Understanding Community Development

within an ECD context

— MODULE 1 —

ECD FORUM LEADERSHIP PROGRAMME

THE EARLY CARE FOUNDATION

This skills programme is developed by

THE EARLY CARE FOUNDATION

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NELSON MANDELA FOUNDATION
Living the legacy

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JIM JOEL FUND
PART OF THE CHILDWICK TRUST

— ECD FORUM LEADERSHIP PROGRAMME —

Module 1: Understanding Community Development within an ECD context

Module 2: Establishing a Local Forum

Module 3: Community Stakeholder Relationships to support Local Forums

Module 4: Resource and Sustain a Local Forum

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SECTION A:

Introduction, overview and structure

"The challenge for each one of you is to take up these ideals of tolerance and respect for others and put them to practical use in your schools, your communities and throughout your lives."

— Nelson Mandela —

1 Welcome

Welcome to the *Community Development: Establishing a Local Forum (within an Early Childhood Development (ECD) Context) Skills Programme*! In this learning guide we have the introduction to the whole skills programme and Module 1. Enjoy!

2 Target Audience

This skills programme is ideal for you if you/your employees/volunteers:

- are community development workers
- belong to a forum or want to start up a forum in your community, have the desire to grow your network

Bear in mind that even though this programme is towards community development, it is within the context of ECD, as ECD Forums within communities have proven to be a building force for these networks.

3 Purpose (within the context of ECD)

This skills programme is aimed at persons who are:

- community development workers involved in a variety of contexts. It will enable the learner to understand the principles which underpin community development to promote participation and empowerment in community projects and initiatives.

- operating as community development workers or are involved in community development initiatives, including government, non-government, and the private sector. It will enable learners to acquire knowledge and understanding that supports an integrated and holistic approach to community development. Learners will acquire the necessary knowledge and skills to enable them to drive community participation from an active citizenship perspective as underpinned by human rights principles as enshrined in the Constitution of South Africa.

- involved in community projects especially volunteerism. The focus is on the role of the individual in community development.

- able to describe the purpose and structure of teams within the hiring working environment and describe the role players in a team and evaluate the effectiveness of the team as well as their own performance within the team

- involved in project management teams or involved in building small project management teams. These projects may be technical projects, business projects or developmental projects and will cut across a range of economic sectors. This will also add value to

learners who are running their own business and recognise that project management forms an integral component of any business.

- working as a leader in the context of a small project / sub-project involving few resources and having a limited impact on stakeholders and the environment or working as a contributing team member on a medium to large project when not a leader.

- community development workers involved in a variety of contexts. It will enable the learner operating in, or preparing to operate in, community related support activities in the field, and who may be a community development worker, an economic development officer, local government official, a person in a faith-based organisation, a person in a non-governmental organisation or similar. It will add value to learners that need to co-ordinate (plan and prepare) meetings in various community development contexts. To do this, relationships need to be established and maintained with various stakeholders. The learner will also be able to deal with challenges within certain parameters and take action to reduce community development meeting related risks.

- able to access a range of resources, including information and can bring resources closer to communities in a facilitative manner. Thus, this area of competence will bring communities closer to government, and to where resources are located.

- able to lead the team, plan and allocate work and assess team members within context.

4   Learning Programme Outcomes

The learner will be able to:

1. Demonstrate an understanding of an integrated and holistic framework for community development.

2. Identify and explain government policies which have an impact on community development.

3. Work as part of a team to promote a holistic and integrated approach to community development initiatives.

4. Demonstrate knowledge of principles and values that underpin community development.

5. Describe the importance and role of participation in community development.

6. Demonstrate knowledge of the principles of empowerment and social learning.

7. Describe the concept of ownership in relation to community development.

8. Explain community development and the importance of individual participation in developing community.

9. Conduct a situational analysis in a specific community.

10. Reflect on own expertise and skills to inform a personal contribution plan.

11. Design a plan for personal involvement in a specific community project.

12. Identify the structure and purpose of a team

13. Describe and apply the roles and responsibilities required to work in a team

14. Identify factors that affect a team in the workplace

15. Review the effectiveness of a team and own participation in the team

16. Demonstrate an understanding of project management tools.

17. Use a range of project management tools.

18. Apply corrective action steps where project management tools and techniques usage problems occur.

19. Plan and organise a community development meeting for a specific purpose.

20. Identify and invite participants to the meeting.

21. Plan the work activities of a team

22. Assess and report on team member performance and issues within the team.

23. Allocate work to team members.

24. Identify resources relevant for specific communities.

25. Determine mechanisms to gather resources that are appropriate for specific communities.

26. Distribute resources according to agreed criteria.

Bear in mind that these learners will apply these skills mostly in an ECD context.

5   Structure, Value and Overview of the Skills Programme

Module 1:   **Understanding Community Development**

Module 2:   Establishing a Local Forum

Module 3:   Community Stakeholder Relationships to support Local Forums

Module 4:   Resource and Sustain a Local Forum

6   Learner Code of Conduct

A code of conduct will be negotiated during the orientation session. All learners and ECF representatives will sign this code before participation in the skills programme commences. ECF and each learner will have a copy of the signed code.

7   Icons

Do by yourself	Do in a group	Case study
Do in pairs	Do with your trainer	Key word
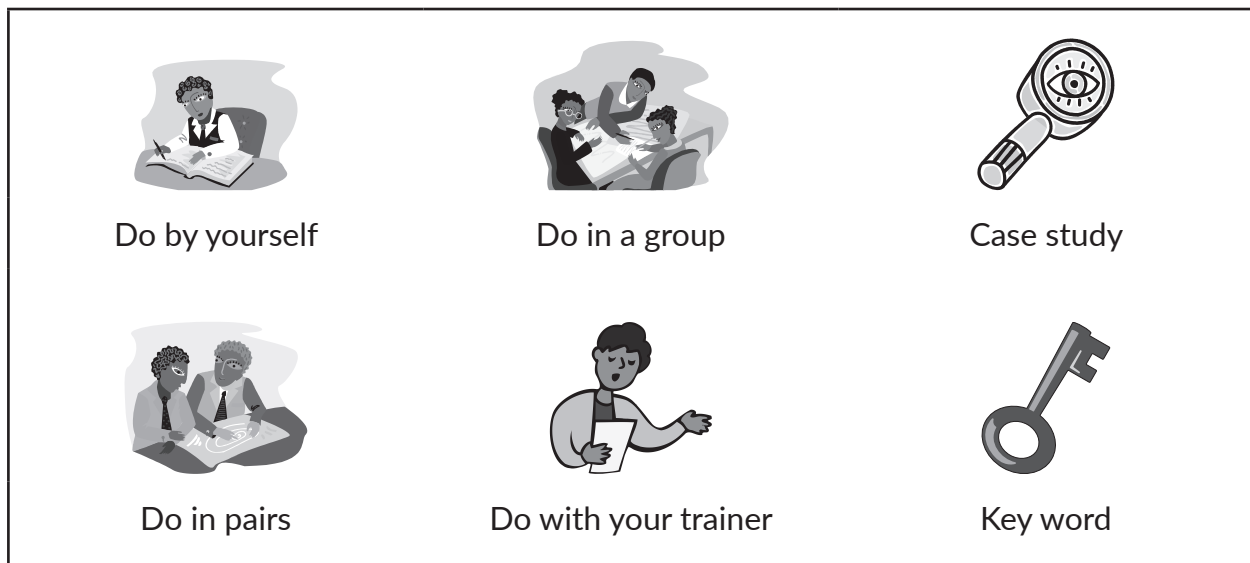
SECTION B:

Learning Module 1

"People cannot be developed; they can only develop themselves. For while it is possible for an outsider to build a man's house, an outsider cannot give the man pride and self-confidence in himself as a human being. Those things a man has to create in himself by his own actions. He develops himself by what he does ... by making his own decisions, by increasing his understanding of what he is doing, and why;
by his own full participation."

— (Nyerere, 1973: 60) Dr. Margie Maistry —
The Challenges and Lessons Learnt for Community Development
in the African SA Context

"Powerful communities create a place for everyone's gifts – there are no strangers" — Mary Nelson

1 Understanding Community Development

1.1 Defining the Concept of Community Development

Community: When we think of community, we often think in terms of where a place is. Our **community is the city, town, village, township, or informal settlement** where we live. A community defined through physical location, has borders accepted by others. This is only one way of looking at them. Communities have something in common like **history, culture, language, beliefs** or **shared interests**.

Even when community does refer to a geographic location, it does not always include everyone within the area, e.g. in a larger community, a community of woman can come together to work towards something that they find interesting or e.g. a group of ECD Centre owners in a township can form an ECD community.

Most of us belong to more than one community, whether we are aware of it or not e.g. An individual can be part of a neighborhood community, a religious/faith - based community and a community of shared interests all at the same time.

