

MANUAL FOR
COMMUNITY DEVELOPMENT
(Guidance for Development Workers)

2nd Edition

THE AGRICULTURE PUBLISHING HOUSE - 2021

E D I T O R S

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PREFACE

Manual for Community Development (Guidance for Development Workers)

Participatory approach in community development has been paid great attention to by the Government of Viet Nam and carried out nation-wide under the National Targeted Programs namely "New Rural Development" and "Sustainable Poverty Reduction Program" and other agricultural and rural development programs. The initiatives in renovating the local socio-economic development planning and implementation as well as participatory livelihood development have brought about considerable achievements with great lessons learnt and precious experiences on participatory community development. Besides, in the past time, many donors and non-Governmental organizations (NGOs) including Japan International Cooperation Agency (JICA) have been cooperating and supporting the Vietnamese agencies and localities in implementing various projects for community development. Community development projects supported by JICA have been carried out by utilizing Japan's rich experience in this area which have gained practical lessons. However, the expansion of participatory community development models is still limited.

In Viet Nam, reference documents and manuals used by facilitator/workers working for community development projects/programs are mainly replicated from the ones applied



in developed countries and in some cases, they are not suitable to the Vietnamese context. Therefore, these programs sometimes could not meet the local demands and maintained poor sustainability. Most of these programs only exist within the programs' life. Community development in Viet Nam should be implemented in line with the country's own tradition, culture and customs.

Being fully aware of this issue, since 2012, JICA has started the *Joint Research Program on Compiling and Disseminating a Manual on Sustainable Participatory Community Development for Field Facilitators and Development workers in Viet Nam* in the cooperation with relevant agencies in Viet Nam – who have rich experiences in participatory approaches for community development. JICA regards that the community development manual must be compiled by the facilitators of full experience in community development from Vietnamese agencies, otherwise it cannot live up to the expectation.

Thanks to cooperation of Associate Prof. Dr. Le Van An, Hue University of Agriculture and Forestry, one of the most prominent experts and has rich experience in researching and giving lectures on community development in Viet Nam, the program has been successfully carried out with publication of this “**Manual for Community Development (Guidance for Development Workers)**” in March 2016. The Manual has achieved the overall results as follows:

- Regarding “Implementation methodology”: the Manual is considered easy to understand and to use, as well as it is suitable to Viet Nam's tradition, culture, customs because the authors have warm dedication, abundant experiences and accumulated knowledge in local community development.
- Regarding “Implementation mechanism”: the application and dissemination of the Manual are extended to central government, local governments, mass organizations, donors and NGOs in charge of community development so that each organization can deploy community development in a



sustainable manner.

- Regarding the content: the Manual has 9 chapters, starting from definitions, the most basic principles of community development to the specific steps with practical notes to enable field facilitators to apply these tools and find out the answers when facing difficulties during the community development process.

JICA and the group of editors and co-authors expect this Manual shall be utilized in a flexible manner in consistence with the actual situation of each locality. This is one of the most prominent features of this Manual. We do hope that the knowledge, experience, and lessons learnt from the actual situation should be reflected into this Manual so that in the future, it becomes further beneficial and worthwhile for the community development in Viet Nam.

After more than 4 years in use, the group of editors and co-authors have revised and supplemented the Manual in order to satisfy the demand of actual application and maximize the users' comfort.

Lastly, we would like to express our sincere gratitude to the following writers headed by Associate Prof. Dr. Le Van An for the great endeavor for the compilation and republication of this Manual:

1. Hue University of Agriculture and Forestry: Asso.Prof. Dr. Lê Văn An, Dr. Ngô Tùng Đức, Lê Minh Đức;
2. Ministry of Planning and Investment: Nguyễn Thị Thanh Nga & Lê Minh Ngọc
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6. Women's Union of Viet Nam: Phạm Thị Hoài Giang, Nguyễn Thúy Hiền, Trần Thị Thu Hà, Nguyễn Thị Phương Nhung
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JICA Vietnam Office



AUTHORS' NOTES

Community development was initiated since 1990s, right after the Renovation policy of of the Viet Nam Communist Party. For almost 30 years, community development has gained considerate achievement for the development of economy, society, environment and natural resource management towards sustainable development, especially for remote, mountainous, ethnic and needy communities. Community development is a process of combining external and internal strength, available community values where the local people can take lead in the development planning. However, the conversion of top-down decentralized approach to bottom-up decentralization with the participation of local people requires sufficient time to understand, adapt and implement.

Since 2012, JICA Vietnam Office have cooperated with resource persons on community development from Ministry of Planning and Investment, Ministry of Agriculture and Rural Development, Central Women's Union of Viet Nam, Central Committee of the Communist Party Youth Union, Hue University of Agriculture and Forestry and Can Tho University to organize trainings sharing experience in community development both in Viet Nam and Japan and establish a group of researchers and governmental officersto compile a Manual for Participatory Community Development (Guidance for Practitioners and Development Workers). In 2016, Manual was published including the basic principles, tools and methods, countermeasures on real situations of community development.

For the past 4 years, this Manual has been used by national and international agencies, organizations in development programs/ projects and changed the approach of community development in the orientation of people know – people discuss – people do – people benefit . Besides, the Manual has received the comments and supplements on practical models by Foundation for International Development / Relief, Japan (FIDR), Tay Bac

University and Nghe An Department of Tourism.

The group of authors have overwhelmingly received, edited and supplemented the Manual contents for the 2nd edition.

In the 2nd edition, Chapter VIII: Maintenance and Dissemination of the Achievement in Community Development has been complemented.

We expect that this Manual could support agencies, organizations and individuals who are implementing community development to have a good reference with a view to ensuring community development and rural development programs in Viet Nam for the period of 2021-2025 to be more successful.

Although the group of authors have tried to edit and supplement useful information on community development, it is difficult to avoid some shortcomings. We look forwards to receiving the comments and feedback from readers and those who are interested.

The group of authors would like to express our sincere thanks to the support and company of JICA Vietnam Office for the past time and for this 2nd edition.

Sincerely,



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CHAPTER I

COMMUNITY DEVELOPMENT AND THE ROLE OF COMMUNITY DEVELOPMENT WORKERS

**The basic understanding about
community development**



I. COMMUNITY DEVELOPMENT

Community to be mentioned in this Manual is the group of people who live in the same sphere of villages, communes, wards in rural and urban areas, especially the remote rural areas and share the similarities, the certain relationships and under the influence of a number of impact elements. They are the subjects to be paid attention to for the current socio-economic development.

