group will have decided on who will be involved in the implementation, what will be needed and how long that process will take. The group needs to decide when and where the next group meeting will take place. The goal of the next meeting will be to evaluate how well the plan is going and discuss new issues that have come up.
Process of Decision-Making

*Possible issues of decision-making.

Not all solutions will be easily agreed upon and some will not agree with the majority of the group. – If everyone is not on board the solution will surely fail, so it’s important to find a place in between where everyone can agree. It’s the facilitator responsibility to find the happy median. The facilitator should try:

- Taking a break so people can collect their thoughts.
- Ask, “What can we agree to?” or “What would it take to make this option acceptable to everyone?”
- Remind the group that we all must agree on a solution.
- Ask for proposals for a plan from differing sides.
- Ask the sides to come up with possible alternatives to make the plan work.
**Practice for group meetings – 2 hours**

**Directions:** The class will decide on a representative that will conduct a group meeting with the chosen community. He/she will be the facilitator of the meeting, another will serve as hospitality, another the recorder, and the rest of the group members will serve as evaluators of the meeting. Furthermore, the group members will be required to write their own reflections on the meeting.

- What worked well in the meeting?
- What could have been done differently?

Their observations will be discussed the next class.
Handout #15 – Facilitating Group Meetings

Four values for a successful participatory group meeting:

1. Full Participation – All group members are encouraged to share their thoughts. The result is a wide range of opinions and respect for those opinions.
2. Mutual Understanding – In order to reach a solution, group members must understand and accept each other’s opinions and goals.
3. All Inclusive Solutions – The solutions that come from the meeting will include the perspectives and needs of everyone involved. Everyone will have a piece in the solution.
4. Shared Responsibility – Once a solution has been agreed upon, everyone involved will share in the responsibility of the implementation process.

Why is it important to have group or community meetings?

- To get people involved. – The group members will be actively participating in their own solutions to the issues facing their community. If they don’t participate in the meeting, whoever tries to put their plan into action may not have the support of the community.

- Empowerment. - Their involvement in the meeting will empower each of the participants by making their voices and opinions a part of the solution. Their dreams and goals of the community make become a reality because they had a chance to be a part of the meeting. The participants will also learn the power of organization – uniting them as one to work towards a goal, which creates solidarity among the members.

- Gain skills. - By bringing community members together, the participants will brainstorm, kick ideas around, and finally come to an agreement. This will aid in their ability to problem-solve, gain responsibility in the community, think about problems that may arise before they happen, and resolve their conflicts in a peaceful way.

Why hold a group meeting?

- To get advice and support from the group.
- To make decisions concerning the group or community.
- To clear up confusing issues in the group.
- To determine if there is a problem that needs to be addressed by the group and who will be responsible for handling the resolution.
- To decide on solutions that can take care of any issues.
What is the role of the facilitator of the meeting?

- You will be acting as the facilitator of the group meeting. A facilitator is an individual who helps the group work through the issues more effectively.
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- The facilitator must support the participants to do their best thinking on the issues and for them to think deeply about possible solutions.
- The facilitator will set the tone for discussions and should encourage all that are participating.
- The facilitator stands neutral and doesn’t support either sides of an argument or solution.
- By the end of the meeting the facilitator should have promoted mutual understandings and produced a sense of shared responsibility of the solution(s).

Getting Started

- Choose a location that is centralized for all of the group members so that there is easy access.
- Choose a day and time that makes it easy for everyone to attend. For the first meeting you will need to talk to the group members beforehand to achieve best results.
- The meeting should be an open space where they can sit in a circle and see each member when they speak.
- Bring materials to write on such as large paper or a chalkboard to record the many issues brought up in the meeting. This will serve as a way to record group memory.
- Each member should also bring writing materials for jotting down ideas and to record important issues.
- Try to have refreshments and snacks on hand so the atmosphere is relaxed and sociable.
- Make sure you invite people that have some type of involvement, interest or concern in the issues to be addressed. It’s important to have all the different sides of an issue involved in the discussions. (Some people may own a part of the issue, others may be struggling because of the issue, or maybe someone has family history behind the issue).

*Before the meeting, plan out the direction you would like to take them. For example:*

- Decide as a group which issues should be discussed today.
- Brainstorm as a group: What are some issues we are facing that you would like changed? What is working well and you would like to see more developed?
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- Conduct an open discussion about the reasons for the issue and how to resolve it.
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- Decide when to have the next meeting to discuss how the plan is working and discuss further issues.
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Make sure that everyone agrees to these rules and ask if anything should be added to the rules.

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- **Hospitality:** Greeting others and directing people to their seats. Help with gathering refreshments and room set-up.
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GROUP MEETING TECHNIQUES

**Brainstorming**

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Set the rules for the brainstorming session before starting:

- Tell everyone that their participation is needed and they must let their ideas be known even if it is confusing, off the subject or silly.
- Tell them not to make judgments or comments during the brainstorm – we’re only making a list now.
- We will brainstorm for __ minutes and then discuss. (Set the time for the session.)
The facilitator should:

- Choose someone to write the list on paper or blackboard.
- Repeat what is said for clarity.
- Move around for an upbeat session.
- Treat all ideas the same no matter how silly.
- Tell the participants to take turns – maybe raise hands.