Communities are not static and closed entities. They are dynamic in nature and they interrelate with the environment. You cannot think that community development is a process of protecting a community from outside influences. Communities and are interlinked with other communities, are continuously in a process of dynamic change, and is part of a wider community such as societies at national and international level.

| Individual | Group | | Community | Society |
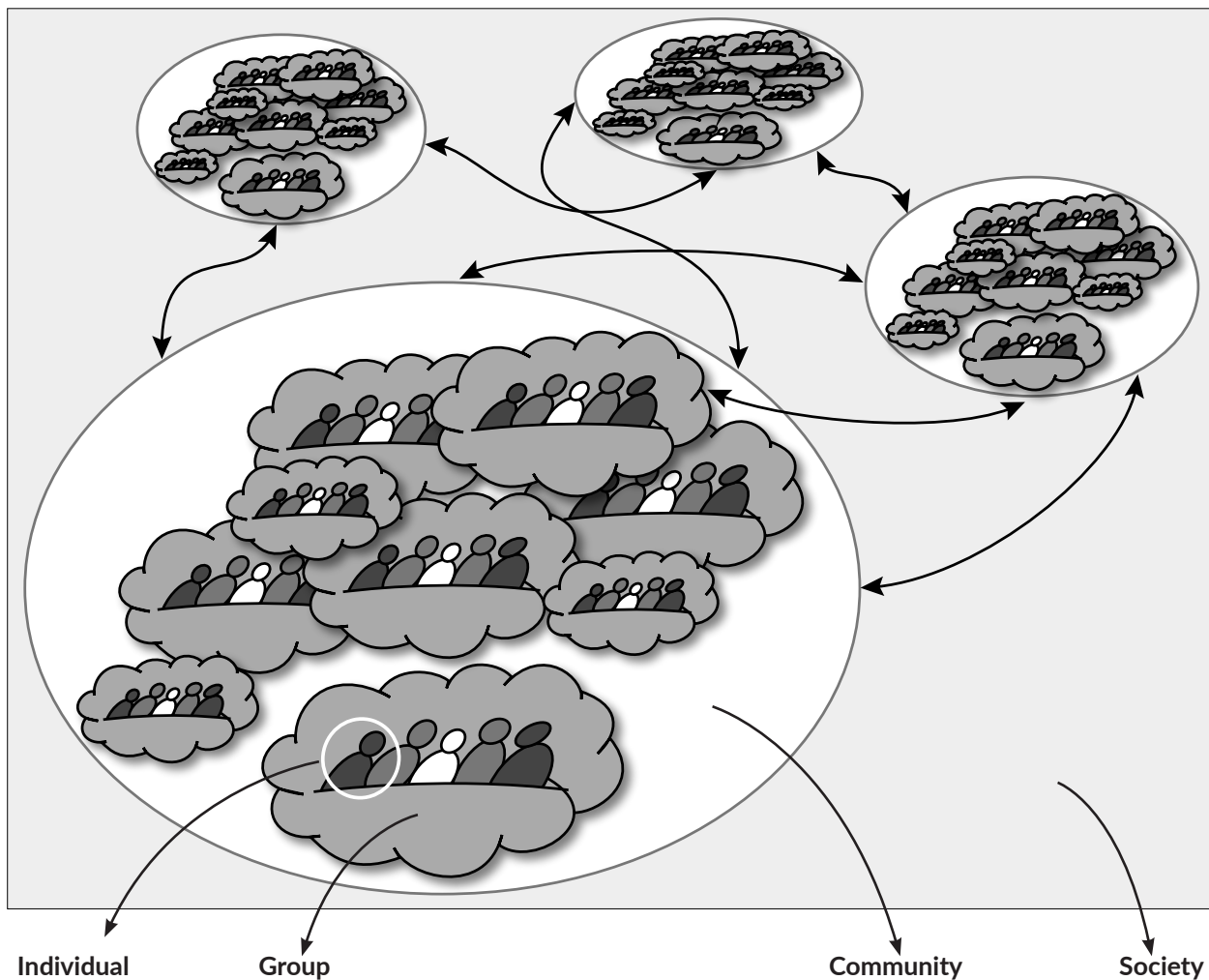
Fig 1: Community as a system

🗝️ **Development:** **The term "development" often carries an assumption of growth and expansion.** During the industrial era, development meant growing faster and bigger. However, many people are currently questioning the concept of growth for numerous reasons — perhaps a realisation that *more is not always better*. So, while the term "development" may *not* always mean growth, it *always* implies change. Some consider development to mean progress, going forward towards a better condition. **The English Hindi Dictionary, describes development as the "act of improving by expanding, enlarging or refining."**

Community development: The United Nations defines community development as "a process where community members come together to take collective action and generate solutions to common problems." Community wellbeing (economic, social, environmental, and cultural) often evolves from this type of collective action taken at a local level. Community development ranges from small initiatives within a small group to large initiatives that involve the broader community.

The community development process takes charge of the conditions and factors that influence a community and changes the quality of life of its members. Real community development is a tool for managing change but it is not:

- A quick fix or a short-term response to a specific issue within a community.
- A process that seeks to exclude community members from participating.
- An initiative that occurs in isolation from other related community activities.

Community development is about community building where the process is as important as the results. One of the primary challenges of community development is to balance the need for long-term solutions with the day-to-day realities that require immediate decision-making and short-term action.

Let us read and discuss the following community development projects in South Africa.

Uthando South Africa development projects

Example One: Abalimi Bezekhaya "Farmers of the home"

Abalimi Bezekhaya "farmers of the home" is a micro-farming association working among the unemployed in Cape Town. Abalimi Bezekhaya trains and supplies thousands of micro-farmers in organic methods of home and community gardening. **Harvest of Hope** is Abalimi Bezekhaya's niche-market business for the micro-farmers that sells top quality un-poisoned vegetables to the public via weekly veg boxes. **Farm & Garden Trust** promotes and supports Abalimi Bezekhaya and its Harvest of Hope as a national flagship project.

Example Two: Amy Foundation (formerly Amy Biehl foundation)

The Amy Biehl Foundation is a non-profit organisation that offers programmes to develop and empower youth (5 – 18 years of age) by supplementing the shortcomings of the educational system in the townships of South Africa. Reaching over 2000 youngsters every day, the programmes unlock their creative talent with the aim of producing future leaders, global citizens and entrepreneurs. The programmes also have a positive effect on the communities, reducing the levels of crime, gangs, drugs, HIV / Aids and violence. Educational and cultural activities include; after-school care, music, drama & dance, greening environment and sports.

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1.2 Philosophies and Ideologies of Community Development

The African philosophy of "Ubuntu" — a concept in which your sense of self is shaped by your relationships with other people. It's a way of living that begins with the premise that "I am" only because "we are."

Communitarianism is a philosophy that emphasizes the connection between the individual and the community. Its overriding philosophy is based upon the belief that a person's social identity and personality are largely moulded by community relationships, with a smaller degree of development being placed on individualism. Although the community might be a family, *communitarianism usually is understood, in the wider, philosophical sense, as a collection of interactions, among a community of people in a given place (geographical location), or among a community who share an interest or who share a history.*

The half-century-old ideology of Developmentalism is thriving.

Like all ideologies, Development promises a comprehensive final answer to all of society's problems, from poverty and illiteracy to violence. It shares the common ideological characteristic of suggesting there is only one correct answer. It forms a general theory that applies to everyone, everywhere. The failure of all the previous ideologies might have laid the groundwork for the freedom of individuals and societies to choose their destinies.

The philosophy of **Corporate Social Responsibility** (CSR) also known as **Corporate Social Investment** (CSI) is about companies taking an interest in life and the environment around the core business. In some countries, like South Africa, the government and people values this.

1.3 Factors that Enhance and Inhibit (Hinder) Community Development

Community development can be influenced in a positive or negative way. A few factors here highlighted show you how this happens:

1.3.1 **Type of leadership** – e.g. if a leader is energetic they can encourage others to be the same and this will enhance participation.

1.3.2 **Mind-set of community** – e.g. if a community has a negative mind set and they believe nothing good will come their way this will hinder their chances of starting something new.

1.3.3 **Behaviour and habits of community** – e.g. If a community generally is taken up with abuse of substances, woman and children it will hinder their development, because this behaviour will first have to change. If a community is very neat and tidy, they could attract environmental funding because of the discipline they display naturally.

1.3.4 **Sense of co-ownership** – e.g. some communities appreciate sharing ownership and some do not. If you are against co – ownership then it will hinder community

development, because the projects and programmes will favour joint ownership and move away from individual ownership.

1.3.5 **Level of creativeness in finding and using opportunities to serve** – e.g. the more creative communities are the better. Creativity enhances community development, because solutions are easier to find if you are creative.

1.3.6 **Stakeholder relationships are important for community development** – if a community is involved with stakeholders and they actually work together on projects this is definitely enabling.

1.3.7 **Connection to other communities is enabling because you can learn from other communities**. – This exposure will help you see other ways of doing or not doing things. This can prevent mistakes and help you copy healthy habits.

1.3.8 **Skills base** – generally, the more skilled a community is, the easier it will be to grow and work on new ideas. Challenges and hindrances can come up if the skills of the team are mismatched and two people can do the same thing. This will need careful clarification of roles and responsibility in a team.

Example:

This is a typical case in an ECD community. One of the main challenges is parental involvement. Let us consider what hinders parents from becoming involved:

> The parents see many barriers that hinder them from getting involved in their child's education.
>
> - Some parents point to their own demanding schedules and say they do not have extra time to volunteer or even attend school activities, much less get involved in bigger ways.
>
> - Others reveal how uncomfortable they feel when trying to communicate with school officials, whether that is due to language, or cultural differences or their own past experiences with school.
>
> - Some say they lack the knowledge and resources to help their child, or they express frustration with school bureaucracies or policies they find impossible to understand or change.
>
> - Some parents complain that they rarely hear from the school unless there is a problem with their child's behaviour or performance.
>
> - Others say the information provided by the school is not comprehensible/ understanding either because of educational jargon or because the parent or family member does not read or understand English.

> - Some families criticize school personnel for not understanding the plight of single parents, grandparents, foster parents, or other caregivers. Others say they lack transport.
>
> The school decides to start a community awareness campaign to enlighten parents on this aspect and the benefits of parental involvement.

There are many more enabling and inhibiting factors. If you know any, can discuss.

1.4 Advantages of Community Development

1.4.1 Benefits and Costs of Community Participation

Active community participation in project planning and implementation may improve
- project design through the use of local knowledge.
- increase project acceptability;
- produce a more equitable distribution of benefits;
- promote local resource mobilization; and
- help ensure project sustainability.

Community participation may also entail the following costs:
- delays in project start-up;
- necessary staff increases; and
- pressure to raise the level or range of services.

Participatory approaches may also be more risky than bureaucratic/technical management as there is a danger of the
- co-option of the project by certain groups,
- the creation of conflicts, or
- losses of efficiency due to inexperience with the participatory approaches.

*From: AN ECONOMIC DEVELOPMENT INSTITUTE POLICY SEMINAR Report * No. 13*

The Role of Community Participation in Development Planning and Project Management Report of a Workshop on Community Participation held in Washington D.C., September 22-25, 1986 Michael Bamberger

1.4.2 Advantages for Community Where Individuals are Involved and Actively Contribute

Community development seeks to improve quality of life. It can help communities:
- Become more responsible.
- Organise and plan together.
- Develop healthy lifestyle options.
- Empower themselves.

- Reduce poverty and suffering.
- Create self - employment, employment and economic opportunities.
- Achieve social, economic, cultural and environmental goals.

Effective community development results in mutual benefit and shared responsibility among community members. Such development recognises:
- The connection between social, cultural, environmental and economic matters.
- The diversity of interests within a community.
- Its relationship to building capacity.