1.1. Community development

Community development is a series of activities carried out in the daily life, aiming at changing the value in terms of political, economic, cultural, social and environmental aspects in the better trend.

1.2. Sustainable community development

Sustainable community development means the development aiming at meeting the current needs while ensuring the development of the community in the future, especially the exploitation and utilization of resources including human, society, finance, natural resources, environment for current development but not create negative impacts to the future.

1.3. Objectives of community development in Viet Nam

1. Develop the production; improve the income; alleviate hunger and reduce poverty; improve the economic situation and the life of people;
2. Enhance the people's capacity in organizing the socio-economic development in the community;



3. Construct infrastructure; improve the living conditions of people in terms of accommodation, transportation and services in the community;
4. Improve people's knowledge level;
5. Ensure social security, health care and health protection;
6. Preserve natural resources and the environment; limit the negative impact of natural disasters.

Heading toward the goal of gender equality and participation opportunities for all vulnerable groups in the community.

Some remarks on Community development:

- Community development means to let the community waken its initiatives itself and stir up its potentials. Thus, it is not advisory to focus on individuals or a group of people. Instead, it is better to take full consideration on real situation of the community to grasp its valuable assets such as human, society, finance, material and environment;
- Ensuring all groups including the vulnerable, women, the old, the disable, ethnic people, local people, the illiterate are able to participate in the process of development.

II. THE ROLE OF COMMUNITY, ORGANIZATIONS AND COMMUNITY DEVELOPMENT WORKERS

2.1. The role of community

Community plays the role of **the subject** of all activities at the community. The subject role is shown by all members of the community **who are proactive, active and decisive on community activities.**



Because community members:

- Know best their community, especially their difficulties, challenges and desires;
- Understand the potential and advantages of the community where they live;
- Know how to mobilize and bring community members together.

The community **take responsibility** for the results of their activities.

According to the real situation in many localities, various communities' construction works as well as activities related to lineages beliefs, villages etc. have been very well managed by the local people.

However, in the community development programs with external support (Governmental, non-Governmental programs, projects), the role of community in bearing responsibility is quite limited or weak. The reasons are as below:

- The community considers that the community development activities are of the outsiders;
- They do not actively participate in the on-going tasks carried out at the community;
- They rely on the resources and organizing approach from external supports.

😊 Strengthening **the participation of local people** in all activities is the best way to bring into full play their ownership, creativeness and responsibility.





How is the participation understood?

The participation rate of the local people is described as below levels:

(1) Passive participation

Take action under the direction without giving any ideas.

(2) Participation in information sharing

Only answer the questions of the facilitators in charge of community development.

(3) Participation in consultation

Participate in contributing ideas and sharing the information about the difficulties, opportunities for the local development.

(4) Participation in the community development activities

Formulate the groups in the community in order to organize the development activities at the locality.

(5) Participation in decision-making process

The local people actively participate in the process of analysis, plan-making, selecting the plan and activities for community development.

(6) Voluntary participation

The local people initiate the community development activities by themselves, including defining the needs making plan, implementing and evaluating the development activities without relying on external resources.

😊 **Voluntary** participation is the highest level of participation in community development

2.2. The role of outsiders

The initiatives for “community development” are usually taken by outsiders such as:



- Governmental organizations;
- Non-governmental organizations (NGO);
- Donors;
- Research, consulting organizations;
- Development workers.

Those elements come from **outsider**.

2.3. Community development workers

The external organizations and individuals have a mission to boost up and implement community development activities based on the target, criteria of each organization, individual which requires **workers to directly implement the activities** – who are called as **community development workers/ community development facilitators/ community development practitioners**.

They are:

- The ones who deploy the community development activities in the localities;
- The ones who act as bridge between local people and organizations with outside organizations and individuals;
- The ones who take initiatives in order to encourage the local people to participate in the following activities:
 - + Define the needs of community development;
 - + Make development plan;
 - + Deploy, monitor, adjust;
 - + Evaluate results;
 - + Disseminate model;
 - + Propose and advocacy the policy development.



The role of community development workers:

@ **Facilitation**: Gather the people to share information, discuss for decision making, take action and solve the local issues altogether.

@ **Defense**: represent for the voice of the local people and community in contacting with competent authorities for solving their pressing issues; call for the support of other people in order to create the mind-set change or provide more active support to the vulnerable. For example, defend the children who are suffered from working abuse, family violence and environment protection.

@ **Research**: cooperate with other core members, collect, study and analyze the strength, weakness, and potentials of the community in order to make concrete action plans. For example, make action plans on taking care of the unattended and abandoned old folks in the community.

@ **Training**: train the groups in the community to be fully aware of the objective and strategy of the development programs; strengthening the skills on the teamwork, organizing and management.

Pay due attention to the training on the values, cooperative attitude and respect the participation and self-decision of the local people; The open-minded spirit, willingness to study and bring into full play the good experience of community which help facilitators become the companions rather than teacher to the community.

@ **Planning**: action plans need to be discussed and arranged systematically with proper consideration and indicators to measure the achievement of the targets. Exchange will help learn the planning process and executing the decision made by the community.



 **Note:**

- The local people and organizations take the leading role.
- The participation of local people in all process of development activities is the decisive element.



CHAPTER II

BASIC TOOLS AND SKILLS OF COMMUNITY DEVELOPMENT WORKERS

**What is needed to be a skilled community
development worker?**





As a community development worker, you are requested to have **good knowledge, skills and attitude** which are shown in the below points:

- (1) Have full awareness and flexibly apply the tools which are usually used in community development;
- (2) Have necessary skills on working with the local people;
- (3) Have positive attitude at work, respect the local people and counterparts, prioritize the community's benefit.

These are basic recommendation and guidance. For better understanding and application, you should refer to other materials and practice in real situation. **Learning-by-doing** method is the best way to become an expert in this sector.

I. TOOLS

There are many tools which help you and community understand, evaluate the situation, potentials and select the solutions for the community development activities. Below are some common tools. You are recommended to properly understand these tools for flexible application in practice.