The facilitator should not:

- Interrupt the participant.
- Make comments when someone participates (ex. Nice one!).
- Favor those who are participating.
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- Rush or pressure them.

After the brainstorm - prioritize:

- Give everyone a chance to vote on the ideas, which seem the most important to them. (Ex. Have them write three of the most important, write them down and count or raise hands for majority).
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Open Discussions

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People will raise important issues and thoughts, which are important to discuss as a group. Everyone’s input is useful so his/her participation is very valuable.

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*The goal of the open discussion is to find a solution that everyone can live with.
Difficulties of Open Discussions

- Sometimes only a certain few will contribute.
- Some don’t listen to what another said and will bypass their thoughts to another topic.
- It’s sometimes difficult to keep on track or certain topics may last too long for some group members.
- It’s hard to manage – choosing who talks or for how long.
- It can lead to hateful arguments.

The facilitator’s role in open discussions:

- To determine who talks when. – The facilitator must control the flow of the discussion by choosing who talks and when its time to move to another.
- Keeping the focus of the discussion. – The facilitator must steer the discussion so that the group members don’t lose focus of the topic at hand.

Who Talks When

- *Come up with a way to let the group know whose turn it is to speak.* (Have the group members raise their hands. When multiple hands are raised, let them know the order they will have the chance to speak. Ex. - You’re next, you’re second...)

  Raising hands is a good way of keeping order and to give everyone an opportunity to speak rather than the aggressive members.

- *Encourage Participation* – the facilitator will need to keep the discussion going at times. During times of low participation the facilitator could ask:

  “Does anyone else have anything to say?”
  “Would anyone like to add to that?”
  “Could we hear from someone who hasn’t had a chance to speak?”
  “Jon, you look like you have something to say.”

- *Use the clock* – The facilitator will need to manage the discussions to best utilize the time for the meeting.

  Sometimes people will run on with their thoughts that are not productive for the group. They are taking too long or you need to move to a different topic. One could say “We only have a few minutes left, does anyone else have something to share before we end/move on?”
• *Helping make points* – The facilitator will need to step in to help someone make their point because they can’t quite say what they want or are not comfortable speaking in a group setting.

The facilitator can try to summarize what the group member is saying and asking if this is correct.

Maybe they were making a point and lost track. Try to bring them back by asking, “Can you say more about ____?”

**Keeping Focus**

Open discussions draw many people together with different perspectives on issues, which usually means that they will have different trains of thought. Many times this leads to a difficult time keeping focus on a point and even misunderstandings.

One of the main characteristics of good open discussions is the diversity of thoughts and should be encouraged. The key for the facilitator is to keep the focus so a solution can eventually be reached.

The difficult task of the facilitator is to recognize when the group members are drifting too far from the topic at hand. There is no real trick to deciding when the discussion must be steered back on course; it is up to the facilitator to decide for himself or herself.

Also, the facilitator must gauge the atmosphere of the discussion. Sometimes open discussions can turn into aggressive shouting. The facilitator may have to remind the group members why they are attending and the need for peaceful resolutions. Remember that the facilitator remains neutral at all times.

*There will be different reasons when the facilitator decides to step in to refocus the group. One should consider one or multiple of the following techniques when its time to focus:*

_Keeping aggression down_ – Sometimes a discussion can lead to personal attacks on a person or group. The facilitator needs to refocus the discussion by stepping in.

“We are not here to attack individuals. Can you retry sharing your point?”

“Remember the ground rules we all agreed upon? – No personal attacks.”
Switching topics – When the facilitator feels that ample time has been spent on a topic or group members are repeating themselves, this may mean it’s time to switch topics. The facilitator can redirect the discussion by saying:

“We’ve spent twenty minutes on this conversation, how about we discuss the next topic?”

“According to our agenda, time is up on this issue. Let’s move on to...”

“At the beginning we said we should discuss...”

Calling for reactions – Open discussions are not always full of dialogue at all times. There are points of the discussion where no one has anything to say. It’s fine to let the group remain silent for a little while to collect their thoughts but recognize when there is a standstill. It’s time for the facilitator to open a window for more participation reacting to what another group member said:

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“Thanks for the insight, let’s get the conversation back on track. Who else would like to share about...”

Process of Decision-Making

Phase I: At the beginning of this process, we have multiple participants that brought their own diverse opinions and thoughts. All the group members bring their own priorities and opinions about what are affecting their lives, which they feel are the best solutions.

Phase II: We now give the group an opportunity to share what they feel is important without others commenting which creates an open atmosphere and gets the issues on the table. Through brainstorming we are able to categorize and prioritize the issues according to the votes of the group. Instead of the scattered ideas and opinions we now have focused the group to discuss the selected few issues.
**Phase III:** Once the issue has been selected to discuss, it’s time to hold an open discussion to find a possible solution. Again we will find that there are multiple, diverse ideas and opinions that the group members will hold dear to them. The process of open discussion is long and difficult – if it wasn’t the solution would have been found already. By the end we are looking for **every** member to be on board with the decision. Finally, how the solution will be put into action (implementation) will conclude the open discussion.