Community development helps to build community capacity to address issues and take advantage of opportunities, find common ground and balance competing interests. It does not just happen – capacity building requires both a conscious and a conscientious effort to do something (or many things) to improve the community.

Functions of a community include basic functions such as:
- Economic production - distribution and consumption
- Socialisation – family togetherness and common education of children and young people by the parents and by the community
- Political – (social control: who is who in the community? What is right/wrong and who decides?
- Participation – (voluntary associations e.g. of young men or women)
- Mutual support (e.g. on health and general welfare matters)

1.4.3 Consequences of Non–Involvement:

The consequences of non-involvement include:
- Being left out
- Your opinion/ideas not being considered
- Information not being known by you
- Isolation
- Exclusion from opportunities to improve your own situation
- Feelings of being disengaged
- Feeling under–valued
- Possible involvement in negative activities
- Your talent, gifts, skills, knowledge and values are hidden
- Your character, skills, gifts and talent will be unknown to your community

1.4.4 Purpose and Personal Benefits in Community Development

Here we have selected an interesting article looking at the benefits of youth involvement in community development.

Study One

Benefits of volunteering #1: Volunteering connects you to others

One of the better-known benefits of volunteering is the impact on the community. Volunteering allows you to connect to your community and make it a better place. Dedicating your time as a volunteer helps you make new friends, expand your network, and boost your social skills. Volunteering helps you make new friends and contacts

One of the best ways to make new friends and strengthen existing relationships is to commit to a shared activity together. Volunteering also strengthens your ties to the community and broadens your support network, exposing you to people with common interests, neighbourhood resources, and fun and fulfilling activities.

Volunteering increases your social and relationship skills

Volunteering gives you the opportunity to practice and develop your social skills, since you are meeting regularly with a group of people with common interests.

Volunteering as a family

Children watch everything you do. By giving back to the community, you show them first-hand how volunteering makes a difference and how good it feels to help other people and animals and enact change.

Benefits of volunteering #2: Volunteering is good for your mind and body

Volunteering provides many benefits to both mental and physical health.

Volunteering increases self-confidence.

Volunteering can provide a healthy boost to your self-confidence, self-esteem, and life satisfaction. You are doing good for others and the community, which provides a natural sense of accomplishment. Your role as a volunteer can also give you a sense of pride and identity. And the better you feel about yourself, the more likely you are to have a positive view of your life and future goals.

Volunteering combats depression

Reducing the risk of depression is another important benefit of volunteering. A key risk factor for depression is social isolation. Volunteering keeps you in regular contact with others and helps you develop a solid support system, which in turn protects you against stress and depression when you are going through challenging times. Working with pets and other animals has also been shown to improve mood and reduce stress and anxiety.

Volunteering helps you stay physically healthy

Volunteering is good for your health at any age, but it's especially beneficial in older adults. Studies have found that those who volunteer have a lower mortality rate than those who do not, even when considering factors like the health of the participants. Volunteering has also been shown to lessen symptoms of chronic pain or heart disease.

Benefits of volunteering #3: Volunteering can advance your career

If you are considering a new career, volunteering can help you get experience in your area of interest and meet people in the field. It gives you the opportunity to practice important skills used in the workplace, such as teamwork, communication, problem solving, project planning, task management, and organization.

Volunteering can provide career experience

Volunteering offers you the chance to try out a new career without making a long-term commitment. It is also a great way to gain experience in a new field. In some fields, you can volunteer directly at an organization that does the kind of work you're interested in.

Volunteering can teach you valuable job skills

Just because volunteer work is unpaid does not mean the skills you learn are basic. Many volunteering opportunities provide extensive training. Volunteering can also help you build upon skills you already have and use them to benefit the greater community.

When it comes to volunteering, passion and positivity are the only requirements

Bear in mind that the most valuable skills you can bring to any volunteer effort are compassion, an open mind, a willingness to do whatever is needed, and a positive attitude.

Benefits of volunteering #4: Brings fun and fulfilment to your life

Volunteering is a fun and easy way to explore your interests and passions. Doing volunteer work you find meaningful and interesting can be a relaxing, energizing escape from your day-to-day routine. It provides you with renewed creativity, motivation, and vision that can carry over into your personal and professional life.

Illustration by Alexandre Magnin – Sustainabilityillustrated.com

1.5 Learning Activities

1.5.1 **Explain community development in your own words with an example from your own experience or research.**

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1.5.3 There are factors that enhance and inhibit/hinder community development. Sometimes a factor can do both depending on whether it is positive or negative. Give at least five factors – explain how they can enhance/inhibit community development.

Factor	Enhance	Inhibit / hinder
1.		
2.		
3.		
4.		
5.		

1.5.4 Explain the benefit and cost of community development to someone who is hearing about it for the first time. Come up with your own examples to make the concept clear to them. Try to convince them that participation and involvement is worth it. Show us the 2-way conversation below:

1.5.5 There are advantages for the community and personal benefits. Compare these types of benefits.

(a) What are the advantages for the ECD community, where ECD individuals actively contribute to ECD community development?

_____

_____

_____

_____

_____

_____

(b) In your view, what <u>personal</u> benefit is there in being involved with ECD community development, for the following role players?

- ECD site heads (principals):

_____

_____

_____

_____

- ECD crèche owners:

_____

_____

_____

_____

- ECD staff:

_____

_____

_____

_____

1.5.6 Read the following reports 1 and 2. Choose one and answer the questions that follow.

Report 1

The EPWP programme

The Department of Public Works (DPW) has realised the need to keep the environment clean and to ensure that there is consistent education that takes place in the townships and villages. The Extended Public Works Programme (EPWP) was initiated to ensure that the public get job opportunities and the environment is kept clean at the same time. The programme is funded by the DPW and through the training and stipends, community members are exposed to learning and are also able to feed their families.

Report 2

> ### The local soccer club
>
> Jabu, a local soccer fanatic realised the rate of crime taking place in his village and the countless number of young males who have dreams but lack mentoring. Jabu decided to use his love and knowledge for soccer to develop his community. He identified the available open field that can be used as a soccer field, informed the local authorities about his plan, informed parents and young males with interest in soccer. Jabu started off with only 11 boys, no proper field, no soccer ball, no soccer kit, no scoring poles. Just him and his soccer loving team.
>
> The team started off with a small campaign, each member contributed R50 towards items that would be sold at the soccer launch event. Garden tools where borrowed from parents and the community was invited to join. The community helped to clean the soccer field, bought the refreshments sold and the local shop owner offered to transport the team to any soccer match for free.
>
> The soccer field was ready in 1 day, the profit was used to buy a ball and simple identical T-shirts as a kit. Each member received their contributed R50 back. More young men grew the interest to join the soccer team. It became their activity to either practice or watch the soccer practice after school. The team played with different other teams each weekend and fundraising took place. They eventually became a fully functional local soccer team and started contributing their wins to the local old age homes.
>
> Jabu's main aim was to teach young men his soccer skills and to keep them away from the street. His community developed, crime rate reduced, community members felt like they co-owned the soccer club, more talent was identified, the fields were kept clean and local old age homes were getting financial support.
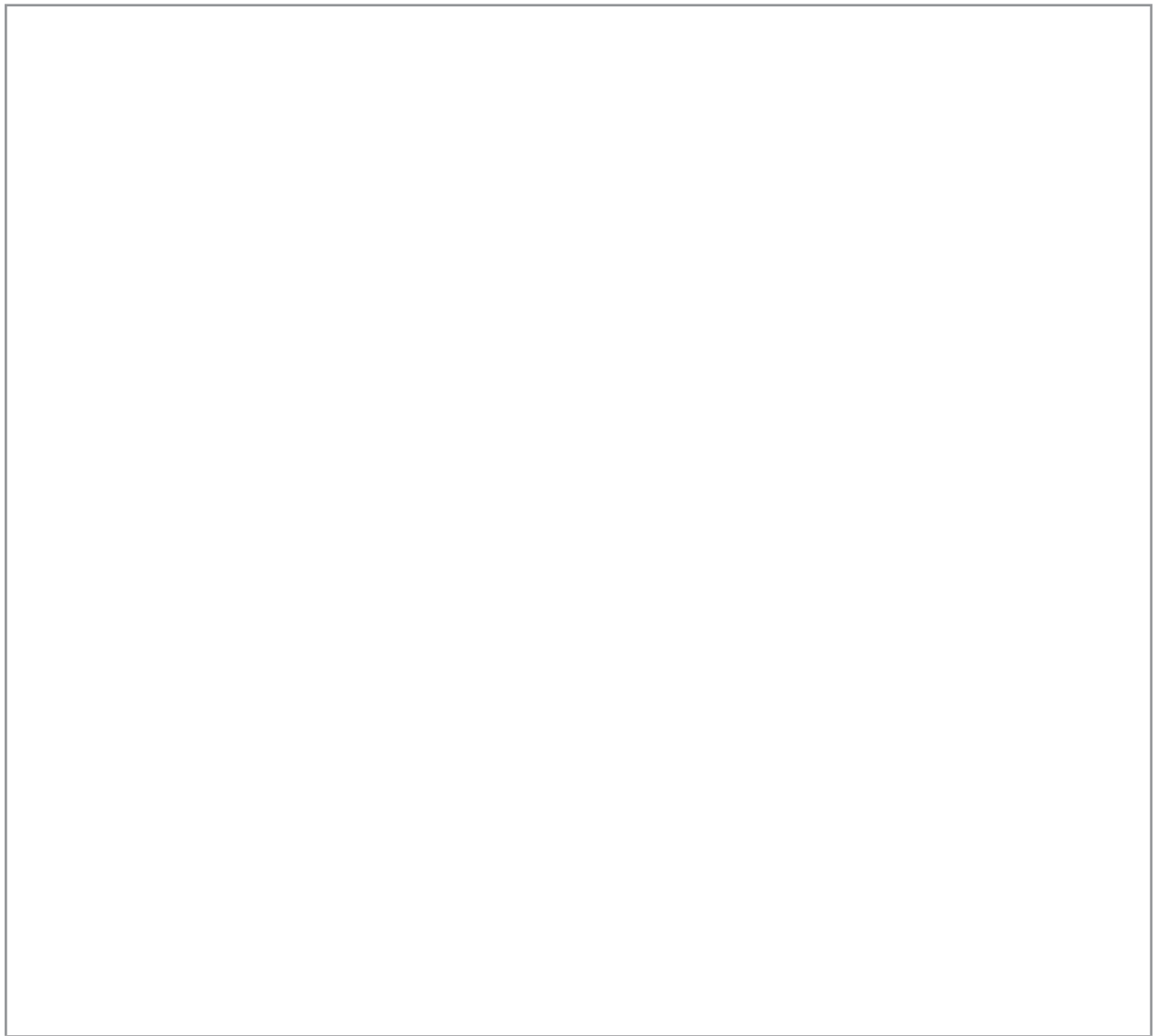
1.5.6.1   What is the point (purpose) of the community development initiative?