1.1. Tools which help you have initial understanding about the community

a. Collection of secondary information

Secondary information means the information available in materials or provided by management agencies relating to the locality, community where you are working for, such as information about population, socio-economic situation, natural conditions etc. of the locality.

Where can you collect secondary information?

- From statistical data of commune, district, province;
- Periodic and annual reports of commune, district, province;



- Reports on programs, projects which have been implemented in the locality;
- Published maps;
- Reports on the specific sectors such as agriculture, health care, education etc issued by related agencies;
- Relevant scientific research reports;
- Available published documents;
- Information available on public website, SNS and media.

What for?

- Providing you with basic understanding of the locality.
- Providing you with basis for decision-making later.

However you are suggested to take caution!

- Secondary information may lead you to improper understanding and initial prejudice;
- Secondary information may be inaccurate, need time to verify;
- Secondary information may be time-consuming for collection and study.

b. Observation

Observation is a tool, which helps you collect and analyze the local situation with your own eyes. This tool strengthens your belief and can be utilized during the entire time working with community.

Individual observation

Observe each individual or specific activity separately for evaluation help you have thorough understanding on the real situation and process of each issue, each individual.



Overall observation

Overall observation helps you get comprehensive insight of the locality to build up suitable development approaches accordingly. Overall observation requires comprehensive knowledge and understanding in many sectors and fields.

c. Questionnaire

Questionnaire is the list of available questions for the specific purposes such as:

- Collection of basic information;
- Collection of information about the specific issue;
- Evaluation of the implementation results.

d. Interview

Interviewing is the tool used for collecting information based on the questions and answer. This is the most popular tool in community development which helps you understand the local situation, the local people's concerns and ideas.

There are three interview methods, namely:

- **Questionnaire-based Interview** is the method using a set of predetermined questions. The content of interview is covered by the prepared questions.
- **Deep interview** (semi-structured interview) is the method based on the contents outlined in the questionnaire. The questionnaire only covers the core contents. The interviewer can develop the additional questions to further clarify the concerned issues.
- **Open-ended interview** (unstructured interview) is an interview in which there is no specific set of predetermined questions. Based on the situation and



environment of the interview, the interviewer gives the open-ended questions to collection information.

 **Interview Notes:**

- Make appointment with the interviewee-to-be;
- Explain clearly the target and theme of the interview;
- Apply one or more above-mentioned methods;
- Create open and comfortable environment and atmosphere for the interviewees;
- Record the key contents or ask the interviewee for permission to use recorder. It is better to arrange one as an interviewer and the other one as recorder in order to let the interview flow like an everyday conversation and tend to be more informal and open-ended;
- Listen with positive and careful manner during the interview;
- Interview should last 2 hours at most.

1.2. Tools for deeper understanding about the real situation of the community

a. Making maps, charts

This is the visible tool which facilitate the participation of the local people to discussion the issues that they are interested in.

You can use the below tools:

Map drawing

With the local people's support, drawing maps helps evaluate, analyze the overall situation of the ward, village and discussing about difficulties and advantages for further development accordingly.

Method:

- Select a group of 7 to 10 community people, representing for male, female, the old, the young etc;



- Select a venue that is convenient for and accommodate many people to join during the drawing process;
- Draw on large-size paper or on land surface;
- Let's start with places that the local people are concerned, like school, market, health station or road, etc and then let the local people stick them on the map;
- Discuss the position of other places: housing, production site;
- Use different colors to mark the positions;
- Draw while discuss with the people about situation, advantage, difficulties, potential of the drawn places. You should give a pen to local people to draw; a good drawer will be recommended to you. Once local people is handed with a pen, the discussion would become their own and the drawer will help you a lot convey your questions (by explaining the question with their local language);
- Note the names of the participants at the meeting end.

Transect map

Purpose

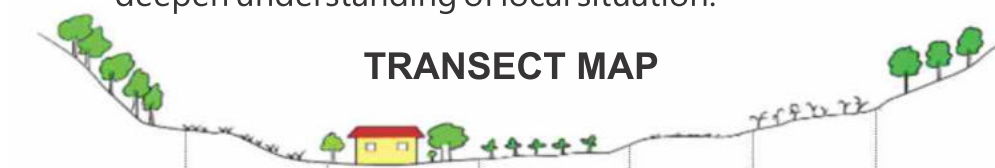
- To draw transect walks in the locality, and then provide images and information on situation of crops, animals, potentials and difficulties of each area accordingly;
- To be a basis for decision-making later.

Method:

- Discuss with local people on the map or at the site to identify direction;
- Prepare necessary tools for recording and observation;
- Ask local people to guide the way;
- Follow transect walks from low area to high area or from this point to another point in the hamlet;



- On-site record and discuss characteristics of each area and draw transect map on large-size paper or on the land surface;
- Discuss with local people about their concerned issues to deepen understanding of local situation.



TRANSECT MAP

	Natural forest	Terraced rice field	Garden	Tea hill	Land	Milpa	Plantation
Natural condition	Black soil, fertile, with gravel and sour	Yellow soil, 25cm thick, bad condition, and sour	25cm thick, black, sandy and gravel soil, sour, slope 25 degree	Dark grey soil, 35cm thick, fertile, sour, steep slope	Pale yellow, 20cm thick, infertile, over cropped, sour, steep slope	Sandy, gravel soil, infertile, sour, steep slope	
Management organization	Assigned to households. Main crops: cinnamon, machilus, sarcandra glabra, bambusa nutans	Custard-apple monoculture, 1 crop, yield of 2 ta/ha. Some area for maize crop with yield of 5 ta/ha.	Fruit crops, mainly: peach, plum, persimmon, pomelo, lychee, banana. Unplanned livestock breeding, free-range farming	Ancient tea tree with low yield, low quality under management of households	Fallow with weeds and bushes	Relying on nature, growing maize, cassava, bean. Eroded land, low yield, local breed	Low quality, relying on nature
Difficulties	Lack of high-value forest trees and tree-planting techniques	Unavailable farm water, lack of high-yield seedlings, little manure spreading	Small size, lack of good seedlings, poor tree-planting and caring techniques	Low techniques in processing, lack of consuming markets, lack of fertilizer		Lack of good varieties, fertilizer, heavily eroded land	
Desires	Growing anise, cinnamon, persimmon, Chinese fir, pine	Yield increase	Large-size garden, capital	Enlarge farming area and increase processing and consuming scale	Greenery cover with livestock feed crop	Planting trees for land reclamation, anti-erosion	
Solution	Planning on land use, issuing regulation on forest protection, technique guidance	Renovating small irrigation works, pilot growing new variety rice and maize, technique training, increasing fertilizer	Garden design, seedling supply	Training on processing techniques, introducing consuming markets		Supply new seedlings and technical training	

b. Seasonal calendar

Seasonal calendar is a tool that describes the activities year-round in a locality. The activities include agricultural and non-agricultural production, local events, epidemic, and illness/disease of people, crops and animals, busy and leisure time of local people.