**Phase VI:** The group will have decided on who will be involved in the implementation, what will be needed and how long that process will take. The group needs to decide when and where the next group meeting will take place. The goal of the next meeting will be to evaluate how well the plan is going and discuss new issues that have come up.

*Possible issues of decision-making.*

Not all solutions will be easily agreed upon and some will not agree with the majority of the group. – If everyone is not on board the solution will surely fail, so it’s important to find a place in between where everyone can agree. It’s the facilitator responsibility to find the happy median. The facilitator should try:

- Taking a break so people can collect their thoughts.
- Ask, “What can we agree to?” or “What would it take to make this option acceptable to everyone?”
- Remind the group that we **all** must agree on a solution.
- Ask for proposals for a plan from differing sides.
- Ask the sides to come up with possible alternatives to make the plan work.
## Process of Decision-Making

<table>
<thead>
<tr>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
<th>Phase IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple Participants bring their own diverse opinions and thoughts.</td>
<td>Participants brainstorm to categorize and decide which issues are the highest priority.</td>
<td>Once the issue has been decided to discuss, it’s time to discuss the possible solutions. Again the ideas will be diverse and the goal is for every group member to agree on the solution.</td>
<td>The solution has been agreed upon and now it’s time to designate roles within the group to put the solution into action. Also, plan for the next meeting to discuss how the plan is going.</td>
</tr>
</tbody>
</table>

### Phase I
- D
- G
- C
- F
- J
- A
- W
- M
- I
- L
- N
- H
- Q
- T
- U
- W
- O
- R
- Z

### Phase II
- A
- F
- F
- J

### Phase III
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

- Long task of compromising a solution
- Full agreement on a solution

### Phase IV
- Role 1 - Group Member 1
- Role 2 - Group Member 2
- Role 3 - Group Member 3
- Role 4 - Group Member 4
- Role 5 - Group Member 5
- Role 6 - Group Member 6

### Implementation
- Next meeting
References:


The participants have learned about the community concepts, goals and facilitation. Their final task is to plan how to utilize the knowledge and skills in their own communities. They will devise a plan that they will lead in their community and share with the class for feedback. Once they have established the plan they will hopefully conduct the strategy to be discussed in the second short course.

Participants will learn:

- To develop a plan for the participants’ communities.
- To defend why their plan will be effective.
- To explore the means of how to involve the community in their plans and dreams.

6 hours.

Flipchart
Pens/pencils
Paper
Step One: Motivation – (30-45 minutes)

Activity: To begin the lesson, the participants will share their thoughts on how well the group meeting went by discussing:

- What worked well in the meeting?
- What could have been done differently?

*Have the participant who conducted the group meeting talk first and extensively about the overall experience of facilitation. Then have the other members share their take on the meeting.*
Part I: Strategic Planning – 4 hours

Directions: Give the participants loose sheets of paper, a piece of flip chart paper and markers. Their task is to establish a tentative plan for their own community. Individually, the participants will plan out their strategy for an hour and a half to two hours on the loose paper.

Their plan should include the following:

- Describe the community.
- What are the dreams and goals of the community?
- What do they see needs to be changed in the community?
- What needs to be preserved in the community?
- Who are the stakeholders that need to participate?
- Choose an issue in the community to devise a plan.
- What types of capitals would the plan affect?
- How would you explore the community and get the concerns from multiple members of the community?
- What are some assets that could be utilized in the plan?
- How would people become empowered?
- Are there power structures that may affect the plan?
- How would you conduct group meetings?
- Once the community agrees on the solution to the issue, describe a possible plan for implementation.

Once they are finished writing their strategy take fifteen more minutes to have them draw what their dream would look like.

For the rest of the four hours each participant will share their community plan and the picture of their dream. Each participant will be expected to share their thoughts on the strategy: what will work well and what needs work.

*End of Short Course
Part II: Research/ Discussion for next short course – 1-2 hours

Directions: Each participant will be expected to take the post-test and submit his or her reflective piece.

Now take a moment to discuss some possible topics to be addressed in a second short course to be held at a later date.

Possible topics:
• Conflict Resolution
• Facilitation
• Ethics
• Listening Skills
REFERENCES


Michael Louis Geneve was born in State College, Pennsylvania on July 20th, 1977. He entered public school in Minneapolis, Minnesota through the age of eleven and then moved to Lexington, Kentucky where he finished his high school degree at Tates Creek High School. Upon graduation, he attended the University of Kentucky where he received a Bachelor of Arts in Graphic Design in 2000. After graduation, Michael worked as a graphic designer and art director for a local newspaper. In 2003, he joined the U.S. Peace Corps for two years and three months in Mozambique where he taught English and HIV awareness. The experience greatly impacted his life and in the fall of 2006, he began to pursue a Master’s Degree in Community and Leadership Development at the University of Kentucky.