_____

_____

1.5.6.2   (a) Is the project beneficial? _____

          (b) Who are the beneficiaries?

_____

_____

1.5.6.3 What type of involvement or support do you think this project needs to be more successful?

_____

_____

_____

_____

_____

_____

_____

1.5.6.4 Go back and reread the case study on the soccer club. Now draw a mind map to explain step-by-step what happened. Comment on whether you think the plan worked well and say if there is anything you would do differently if you had to get involved.

2 Approaches to Community Development

There is a logic and methodology behind the process designed to help community development processes to succeed.

Certain tactics and approaches are going to yield certain results.

2.1 Holistic Community Development: Approach and its Elements

This approach means taking care of something totally, thinking about the big picture — each change to a part affects the whole.

This is a collaborative (working together), creative process which cultivates awareness of these elements:

A PESTEL Analysis is an analytical tool for strategic planning to reach goals. It is used:

- to identify and analyse the key drivers of change in the external business environment

- when plans to launch a new product, project or service into the market is considered.

This can be used for business planning, strategic planning, marketing planning, product development, organisational planning, and research reports.

P	E	S	T	E	L
Political	**Economic**	**Social**	**Technological**	**Environmental**	**Legal**
• Government policy • Policy • Legislation • Grants and levies • Trade policy	• Economic Growth • Interest rate • Finance	• Population • Cultural Trends • Consumer Issues • Organisation	• Communication networks & channels • Innovations	• Decline in raw material • Pollution • Climate change • Location and accessibility	• Health and safety standards

Fig. 2

The idea of this tool is to analyse the external environment from many different angles, and to provide a complete evaluation when considering a certain idea or plan, providing insight to whether a project is better placed than its competitors are, and if it is able to respond to change more effectively. Understanding these environments helps to minimise threats, while maximising opportunities.

Environmental scanning can help business identify opportunities in the market while avoiding costly mistakes or risks.

A community developer begins this process by creating space for honest dialogue (conversation/talking) that helps the community tell its true story by asking critical questions about the situation. It is a reality check and it is very sobering. It is eye – opening. This is empowering because it lets facts surface and dispels gossip, myths and untruths. This experience is called critical consciousness.

Critical consciousness (awareness), a new, more equitable, just, and sustainable vision of the community's future can emerge around which its members can organise. This information is social capital.

Social capital is the fuel that moves the community forward to finding solutions and changes in its everyday life, its cultural forms, its political processes, its economy, and its environment which all work together to enact the community's new story.

Holistic human elements to consider

The Wheel of Life includes all major areas of life: career, money, health, friends & family, romance, personal growth, fun & recreation and physical environment. The exercise is to assign a rating from one to five for each of these areas. A score of one indicates low ratings and five (5) is a high rating. When one is achieved in an area, that area needs to be your priority. This is to balance your life.

Wheel of Life

Physical Environment

Fun & Recreation

Career / Business

5
4
3
2
1

Personal & Spiritual Growth

Money / Finance

Romance & Intimacy

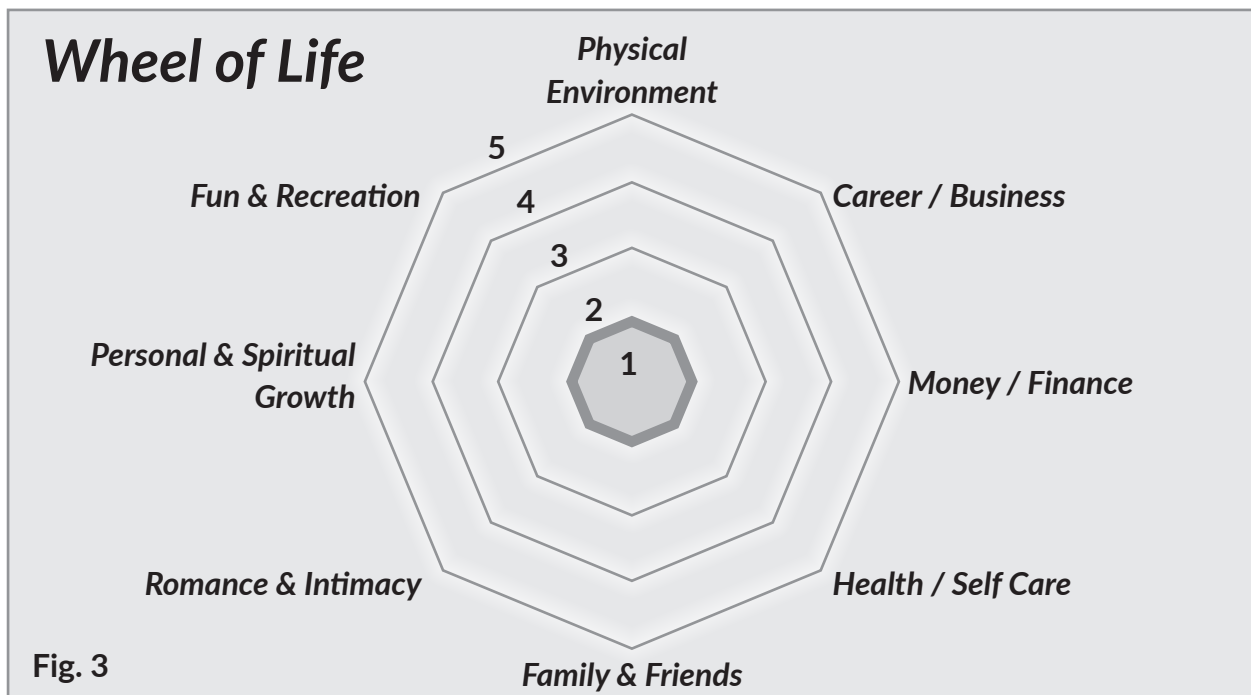Health / Self Care

Family & Friends

Fig. 3

The elements help us to take the development of the whole well-being into consideration, at different moments.

Fill in the wheel of life and see how balanced you are right now. Let us discuss.

2.2 Integrated Community Development Approach

Integrate:

Webster Dictionary defines *integrate* as:

1. to form, coordinate, or blend into a functioning or unified whole: UNITE
2a. to incorporate into a larger unit
  b. to unite with something else

Cambridge Dictionary defines *integrate* as:

1. to mix with and join …
2. to combine two or more things in order to become more effective:

   e.g. You need to integrate <u>exercise</u> ***into*** <u>your normal life</u>.

   e.g. The idea with young children is to integrate <u>learning</u> ***with*** <u>play</u>.

An integrated approach would then mean that we must blend and combine a range of aspects to be addressed in one community development programme.

One NGO/NPO/NPC community development programme provides porridge for crèches, another provides training for crèche staff, another upgrades crèche, another provides educational toys and resources, another provides parental programmes, another helps crèches to register and helps support all the compliance regulations to be met, one offers life skills support to crèches owners, etc. Can you imagine if one project could combine all these elements? That would be an integrated programme.

Below is an example of a project that develops a community using the integrated approach.

Project Example: Drinking Cups for Drinking Water

https://www.globalnature.org/en/community-development-south-africa

Watch the videos on the link above with the help of the facilitator and study the website to find more information on this project

The four project communities (Gumbi, Mandlakazi, Upper Thukela, KwaJobe / Khula) are, like many other African communities, organized according to traditional structures.

Problems:
• Within these structures, the community members suffer from a lack of participation in decision-making

---

- lack of flow of financial and other benefits into the lower levels.
- The lack of corresponding capacities at management level prevents personal initiative to improve the situation
- Additional legal obstacles hamper the improvement of the economic situation.
- At the same time existing natural capital is not used wisely and depleted in an unregulated manner.

The project therefore focusses on the social, economic and ecological levels to initiate processes for a holistic and sustainable development. This is achieved by:

- Improving structures in the community leadership
- Empowering and targeting communities to continue this process independently, even after the project is completed.
- Developing concrete approaches to improve the living situation of the local people. This includes:
    - the creation of income opportunities
    - increase in added value
    - the improvement of the food situation
    - the supply of drinking water.

Aim and measures:

The aim of this project is to improve the social, environmental and economic situation in four rural communities in KwaZulu Natal, South Africa. This is achieved through responsible, participatory management structures according to a jointly designed plan for the economic and ecological sustainable development of communities by:

- capacity building and improved participation of the lower levels in decision- making in the communities
- by improving living conditions of local inhabitants through the creation of job opportunities in small businesses,
- establishment of vegetable gardens in households and at schools and training of local inhabitants in vegetable cultivation techniques
- as well as the drilling of three drinking water wells with solar pumps to improve water supply.

The project results are disseminated through a handbook and a workshop to other communities in South Africa and beyond.

Overall, 50 000 persons are beneficiaries of the actions. This target group are local inhabitants of the communities of Gumbi, Mandlakazi, Upper Thukela and KwaJobe/Khula in South Africa.
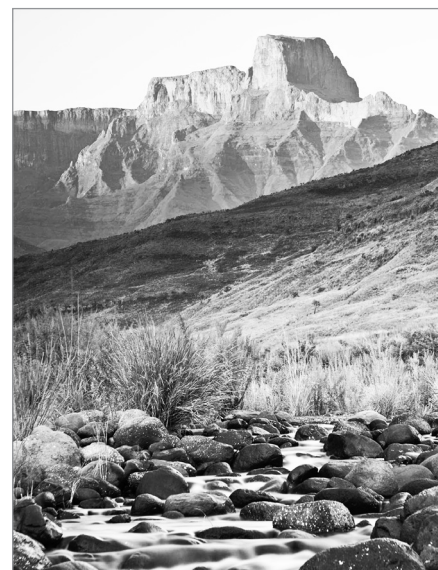
2.3 Evaluation of an Integrated and Holistic Community Development Approach

Together with the trainer, conduct a Strength, Weakness, Opportunities, Threats (SWOT) Analysis of the community project example in 2.2. Complete table:

SWOT Analysis Objectives:	
Project purpose: Have outcomes been achieved: What is the level of community involvement?	
Internal Factors	
Strengths	**Weaknesses**
View strengths going in and out of the project	View weaknesses going into project and see if it was positively affected
External Factors (may be outside your control)	
Opportunities	**Threats**
Which opportunities did they notice on the outside and take advantage of these?	Are you aware of any threats on the outside?