Seasonal calendar helps local people and field facilitator understand situation of their production and livelihood in different months of the year. Everybody can grasp the overview situation in that local area.

Method:

- Prepare large-size paper, board or draw on land surface, floor or other materials, which can be used for drawing;



- Set 13 columns, of which the first column describes activities; 12 other columns are corresponding to 12 months of a year. Ask local people whether they are using solar calendar or lunar calendar;
- List the activities, normally starting with indicating production activities on crop cultivation, animal raising according to points of time and specific activities;
- List the activities while discussing the related issues;
- List activities, events that happen in a year to attract the attention of people in discussion on the situation of locality.

 **Note:** Seasonal calendar includes not only production activities but also events and relevant issues in the community.

*** Annual Seasonal Calendar**



SEASONAL CALENDAR ON FARMING ACTIVITIES

No.	Activities	1	2	3	4	5	6	7	8	9	10	11	12	Note
1	National condition (Rain)				-	-	-	-	-	-				
2	Cultivation													
	Rice													
	Crop													
	Fruit crop													
3	Livestock production													
	Pig													
	Chicken													
4	Aqua cultivation													
	Fish													
	Shrimp													
4	Service activities													
	Work for hire													
5	Other jobs													
6	Difficulties													
	Drought													
	Salinization													
	Crop diseases													
	Livestock diseases													

Note: The table helps farmers determine the production activities year round, make plans accordingly, prepare sources (budget, labors, etc.), follow the crop schedule properly and timely; manage and use natural resources property.



c. Household Classification/Ranking

Household classification is a tool to study general characteristics of household groups in the locality. There are two methods to classify households:

Method 1: Base on classification criteria promulgated by the State in each period and set by the Ministry of Labor, Invalids and Social Affairs based on general criteria nationwide. Every year, each locality conducts survey, classifies and announces the list of household classification. You can utilize this household classification list.

Method 2: Base on ideas of community, list up households in the locality. Collect comments of people about the name of household groups such as the poor, near-poor, and escape from poverty, middle income, good income and high income etc. Let the local people themselves classify the households as above-mentioned groups.

During classification, it is necessary to ask people about the reason why they classify those households in each group, which helps us understand the basis for classification according to the understanding of community. Each family and locality have a certain living condition and only those, who live in the same locality can classify accurately with their own evaluation criteria.

Recommendation: Experience in household classification

Conducting this method of classification, it is advisory to divide into only 4 types of household for detail and thorough analysis, avoiding confusion. For instance: wealth household, middle-income household, poor household and extremely poor household.

d. History of the locality

History of the locality is a tool that helps you and local people understand the events happening in that locality according to the points of time and their concerns. You should encourage



them to recall important events in the development history of the locality. This helps you understand the changes in the life, management of natural resources and important events in that locality.

Method: Set up meetings with local people and taking such opportunity, you raise the questions to let people tell the events and milestones of such events. Encourage everybody to participate in the meeting.

You can use large-size paper to record those events, facilitate people to see it and discuss together.

 **Note:** Only discuss the events that they concern.

1.3. Tools for defining the issues to be solved in community development

a. Cards

Most of your work is to organize meetings with local people to gather and discuss their ideas. This tool will help you write down the people' ideas on the cards and then arrange the similar opinions into the same group. This classification of opinions may encourage discussions and the cards in the same group show a general logical view of discussion contents.

Method:

1. Make sure that they understand the issues to be discussed. For example: "What are the main reasons why animal breeding keeps stepping backward in the hamlet?"
2. Encourage them to express their own opinions in the meeting.
3. Each opinion is written down on the card then pinned on the wall or the board to be easily observed. This stimulates them to give new ideas.
4. Until there is no other new opinion, group all the cards of the same contents. Use different-colored cards to title each opinion group.



5. When all cards are grouped, the opinions are summarized and discussed among the group.

 **Note:**

- Text font is large enough to read;
- No more than 2 lines are written on each card;
- Note main points, not full sentences;
- One single idea is shown on each card.

Some advices

- Colored cards are used with different topics among different subjects. For example, white card for farmers who raise cattle and yellow card for those who don't;
- If possible, the local people are asked to arrange the cards in the major groups themselves;
- Keep in mind that there might be the limitation of people, who are illiteracy.

b. Brainstorming

Brainstorming is used to gather opinions when participants are not able to write on the cards themselves. It does as the way of card use, but the differences are:

- The local people express their opinions verbally;
- You summarize the opinions and write them down on the cards, stick them to the board.

c. Grouping of local people

Not every local people concern about issues on community development. Although they have concern, it is likely that they may conduct in different ways for the same solution. Identification of participant group is very important. Before grouping, you yourself have to raise the question: "Why do they participate?" Identifying the reasons of people's



participation can help you determine the following activities accordingly.

In the community development, it is necessary to form groups for trial such as groups for rice farming, cassava farming, cattle breeding, fish farming, domestic water supply, care services for poorly nourished children, etc. Members of these groups have the same interest in the solutions and they get consensus on regulations for participation.

Quantity

There should not be too many members in one group which may cause hard management. As experience shows, the number of members in one group depends on the contents of activities. However, let form small groups of 10 to 12 people. If many people participate in, they should be divided into several groups.

When to form groups?

- The specific activities have been determined upon the discussion with the local people;
- The solutions have been finalized and needed to put into practice as trial;
- It is time to find out a good way for outcome dissemination.

1.4. Tools to define the level of importance of issues, solutions in community development

a. Cause – effect analysis

Cause – effect analysis is a tool aiming at studying the causes of challenging issues that people concern and how their effects influence on the community.

Cause – effect analysis helps you and local people better understand the difficulties that people concern. This is a basis for solutions hereafter.



Implementation steps:

- Select difficult community issues that draw many people's attention to analyze;
- Write down the issues to be analyzed in the center of paper. It can be done on the land surface or large size paper but the latter is more common;
- Divide difficult issues into two sides including the causes and the effect;
- Encourage people's participation in analyzing and drawing the chart on paper to link their opinions to help the members see the relationship of the issues.

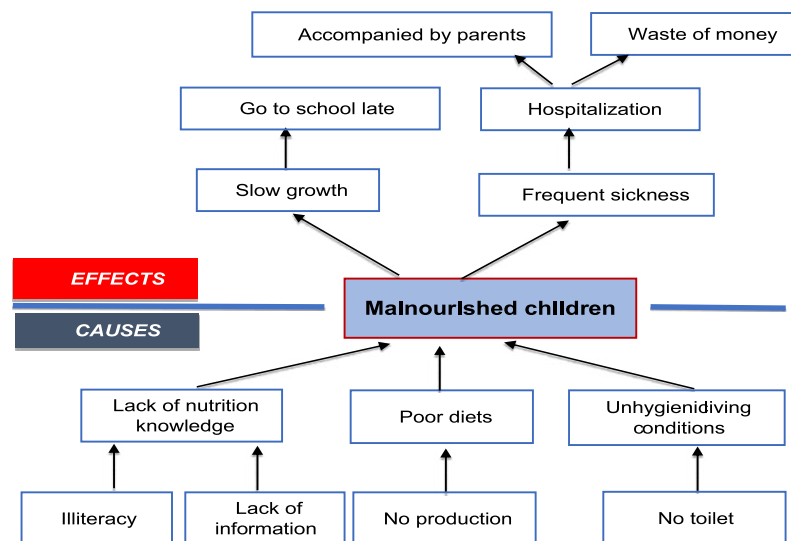


Chart to demonstrate the analysis of cause – effect (Malnourished children)

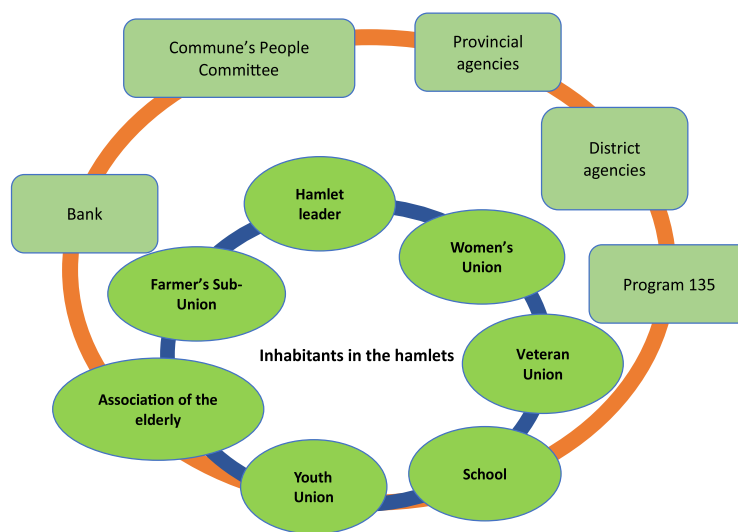
b. Network diagram analysis (WEB diagram)

Network diagram analysis is a tool to understand the linkage between institutions, elements and events. This tool is usually used in analyzing production system, social stakeholders, energy flow, agricultural commodity, etc. Network diagram helps us understand the relationship and the level of that relationship.



Method:

- Choose the concerned issues;
- Identify other related issues;
- Identify the linkage of issues.



The chart of the relationship between organizations and hamlet community

c. Classification - Ranking

Classification is a tool to compare and select the themes and activities when discussing with the people. You can utilize the different ways:

Rating

Firstly, format of the rating scale is defined for evaluation. Usually, 5-point or 10-point scale is used on rating, of which the smallest point represents the most preferable and the highest point (5 or 10) is less selective or vice versa.

Each member considers to rate the issues to compare. Take total scores rated by all member as the basis for classification and comparison.

Corn kernels, bean kernels, small stones, etc. can be used on rating.



😊 **Note:** The rating scale or rating method must be determined before rating.

Voting

In many cases, the classification can be done by raising hand to show their votes. This method is quite simple but the opinion of each individual might be affected by others.

Paired comparison

Paired comparison is often used to prioritize multiple options. This method bases on comparison of each pair or which one is paid more attention than other. A comparison table with the number of rows equivalent to number of columns and number of classified issues is set up. For example: there are 6 rows and 6 corresponding columns for classification of 6 issues. The activities, which are chosen several times, will be given higher priority.

Solution	Road construction	Rice farming	Animal breeding	Kindergarten	Domestic water	Total	Priority
Road construction		Road construction	Road construction	Road construction	Road construction	3	I
Rice farming			Rice farming	Kindergarten	Domestic water	1	III
Animal breeding				Animal breeding	Domestic water	2	II
Kindergarten					Domestic water	2	II
Domestic water						2	II

Illustration of a paired comparison table

“Ten seeds” technique

It is participatory learning and action tool (PLA tool) which has been modified and upgraded. It is useful to collect quantitative information related to the community's opinion. This technique can be combined with other technical tools to collect information vastly and thoroughly on different respects of one issue with more information.




Implementing steps:

- Preparing 10 big-size seeds;
- Ten seeds that represent for entire community will be given to group and asking them to move the seeds under the sector being analyzed. For example, 10 beans represent for all households in the community;
- Making questions on the analyzed sector and asking them to allocate the ten seeds into each segment allotted to an issue. For example: Please, allocate the seeds for types of households in the community such as poor, middle-income, and rich households;
- Collecting other opinions to finalize the consensus. During the discussion, seeds can be moved until the group get common agreement. Then, circling the seeds and getting the seeds back for next using;
- Choosing the issues with high number of seeds to analyze more. For example: if the poor households have the most seeds, you can have further discussion about the issue such as what are the characteristic of this household type, what are their problems, whether they get food shortage, how many months of food shortage, what is supporting program for them, etc.

Example:

Rich household	Middle-income household	Poor household	Extremely poor household
○	○○○	○○○○	○○
Owning cow, buffalo, etc.	No food shortage, etc.	Food shortage for 2 months/year, etc.	Food shortage for 4 months/year, etc.