2.4 Learning Activities

2.4.1 Define the term *'holistic'* in your own words:

_____

_____

_____

_____

2.4.2 Define the term *'integrated'* in your own words:

_____

_____

_____

_____

_____

2.4.3 Explain how a holistic community development programme works in your view. Consider all the relevant elements that need to be included. Plan it here.

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2.4.4 Describe an example of an integrated community development programme. Give the level of community involvement in this example.

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_____

2.4.5 Choose a community development project in ECD field that is not holistic and integrated. Explain why the group says this. Discuss potential challenges that prevent it from being holistic and integrated. Give level of community involvement.

_____

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_____

2.4.6 Use the drawing on page 35. Conduct a SWOT on a community development initiative or programme. This can be in any field of interest or in another community. Give level of community involvement.

Name of project: _____ **Purpose of Project:** _____

Describe the project fully with potential challenges:

Recommend improvements for this project:

_____

_____

_____

_____

_____

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3   Values and Principles that Underpin Community Development

3.1 Difference Between Values and Principles

In his influential book, *The 7 Habits of Highly Effective People*, Stephen R. Covey outlined the difference between principles and values. In Covey's view,

Principles are rules or laws that are permanent, unchanging, and universal in nature. For Covey, principles are self-evident and — as part of most traditions and philosophies over the ages — they have been woven into the fabric of societies throughout human history. They often concern human behaviour and govern interactions between people. Principles represent an objective reality that transcends cultures and individuals. For example, Covey cites various principles, including fairness, integrity, and honesty. He declared, "A principle is a natural law like gravity. If you drop something, gravity controls. If I don't tell you the truth, you won't trust me; that's a natural law."

World-renowned leadership expert John Maxwell explained the process of principles: Imagine you have a large tree in your garden and you want to remove it. You acquire a large sharp axe and strike the tree five times every single day. I mean every single day. This is important. Every day you go out to your garden and strike the tree five times. Another day, another five times. Another day, another five times. Another day, another five times. Another day, another five times. What do you think will happen?

You WILL get closer to your goal, every single day, and the tree WILL eventually fall. This is a fact. This is a universal law of nature. However, you must use the correct tool. Hitting the tree, a thousand of times a day with an egg lifter will not get you closer to your goal.

"We control our actions, but the consequences that flow from those actions are controlled by principles" — Stephen Covey

"Values are internal and subjective, and they may change over time. Values are beliefs and opinions that people hold regarding specific issues or ideas, and are ultimately internal, subjective, and malleable. They may change as demands or needs change. If a given belief or opinion is something that might be altered if the conditions are right, then it is a value. Values are important in expressing our individual beliefs and opinions, and they can be used tactically to accomplish certain objectives based on our current circumstances, demands, and needs. Values can ultimately reflect or determine the current but potentially alterable goals that we have in our professional, family, and personal life," says Covey.

3.2 Personal Values and Principles

Brian Pennie in his article on Thrive Global (28/06/2018) describes his personal values and principles. He calls this his life compass.

Values	Principles
Stillness (Calm)	Contact reality (i.e. meditate)
Clarity	Neutralize negativity
Industry	Relentless action
Resilience	Prioritize and execute
Boldness	Set audacious goals
Humility	Practice consistency over intensity
Honesty	Connect with others with all of your attention
Patience	Never criticize, condemn or complain
Trust	Embrace (and learan from) failure
Compassion	Avoid arguments at all costs
Courage	Be radically transparent and radically open-minded
Open-mindedness	Seek first to understand (others' point of view)
Balance	Keep all your fires burning (career, relationships etc.)
Fun	Measure progress … what gets measured gets managed

Pennie uses the following technique to give him direction and take decisive action using his life compass. Visit the link below to read more on this concept:

https://thriveglobal.com/stories/values-and-principles-a-forgotten-life-compass/

Each person should develop their own list of values and principles. It is important to write these values and principles down.

A forum, organisation or business should also create such a list so that when a problem or opportunity arises you can use the principles to decide and move forward.

Let us learn more about collective values …

3.3 Collective Values Guide Community Development

Go back and reread the case study on the soccer club. Now draw a mind map to explain step-by-step what happened. Comment on whether you think the plan worked well and say if there is anything you would do differently if you had to get involved.

3.3.1 How to create collective values in communities who disagree

Creating collective values in communities where people have different views can be challenging but is very possible. Here's how you cando it it in simple steps:

Listen and Learn	Start by listening to everyone's views and concerns. Understanding where each person is coming from helps build trust.
Find Common Ground	Look for areas where people's interests and values overlap. Even if people disagree on some things, there will usually be something they all care about.
Set Clear Goals	Once you've found common ground, work together to set clear goals that address these shared concerns.
Encourage Open Communication	Keep everyone involved and informed. Open, honest communication helps prevent misunderstandings and keeps everyone on the same page.
Promote Respect	Encourage people to respect each other's views and experiences. Understanding and respecting diversity can strengthen community bonds.
Work Together on Projects	Collaborate on community projects that reflect your shared values and goals. Working together on something positive can build unity and a sense of achievement.
Celebrate Successes	When you reach a goal, celebrate together. This reinforces the value of working together and can motivate the community to tackle other challenges.
Review and Adjust	Finally, regularly check how things are going and make adjustments as needed. This ensures that the community continues to move forward together.

- The values of organisations A and B below are quite similar.

- Have a class discussion on the choice of values for each organisation.

- Make notes on what is interesting for you.

Organisation A

The Centre for International Voluntary Service (CIVS) in Kenya

Respect - For community development to occur in Africa, it is important to value diversity of the African people, dignity and their abilities and understand that as different as they are, they all account for something that makes an impact.

Equity - Community development in Africa requires that everyone focuses less on their inequalities and promotes fairness and justice to all when it comes to decision-making and distribution of resources.

Inclusion - This value is almost similar to equality but emphasizes more on involving everyone who should be involved in development activities. It enables the community to avoid having people being less heard than others are and encourages much needed meaningful participation.

Collaboration - It is an important value of community development in Africa because the entire development process is dependent on working together with different partners and most of all members of the community.

Open-mindedness - This involves the community's receptiveness to new ideas that is important as it helps these communities grow and be stronger in their beliefs as well as more understanding towards other people's beliefs.

Integrity - Community development in Africa requires that all activities are undertaken with utmost honesty and transparency and that we should be accountable to every member about everything we do.

Hope - It is also a value of community development as it enables people to look forward to the future and feel confident in trying out new things and expect the best outcomes from doing them regardless of how long it takes to achieve them.

The values of community development are intertwined.

Organisation B

COGUM Global

COGUM Global is a non-profit organisation focusing on sustainable community development and affordable housing

COGUM Global has six of the core values surrounding community development.

Collaboration and inclusion – A large part of community development revolves around two major values: group inclusion and collaboration. Healthy teamwork is crucial in order for a community development project to succeed.

Meaningful participation and change – Speaking of teamwork, it is essential to understand that your participation is needed for a greater purpose. Your contributions have significant meaning and value as you move your community towards change.

Respect – Respect for your community and others is so important in this process. Without it, the change that is needed will not be possible. Focusing on solidarity and being respectful of others is a large part of the process.

Strengths-based assets – A goal of community development is to strengthen the overall strength of the community and its residents.

Integrity – No good work can be accomplished without integrity. We need honest, dutiful people who value their community and actively seek out positive change for everyone.

Hope – There is no more important quality for community development than hope. Change starts with individuals, then it grows

Discuss collective values with the trainer and other learners.

3.4 Types and Role of Values as Part of a Principled Value System — How This System Guides and Drives Processes

The table below are only a few examples of values that lead to principles towards an outcome. Values, principles and outcomes are linked together work with the trainer to complete this table.

	Values of community	Actionable Principles	Desired Outcome
1.	Transparency		
2.	Equal treatment		
3.	Fairness		
4.	Consultation		
5.	Collective action		
6.	Celebrate success		
7.	Social justice		

Discuss the processes these principles will affect with the trainer and learning group.

The table above is only one way to view this. One could decide on the outcome first, and then link an obvious value and find which actionable principle is suitable to realise the outcome. There could be more than one value and principle for each outcome. Principles applied consistently and constantly can become a form of discipline that help you reach outcomes.

If these values and principles were ascribed to, it would influence how projects are approached, implemented and how people are treated throughout the process of development. These values would also affect how people in a community development process behaves e.g. when data and information is collected as a result of the project, people are open and honest.

If we believe that we must practice collective action, then we must ensure collaboration and working together in teams and put processes in place for this type of working ethic. We will also hire people that want to achieve results by team effort, instead of loners and people who value independence.

3.5 Learning Activities

3.5.1   Define values in your own words:

_____

_____

3.5.2   Define principles in your own words:

_____

_____

_____

3.5.3   There are factors that enhance and inhibit/hinder community development. Sometimes a factor can do both depending on whether it is positive or negative. Give at least five factors — explain how they can enhance/inhibit community development.

_____

_____

_____

Give reasons why these values are prioritised in the way you have done this:

_____

_____

_____

Where or from whom did you collect values:

_____

_____

_____

3.5.4 **Come together and discuss the outcomes that an ECD Forum desires for its members. Think of the values and principles that will help an ECD forum to reach these outcomes. Start this activity as a brainstorm. Choose five outcomes, each should have one or two values attached and each must have at least a principle that will make it actionable. If we cannot make the value into an action, then remove the value and add it to the bottom of the table for future reference.**

	Desired Outcome for ECD Forum	Values of ECD Forum	Actionable Principles of the ECD Forum
1.			
2.			
3.			
4.			
5.			