 **Note:** It is necessary to define the concepts of the issues to be analyzed.



For example: what is poor/ rich household, etc. to deepen the understanding of the local people and minimize the difference in understanding between the local and the outsiders.

The analyzing tool can be flexibly selected to match specific situation.

II. SKILLS

2.1. Communication skill

Verbal communication

Verbal communication is a major form for receiving information from a person, who needs to be studied. The most important thing is how the language is used easily by both interviewer and interviewee. When approaching the local people, you politely ask them to explain the issues that you concern. If the interviewee doesn't understand your question, repeat it so that he/she can catch your point.

Some notices for verbal communication

- Use local language;
- Make sure local people understand the content of the question and they feel confident during the conversation;
- Create friendly atmosphere by making eye-contact, having sociable, polite attitude and attentively listening;
- Make sure he/she really understand the contents of discussion;
- Take a harmonious seating position with the interviewee;
- Encourage confidence of interviewee;
- Don't interrupt while he/she is talking, or suggest the answer to him/her;
- Encourage him/her to give open/specific answers instead of just saying yes/no.



Non-verbal communication

In some situations, to attract the attendance of many people, especially illiterate ones, it is important to use non-verbal communication. The commonly used tools are:

- Pictures;
- Video clips;
- Maps, charts;
- Gestures, actions;
- Others.

Notes:

Usually, in some communication with the vulnerable such as the disable, the illiterate and etc., there are some special notes. No rules on communication are applied to them and it takes time for us to find out the suitable communication methods.

Communication with children also needs special attention. Information provided by the children is quite valuable. Therefore, you need to find a suitable way to communicate with them. There are many references guiding communication techniques with children. Some notices are as follows:

- Observe and listen;
- Respect children's opinions;
- Be friendly and courageous;
- Relax;
- Have a plan;
- Need time.



2.2. Questioning skill

A good question must be:

- Neutral;
- Clear and explicit;
- Concise but sufficient;
- Easy to understanding by using appropriate expressions;
- Polite.

Types of question

There are following common types of question in communication:

- **Open-ended questions:** The interviewee usually gives answer based on their own knowledge.

For example: What do you think about this rice variety?

What kind of fertilizers do you think is better?

- **Probing questions:** They are designed to encourage deep thought about a specific topic.

For example: Why do you like this rice variety rather than the other?

Why do you think that fertilizer is good?

- **Suggestive questions:** They imply a certain answer or persuade the person questioned to answer a certain way.

For example: This rice variety is not good, is it?

Is this farming technique appropriate?



😊 **Note:** In the community development, open-ended questions and probing questions are in common use. **Open-ended questions** are suggested to be used along with **probing questions**. Open-ended questions give the local people an encouragement to answer more freely and comfortably. Probing questions often help you deepen understanding of their answers. However, it is careful to use probing questions to avoid subjective answers.

Some examples about **Open-ended questions (O)** and **Probing questions (P)**

- **What do you think about this grass variety? (O)**

I like this one most.

- **Can you tell me why you like this grass variety? (P)**

Because the leaves are soft so cows like it more.

- **Is this important? (P)**

Yes, it is easy to cut and my cows like soft grass.

- **Are there any other reasons that you like this one? (O)**

It is still green in dry season while other varieties become withered.

- **Do you dislike any feature of this grass? (O)**

The answer to a probing question helps you and the answerer understand the issues deeply.

Some common mistakes in questioning

- The question is unclear;
- The question is too long;
- Ask and explain at the same time;
- The use of probing questions gives us more information. However, this type of question is usually difficult and takes



time to answer, therefore it is rarely used. If you want to understand well the concerned issues, you should be open in giving questions.


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2.3. Facilitation skill

To work effectively with the people as our partners in community development, you need to practice some of the necessary facilitation skills.

Your facilitation role in encouraging effective participation of the local people:

- Tactfully and skillfully broach the issue for the discussion;
- Encourage the participation by giving questions or explanation to illuminate the contents of discussion;
- Observe and properly adjust the participation of members;
- Take notes;
- Explain the queries of the people if they don't understand.

 **Notes:** To be a part of community development, you need to facilitate many meetings with the local people and other core groups. It takes time to learn and improve this important skill by actual practice. These are some ideas that may help you become a better facilitator.

- Stop any private conversation that affects the meeting, but you should tactfully deal with it;
- Encourage people's participation, especially the reserved ones;



- Lead the meeting to reach the objectives;
- Manage the meeting atmosphere to attract people's attention;
- Arrange some breaks for relaxation and free chats;
- Make a summary of the discussion;
- Don't forget to use open-ended and probing questions to deepen your understanding.

One useful tip is that you should use cards while working in groups to “brainstorm” and analyze the opinions.

At this time, community plays the role of:

- Presenting opinions;
- Analyzing and making decisions;
- Respecting equally controversial ideas until consensus can be reached by the community.

You need to be neutral

The way you ask a question or your attitude will affect the answer or the content of the discussion. Show your truthful concern to people's opinion; do not affect their answer by keeping your neutral attitude in every situation.

 **Notes:** Some questions to start a conversation:

“This is a new plant variety, what do you think about it?”

Avoid beginning questions like: “What is advantage of this variety? It seems unable to resist disease and insect.”

You should **avoid** this type of question because the local people would give the answer that you want to hear or limit the answer leading to a particular topic!

Your gesture or language expression also affects the answers of



the local people. Show your proper expression that you appreciate their ideas.

Some common situations happened when you facilitate the people' participation:

- Some people can be more open, sociable, talkative and overwhelming the other members' opinions because of their higher socio-economic status or their own personal characteristics. In this situation, you should be delicate to limit their presentation time without hurting their feeling. You should appreciate their opinions and gently explain that you are expecting the ideas from others as well;
- Some people rarely talk in front of a crowd. It's not because they do not understand the issues of discussion, but they are reserved and are not confident to speak out. You should encourage them to present their opinions and participate more in the discussion. Strengthen their confidence and make them feel comfortable before the discussion. In some cases, you can ask them to talk in their local language and then ask someone to interpret;
- Some do not pay attention to the discussion. Before the meeting, you should make everybody understand the content of the meeting and consider if the topic is suitable with everyone's expectation or not. When the topic is suitable but it attracts little participation, you have to find some tools to encourage them participate more.

2.4. Listening and recording skills

Information sharing with the local people

You should share the information with the local people before asking them to join your activities. Understand their life, their deprivation in living and working conditions. Respect the efforts of the people and the community. Do not criticize activities/practices in the locality.



Sharing with the people is a way of having their faith in you. They will feel more comfortable and confident if you understand their lives and jobs.

Observation and listening

Make overall observation and observe every specific activity in the community to have thorough understanding about the community before conducting direct discussion with them. Observing and listening will help you generate initial ideas of the community.

Recording

You cannot remember all information when you work with the community. You should take notes. For that task, you need:

- Always bring your notebooks and pens;
- You can take note while talking with the people. If it is not convenient, record the main ideas right after the conversation;
- If you have a recorder, ask for their permission to use it. You are suggested to use it if they are agreed.

III. ATTITUDES OF A COMMUNITY DEVELOPMENT WORKER

3.1. Learning by doing

- You are not only the implementer but also the learner;
- Learn to improve your knowledge and skills;
- Learn by doing is the fastest way to success in community development;

3.2. The local people are knowledgeable but lack of opportunities

- They understand their life and jobs better than anyone else;



- They only lack conditions and opportunities;
- Their knowledge is valuable.

3.3. Your behavior and attitude

- Sharing and sympathetic;
- Learning – by – doing;
- Respective;
- Speak and take action properly;
- Success without arrogance, failure without dampening.





CHAPTER III

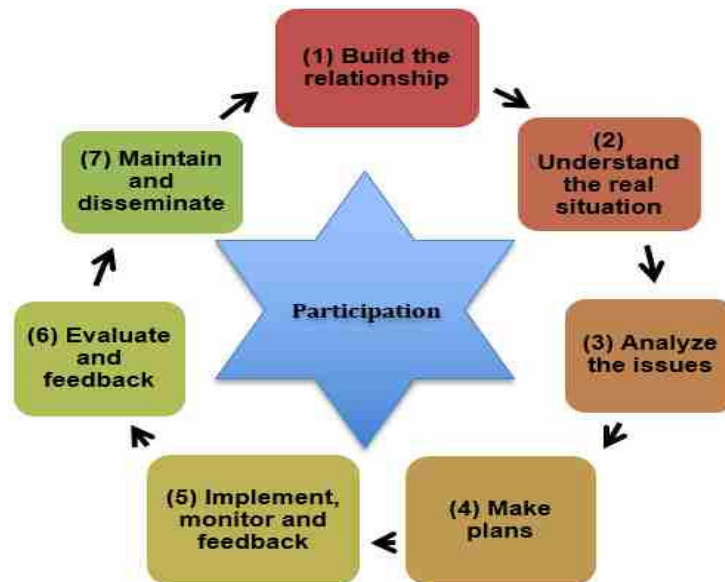
BUILDING THE RELATIONSHIP WITH THE COMMUNITY

The first step in working with the community





Participatory Community Development Process



The first task that a community development facilitator must do is to build the relationship with community. If you have good relationship with the community, your work can run smoothly. If initial relationship development is not well organized, it will be difficult for you in carrying out the activities in the locality

I. THE RELATIONSHIP WITH THE COMMUNITY

The relationship with community is a form of cooperation and sharing resources to solve the difficulties or the common concerns in order to achieve common goals.

In the relationship with community, capacity and resources are shaped in the form of skills, experience, ideas of all parties to solve the common difficulties that individuals or organization itself cannot solve.

The relationship with community is built provisionally or permanently depending on the level and characteristics of problems as well as the demands of the partners.

The relationship with community aims at the cooperation to jointly solve difficulties, share resources, cooperate and set up alliances between you and local people.



II. PRINCIPLES IN BUILDING THE RELATIONSHIP WITH THE COMMUNITY

- "Three together" principle: eat together, live together and work together;
- Equal principle among stakeholders;
- Clear and transparent;
- Ensure common interests among groups and households;
- Trust and mutual respect.

😊 **Note:** Acumen and thoughtfulness are needed in identifying the problems, the efforts of the community as well as obstacle factors and existing limitations in the community, especially in vulnerable groups. This shows your goodwill in meeting the demands of local people.

For example, when you are not devotedly working with the poor and just keep the attitude of "just finish it", it is hard to find and deal with the rooted problem. You need to show your respect and equal attitude in the relationship with different people in the local area.

III. THE CONTENTS IN BUILDING THE RELATIONSHIP WITH THE COMMUNITY

- Study the natural, socio-economic conditions of the locality;
- Perceive local opinion and points of view among groups of people;
- Study the local culture;
- Understand its traditions, customs and values;
- Grasp the concerns of different groups in the community;
- Recognize the strengths and weaknesses as well as resources of the counterpart;
- Study the goals and expectations of different stakeholders;
- Understand the "language" and "accent" of the locality.



IV. STEPS IN BUILDING THE RELATIONSHIP WITH COMMUNITY

Building the relationship with community is a motional, long-term and flexible process, depending on objectives as well as activities. Therefore, community relationship development requires a lot of time and efforts.

Step 1: Define the community's demand

This is the initial step in the process of building the relationship with community and for other following activities.

Define the needs of the community where you will operate. Compare their needs with the objectives of your organization to know that whether you and the locality can implement community development or not.

Step 2: Establish relationship

- Establish the relationship with the local authorities. The first task you have to do is to present your community development objectives to get the support from relevant local authorities and related agencies.
- Define and establish the relationship with concerned groups. The community is very crowded and diversified so it is impossible for you to implement activities with all local people at the beginning. It is necessary to identify concerned group to consider future cooperative opportunities. The community relationship development is conducted through activities.

Step 3: Maintain and strengthen the relationship with locality, community

Regularly maintain the relationship with community in all activities. You should also report and inform about the activities to the local authorities and concerned groups. By keeping regular and close the relationships with local people, you will get positive support in your activities.



Step 4: Evaluate the outcomes

This step is shown by the institutionalizing the outcomes achieved with all local stakeholders.

😊 **Notes:** Never take vain promises if you are not sure about it. Do not let the local people expect too much. This may easily lead them to participate enthusiastically at the beginning but lack of creativity in developing community development activities.