Values that might be of importance in future:

What did you learn: _____

_____

_____

_____

_____

_____

_____

3.5.5 How would the first 3 values you have chosen in 3.5.4, influence the processes of this ECD Forum?

Name of ECD Forum	
Purpose of ECD Forum	
Benefits to members	1. 2. 3.

Value	Principle	Affected Process(es)
1.		
2.		
3.		

What will be the biggest challenge when you try to implement this?

What will you do to overcome the challenge?

4 Concepts: Power, Empowerment and Social Development/Learning

4.1 Defining Concepts

4.1.1 Power

Oxford/Longman/Collins Dictionary: the ability to control people, activities, events or things. In Forbes, Rick Miller says many assume power comes from "outside-in." They believe someone else grants power to a person. They see power as a position or title, which comes with authority and control, and a belief in the form of supremacy over others. Others believe that real power comes from "inside-out." They maintain that power is the ability of each individual to cultivate by himself or herself. Real power is increased within a person simply by the choices they make, the actions they take, and the thoughts they create. Real power is influence.

There are different types of power:

Legitimate Power - *This refers to the positional power of individuals within an organization.* The legitimate power is the formal authority delegated to the holder of a certain position. It can also be provided by attributes like physical office, title, uniform, etc.

Referent Power - *the ability of people to attract other individuals and build loyalty.* It is usually based on skills and charisma. Good leaders are admired for their unique traits. Abuse of this power can also be possible by charismatic leaders.

Reward Power - *given as a gift or royalty.* For instance, a king can provide power to a prince. At the same time, people can give power to a president or another leader by electing him or her.

Expert Power - *usually highly specific to particular areas; it comes with knowledge and skills.* A good expert power is provided by wisdom! Individuals express this power by showing and demonstrating their expertise in any field.

Coercive Power - *an application of negative influence.* It includes the ability to withhold or demote rewards. Threats and punishments are common tools for this type of power. Use of this power is inappropriate. Relying only on punishment contributes to loss of power.

4.1.2 Authority (legitimate power)

Institutionalized and legal *power* inherent in a particular job, function, or position that is meant to enable its holder to carry out his or her responsibilities.

What is the difference between power and authority?

BASIS FOR COMPARISON	POWER	AUTHORITY
Meaning	Power means the ability or potential of an individual to influence others and control their actions.	The legal and formal right to give orders and commands, and take decisions is known as an Authority.
What is it?	It is a personal trait.	It is a formal right, given to the high officials.
Source	Knowledge and expertise.	Position & office
Hierarchy	Power does not follow any hierarchy.	Authority follows the hierarchy.
Resides with	Person	Designation
Legitimate	No	Yes

A   B

Fig. 4
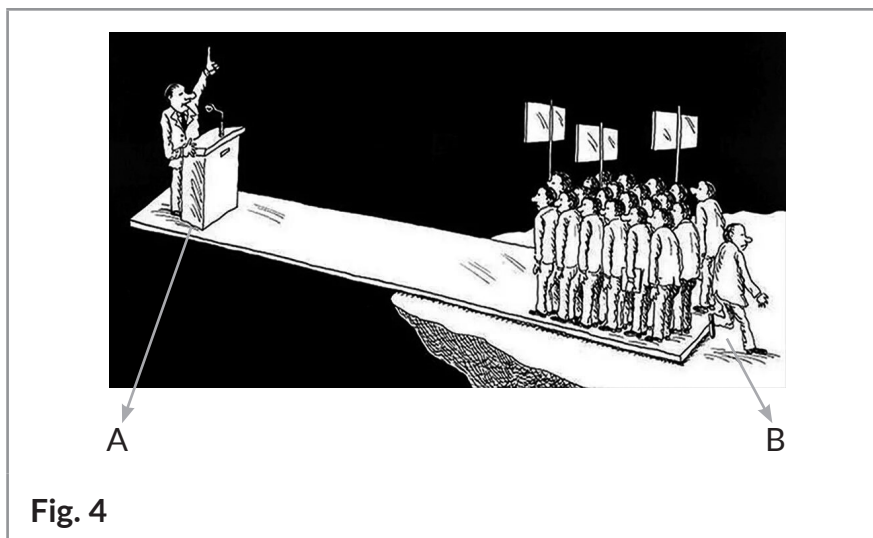
Let us discuss the picture above. Who has the power? Who has the authority?

4.1.3 Disempowerment

Collins Dictionary: If someone or something disempowers you, they take away your power or influence. This can happen is someone spoils you and hands things out to you instead of letting you solve problems and come up with your own solutions. If this continues, eventually you will lose confidence in your own ability to solve problems or avoid problems, even those problems you created for yourself. This is dangerous, because it can lead to you continuously causing the same problem because you expect someone else to rescue you.

Lexico dictionary: Make (a person or group) less powerful or confident.

4.1.4 Empowerment

Merriam Webster Dictionary: the act or action of empowering someone or something: the granting of the power, right, or authority to perform various acts or duties

According to the World Health Organisation (WHO) 7th Global Conference, "Community empowerment refers to the process of enabling communities to increase control over their lives. 'Empowerment' refers to the process by which people gain control over the factors and decisions that shape their lives. They increase their assets and attributes and build capacities to gain access, partners, networks and/or a voice, to gain control by the process.

Community development practice seeks the empowerment of individuals and communities, through using the strengths of the community to bring about desired changes.

> "You can,
> you should,
> and if you're
> brave enough to
> start, you will."
> **Stephen King**

People within the community will during the process of community development; learn how to do things for themselves and for their community. If I am empowered, I can think for myself. I can do for myself and I know when change comes how to change how I think and how I do.

YES, I DID IT!
I WILL DO IT
I CAN DO IT
I'LL TRY TO DO IT
HOW DO I DO IT?
I WANT TO DO IT
I CAN'T DO IT
I WON'T DO IT

4.1.5 Social development/learning

There are other learning theories. Social Learning Theory, theorized by Albert Bandura, it means that people learn from one another, via observation, imitation, and modelling. The theory encompasses attention, memory, and motivation.

Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive *(what I think)*, behavioural *(how I act)*, and environmental *(the world around me)* influences.

Necessary conditions for effective modelling include:

- **Attention —** various factors increase or decrease the amount of attention paid. Includes distinctiveness, functional value. One's characteristics (e.g. sensory capacities, arousal level, etc.) affect attention.

- **Retention —** remembering what you paid attention to, includes symbolic coding, mental images, cognitive organisation, symbolic rehearsal, motor rehearsal

- **Reproduction —** reproducing the image. Including physical capabilities, and self-observation of reproduction.

- **Motivation —** having a good reason to imitate. Includes motives such as past (i.e. traditional behaviourism), promised (imagined incentives) and vicarious (seeing and recalling the reinforced model)

Social learning enables participants to learn from reflecting experiences. We learn from life and from each other.

An aspect of Vygotsky's theory is the idea that the potential for cognitive development depends upon the "zone of proximal development" (ZPD): a level of development attained when people engage in social behaviour. Full development of the ZPD depends upon full social interaction. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone.
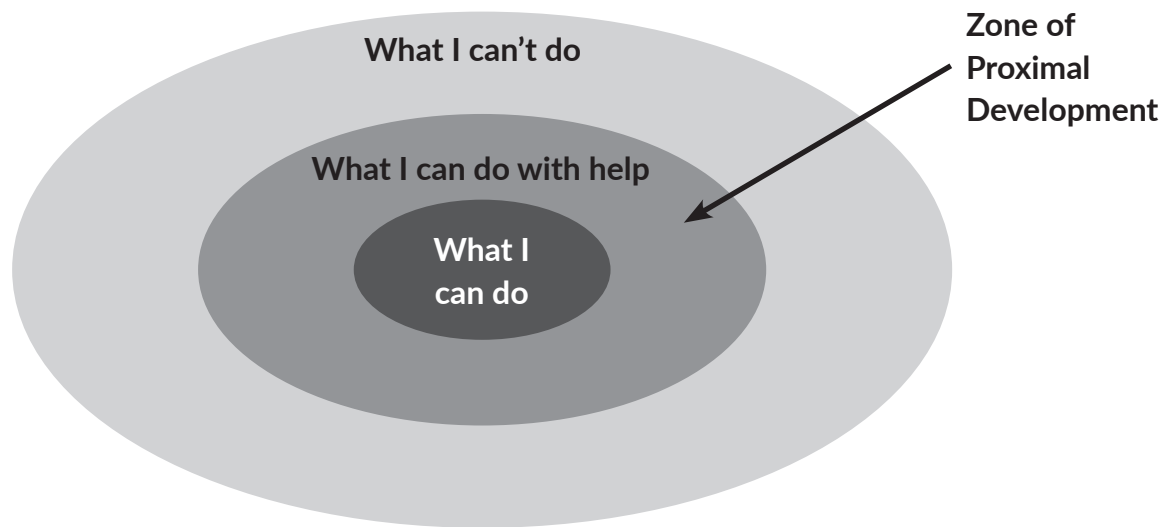
What I can't do

What I can do with help

What I
can do

Zone of
Proximal
Development

Fig. 5

Situated Learning Theory (Jean Lave)

In contrast with most classroom learning activities that involve abstract knowledge, Lave argues that learning is situated; that is, as it normally occurs, learning is embedded within activity, context and culture. It is also usually unintentional rather than deliberate.

e.g. Imagine talking about baking and reading recipes about how to bake with a trainer/teacher, but never baking. How will you learn how to bake if you do not try baking techniques?

Social interaction and collaboration are essential components of situated learning — learners become involved in a "community of practice" which embodies certain beliefs and behaviours to be acquired. As the beginner or novice moves from the periphery of a community to its centre, he or she becomes more active, engaged within the culture, and eventually assumes the role of an expert.

4.2 Community Issues That Illustrate the Principles of Empowerment and Social Learning

This is only one historical view from Dr Margie Maistry in her work on "The Challenges and Lessons Learnt for Community Development in the African SA Context".

	Community issue	Ways we can empower the community through social learning
1.	The community never had social workers, but some community members have heard that our community will be receiving this service soon to help address problems related to the care and wellbeing of woman and all children.	Call a community meeting and explain the benefits to people through stories. • Distribute flyers, WhatsApp and social media messages on the benefits. • Invite another community who already enjoy this benefit to come and address the community on the pros and cons. • Get people involved advocacy campaign. • Debate the challenges that may arise and possible solutions. • Get people to volunteer to assist with organising systems and mechanisms that can enable participation.
2.	Some men want to own and run crèches too, but parents prefer to leave children with woman.	• We realise that people in the community have a negative perception of men in the childcare context. We decide to change this: • We embark on an advocacy campaign to show that men can take care of children. • We host sessions where the advantages of men in education and development of children are highlighted. • We invite some parents who know the benefits to step forward and share experiences.
3.	An ECD Forum has just collapsed and members have scattered. A new ECD Forum has started up. The new forum has nothing to do with the other forum. Members are suspicious and are questioning the executive committee.	• The leadership team realise they have a challenge to retain their members, based on the mistrust in the other forum that has disbanded. They decide to embark on the following: • Get members more involved so they understand more. • Call a special membership meeting to answer questions, clarify benefits and ensure commitments. • They invite members to share ideas on attracting outsiders to this forum and form task teams to work on it.

4.3 List and explore different ways of empowering a specific community

Community empowerment in action

Self-Employed Women's Association (SEWA)

SEWA is a trade union of nearly a million self-employed women in Gujarat, India. Like most selfemployed vegetable vendors, cart pullers, embroidery workers, these women would live in poor conditions and practice their trade in vulnerable conditions. Frequently harassed by local authorities, with no insurance or other social security and forced to take loans at exploitative rates, these women got organized to increase control over their lives. Vegetable sellers and growers linked together to start their own vegetable shop, cutting out the exploitative intermediary (middleman), to mutual gain.

SEWA women started their own bank, and solved the problem of access to credit, avoiding the huge interest rates demanded by private loan agents. Collectively organized health insurance is used to pay for health costs, which earlier used to drive them further into poverty. SEWA women also organize child-care, running centres for infants and young children, and campaign with state and national level authorities for childcare as an entitlement for all women workers.

(Source: Adapted from the Final Report of the WHO Commission on Social Determinants of Health)

4.3.1 Empowerment in a Variety of Situations and Selected Context

Vulnerable groups, such as the extremely poor, women and marginalised communities can often lack the skills, confidence, access to resources and economic opportunity to engage in community decision-making. It may therefore be important to support mechanisms designed to specifically target marginalised groups to ensure that they can participate.

Land and property rights, especially for women, are considered an important way of addressing underlying economic, social and political inequalities. Addressing entitlements to land has been shown to improve productivity and access to credit, increase income, and encourage social and economic investments in land and property as well as education, health or other income-generating activities.

Social protection is increasingly being discussed in terms of its potential to bring about transformational change to the status and opportunities of marginalised groups. Social protection schemes are believed to empower poor people by helping them to adopt strategies to balance their immediate needs with their investments in future livelihoods. They enable people to invest in more productive, but also riskier, activities such as entrepreneurship or keeping their children in school.

Social protection mechanisms are particularly important for those who do not have the means even to save small amounts. There is evidence that social protection interventions have: promoted investments in children's human capital and capabilities; increased the productivity of household livelihood efforts; contributed to a sense of inclusion and citizenship; mobilised the poor around entitlement claims; and impacted the local economy.

4.3.2 Identify Best Practices

Best Practice

Cambridge Dictionary: a working method or set of working methods that is officially accepted as being the best to use in a particular business or industry, usually described formally and in detail. Here is an example of an organisation that advertised their best practices

Kenya Connection

Asset Based Community Development

At Kenya Connection, we use the *Asset Based Community Development* approach:

Context:

We focus on underserved communities living in extreme poverty, whether in the informal settlements of the city or in marginalized rural communities. However, rather than identifying problems, we work with local populations to identify available assets including social, spiritual, and economic capital that can be nurtured and strengthened to support community development.

We base best practice on the following:

Relationships Matter — We believe that relationships come first (not projects, programs, or results). We focus on building strong relationships built on understanding and mutual respect.

Opportunities Abound — We focus on opportunities rather than challenges. We believe that opportunities abound and every individual and community is blessed with God-given talent and resources that can be cultivated and harnessed for good.

Locals Know Best — We emphasize local approaches, local participation, and local leadership. We develop contextual and culturally sensitive ministries based on local best practices.

Sustainable Growth — We encourage self-sufficiency and local sustainability, rather than donor-dependency. We build capacity and mobilize local resources to build social, economic, and spiritual capital.

4.4 Learning Activities

4.4.1 **Describe the concepts of Power, Disempowerment, and Empowerment. Give examples of your experience of these concepts to illustrate that you understand the meaning.**

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_____

_____

_____

_____

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_____

4.4.2 **Explain what you understand by the term Social Development/Learning. Give at least three examples of this type of learning and the advantages of it in your view. Examples may be applicable to children, parents, family members and yourself.**

_____

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_____

_____

_____

_____

_____

_____

_____

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_____

_____

4.4.3 **Compare what each group member has written in 4.3.2. to what you have. Discuss. Make notes on what you find interesting.**

_____

_____

_____

_____

4.4.4 **Plan a social learning exercise for a group in your community.**

Expected outcomes:

_____

_____

_____

Describe audience in detail:

_____

_____

_____

_____

How much time do you think is needed? Give reasons:

_____

_____

_____

What do you want community members to learn?

_____

_____

_____

_____

How will you use social interaction to bring about learning?

_____

_____

_____

_____

How will you know if and what community members learnt?

_____

_____

_____

_____

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_____

4.4.5 **Share with group members what you have in 4.3.4. What did you learn from the other group members that you will copy? Give reason(s)**

_____

_____

_____

_____

_____

4.4.6 **Read the following and underline the best practices. Look at the example on best practices on page 54 and let that example help you choose three best practices that you will use in your ECD Forum.**

Community Development Society (CDS)

As a part of the CDS beliefs, the organisation follows the core Principles of Good Practice:

- Promote active and representative participation toward enabling all community members to influence the decisions that affect their lives meaningfully.

- Engage community members in learning about and understanding community issues, and the economic, social, environmental, political, psychological, and other impacts associated with alternative courses of action.

Section B4 — **Concepts: Power, Empowerment and Social Development/Learning**
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- Incorporate the diverse interests and cultures of the community in the community development process; and disengage from support of any effort that is likely to affect the disadvantaged members of a community adversely.

- Work actively to enhance the leadership capacity of community members, leaders, and groups within the community.

- Be open to using the full range of action strategies to work toward the longterm sustainability and well-being of the community

4.4.7 **Form a group of three. Make a poster, select only three best practices mentioned in 4.4.6 (one from each person in the group) — explain why these three best practices are interesting. If group members have an existing ECD Forum and have examples of using these or other best practices, include this in your presentation and show how it has proven to lead to success.**

5 Ownership

5.1 Defining Ownership

Ownership is the legal right to possess something.

A sense of ownership is based on three essential characteristics and related questions:

	Essential characteristics	Related questions
1.	Ownership in the process	• Who has a voice? • Whose voice is heard?
2.	Ownership of the outcome	• Who has influence over decisions? • What results from the effort?
3.	Ownership distribution	• Whom does the process affect? • Who is affected by the outcome?

Learners take ownership over a process — from compliance to autonomy
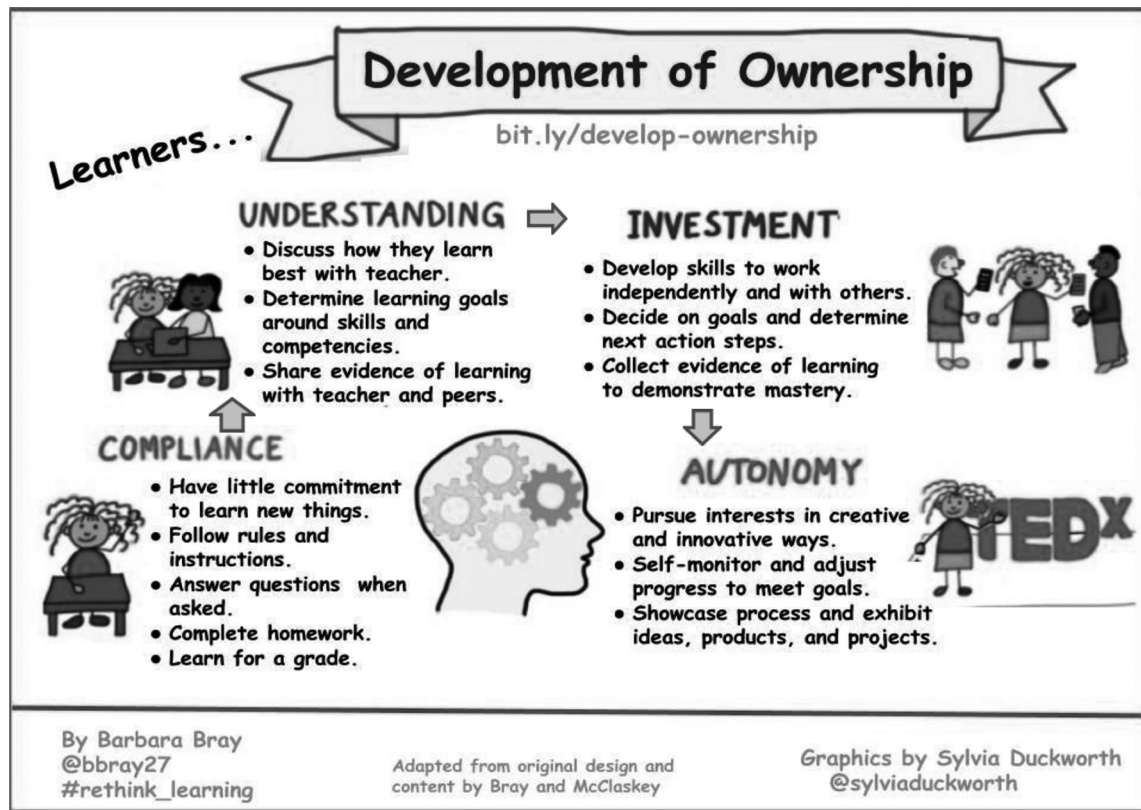

Fig. 6

The Development of Ownership by Barbara Bray (2018) is a derivative adapted from the original continuum and content by Bray and Kathleen McClaskey (2015) with graphics by Sylvia Duckworth. The content is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.

5.2 History of Community Development

Quint Studer, author of *Building a Vibrant Community*, has a few ways to become more engaged in your own community:

"When we have a community problem, our first impulse is to get upset and look for someone to blame. Typically, we may point the finger at government. This approach is counterproductive and solves nothing and the community problem continues. When citizens are interested in solving problems, it engages them – they take ownership of the issues. Then true change can take place.

Struggling communities cannot wait on government to fix their problems. Elected officials move in and out of projects due to the election cycle. If there is to be sustainable progress, it must be driven by private citizens.

Do not get enraged. Get engaged.

More and more communities come to realize revitalisation is the job of the people. It is a big trend, and it is taking place across the country. In addition, the first step is a mind-set shift. Citizens start to think - What can I do to reinvent my community, to make it a great place to work, live, and play?

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1. Shift mind-set to one of ownership. Mantra: "My community is my responsibility.

2. Educate yourself on your community.

3. Promote trust and transparency on all levels.

4. Know your numbers. Have a dashboard.

5. Make sure your information is accurate.

6. Educate yourself on the processes through which decisions are made.

7. Get to know your neighbours and their issues.

8. Join your neighbourhood association or start one.

9. Position yourself as an enabler/facilitator.

10. Instead of complaining, figure out who the decision makers are and start there

11. Build relationships with the other deeply engaged and committed people.

12. For sure, VOTE, but do more than that.

13. Show up.

14. Be an advocate for what you believe in.

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15. Partner with other groups (especially larger, more established ones).

16. Encourage and support engaged people.

17. Communicate often and in a variety of formats.

18. Ask politicians the tough questions and keep on asking.

19. Be an ambassador for your city.

20. Support local businesses.

21. Volunteer for local charities.

22. Expect and prepare for setbacks.

23. Stay the course.

Give the community responsibility for both its successes and failures. You probably have seen parts of community development forums where some level of sabotage may be involved. Who is losing out? Does the community see the true effects of such actions?

Help the community to see that they need to take responsibility for their own actions. If the community jeopardises the work you are trying to do, then the onus is on the community to overcome this.

5.3 Public and Private Ownership

5.3.1   Difference Between Public and Private Ownership

🔑	Public Ownership	Private Ownership
Definition	*Cambridge Dictionary:* A situation where the government owns property, a company, or an industry *Macmillan Dictionary:* Legal possession of businesses and industries by the government of a country	*Collins Dictionary:* The fact of being owned by a private individual or organisation, rather than by the state or a public body *Longman Dictionary:* When a person, people or organisations that are not part of the government of a country own something
For interest	*Business Dictionary:* Complete public ownership of a firm — **nationalisation** that is a process of takeover of privately-owned corporations, industries, and resources by a government with or without compensation. Common reasons for nationalisation include (1) prevention of unfair exploitation and large-scale labour layoffs, (2) fair distribution of income from national resources, and (3) to keep means of generating wealth in public control.	*Business Dictionary:* Capitalism is the economic system based (to a varying degree) on private ownership of the factors of production (capital, land, and labour) employed in generation of profits.

5.3.2   Impact of Public vs Private Ownership on Community Development

1. Public ownership means that the public will expect public participation and if something is going to happen in or for a community it is best practice to consult with that community and possibly the communities around it.

    According to United States Environmental Protection Agency, all-public participation is not the same. Conducting meaningful public participation involves seeking public input at the specific points in the decision process and on the specific issues where such input has a real potential to help shape the decision or action. Depending of the form of participation sought, public participation makes use of a variety of tools and techniques to inform the public, generate public input, and, in some cases, build consensus and reach agreement.

2. Funding from government mostly involves one government department but it might include requirements from multiple departments as this may be an area of interest that is important to a few departments. This does not mean that these departments are working together. It can become tricky as you navigate through multiple gate keepers who have different timing and rules. This may impact on the delivery and on payments.

    Funding rarely comes from a single funding source for today's projects; instead, funding typically involves multiple sources and entities, both public and private. This may begin with the requirement for matched funding. This will influence community development because each donor will have requirements that the project has to fulfil.

    In the case where a privately-owned company funds a project the end goals might not tie in with government goals, and this may lead to conflict. Funding sources that are private or public need to be scrutinised and assessed. Motives and intentions need to be clarified.

3. The piecemeal approach of addressing community needs is moving toward coordinated and collective action as community developers and funding sources are becoming more concerned about how a project fits in with and benefits from other projects at work in the same community.

5.4 Learning Activities

5.4.1   **What is your understanding of ownership?**

_____

_____

_____

5.4.2   **Form a group of four. List and discuss two big, common problems in a community. Help the community take ownership of these problems? What solutions do you foresee? Present your findings to the class.**

Notes:

_____

_____

_____

_____

5.4.3   **Describe the difference between public and private ownership.**

_____

_____

_____

5.4.4   **Give an example of something you or a family member owns and what proof is there of the ownership?**

_____

_____

_____

_____

_____

_____

_____

5.4.5 There are advantages for the community and personal benefits. Compare these types of benefits.

_____

_____

_____

_____

_____

5.4.6 Additional personal activity:

Where do you find yourself in terms of the process of ownership Fig. 6 on in terms of —

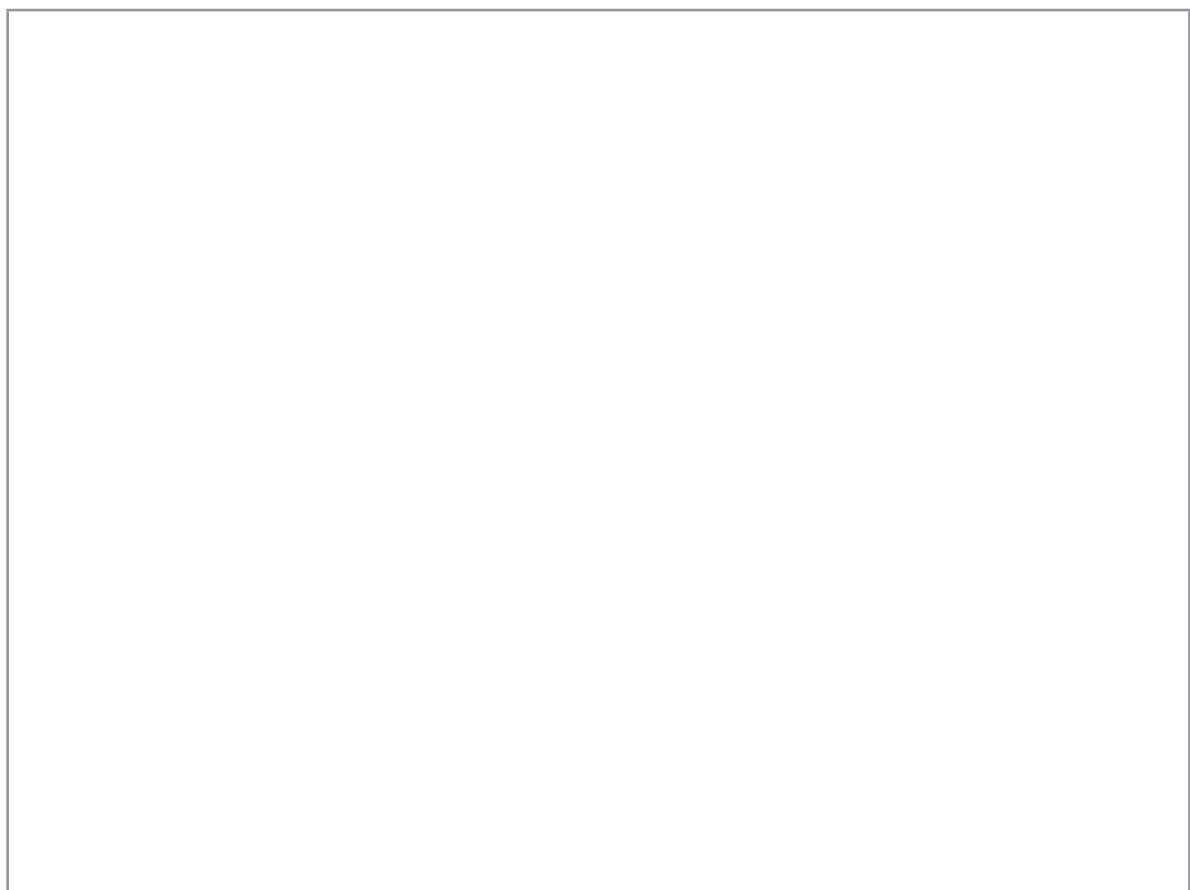Work/Business: _____

_____

_____

Home Life: _____

_____

_____

Community: _____

_____

_____

Family: _____

_____

_____

Personal relationships with key people in your life: _____

_____

_____

Your own development: _____

_____

_____

Your career aspirations: _____

_____

_____

Reflections on Module 1

SECTION C:

Sources of Information in Module 1

SECTION C –
Sources of Information in Module 1

The Early Care Foundation acknowledges these sources of information:

1. Cover image courtesy: knowledgeadvisors.com

2. Nelson Mandela Quote (page 5) from THE UNPUBLISHED SEQUEL TO HIS AUTOBIOGRAPHY, CIRCA 1998.

3. South African Qualifications Authority for the use of Unit standards used in this learning programme.

4. Dr. Margie Maistry — The Challenges and Lessons Learnt for Community Development in the African SA Context

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15. Dictionaries: Collins, Merriam Webster, Lexico, Oxford, Longman, Business Dictionary, Your Dictionary.com

16. The Development of Ownership by Barbara Bray (2018) is a derivative adapted from the original continuum and content by Bray and Kathleen McClaskey (2015) with graphics by Sylvia Duckworth. The content is licensed under a Creative Commons Attribution-Non Commercial – No Derivatives 4.0 International License.

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We are thankful for your valuable contribution towards this skills programme for Community Forums in South Africa and the work of The Early Care Foundation in the ECD Context.

ECD Forum Leadership programme

MODULE 1:
Understanding Community Development
(within an ECD context)

MODULE 2:
Establishing a Local Forum

MODULE 3:
Community Stakeholder Relationships to support Local Forums

MODULE 4:
Resource and Sustain a Local Forum

Materials developed by the Early Care Foundation

ECD FORUM LEADERSHIP PROGRAMME

THE EARLY CARE FOUNDATION