V. DIFFICULTIES IN BUILDING THE RELATIONSHIP WITH COMMUNITY

- Community relationship development requires much time and effort;
- Unable to contact with local authorities;
- Difficult to communicate with many different types of people, especially vulnerable ones;
- Lack of stakeholders' participation in locality. Facilitators have limited skills.

VI. SUGGESTIONS ON BUILDING THE RELATIONSHIP WITH COMMUNITY

1. Regard the community you are working with as your community, your family;
2. Build the partnerships on the basis of what can be done rather than what is lacking (see following chapters);
3. Never skip any opportunities to help the community and the vulnerable people to have better development;
4. Focus on strong points of the community and encourage them to start up with that;
5. Do not be afraid of failures. The important thing is you can learn from your failures and keep moving forward;
6. Learn humbly;



7. Treat the local people as your good neighbors, show your sincere concern; do not act cursorily like a passer-by;
8. Keep the lively and comfortable atmosphere throughout the whole process;
9. Organize some activities to remark and disseminate the achieved outcomes;
10. Always be appreciated, sorry and patient.

 **Notes:**

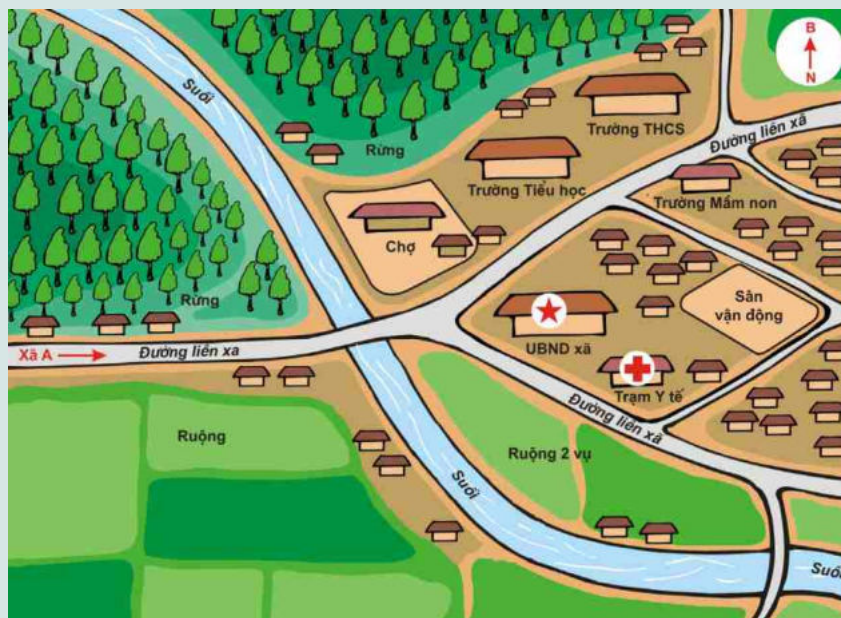
- Before building a relationship with community, it is required:
 - + Being aware of all contact channels in the community. You should not limit in building contacts with the numbers of official channels or fix some specific channels on your own opinion. You should use as many official and traditional channels as possible available in the community.
 - + Carefully considering on the type of information and subjects you need, so that you can determine which channels you will access to spread information in the community (for example: as for the youth, you need to identify which channel they use. They may be also or messenger, etc.)
 - + Having an overall view of the entire community (relationship, linkage, information supply source, contact channel)
 - + Identifying the key members who have great influence on community in order to use their influence to extend the relationship and spread information with other members in the community.
- It is necessary to encourage and support the vulnerable to contribute their opinion.



CHAPTER IV

UNDERSTANDING OF THE ACTUAL VALUE AND POTENTIALS OF THE COMMUNITY

**The potential of the community is invaluable
and is the key to success (*Arumono-sagashi*
approach by the Japanese)**





I. THE PURPOSE OF STUDYING THE ACTUAL SITUATION AND POTENTIAL OF THE COMMUNITY

1.1. The available value of the community

- Every community has its own values in the development process;
- These values are the achievement of the past development which worth to be acknowledged.

1.2. Community development should start with the things that the local people can do

- Understanding the actual values and latent potential is the motivation for identifying and launching the development activities in the community hereafter;
- Introducing community development activities must start with the things the local people can do based on the actual values and latent potential of their community.

II. BASIC PRINCIPLES IN STUDYING COMMUNITY VALUES

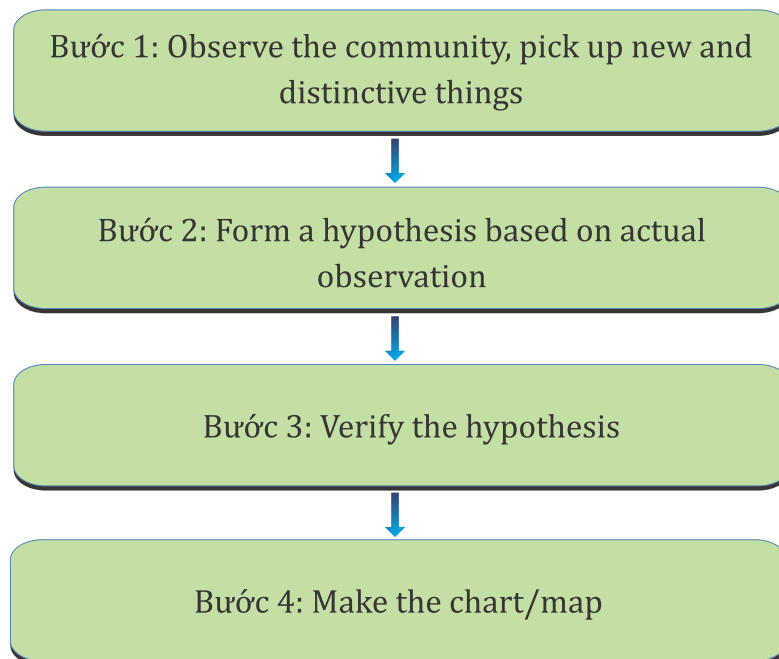
Taking this method, the facilitators have to follow the basic principles as below.

- Respect, encourage and support the local people to discover and study resources, latent potentials of their own community;
- Identify actual situation and latent potentials of the community by observing the reality and discussing with the local people;
- Perhaps the local people have not realized the existing activities and their values because they are daily routines; while you are an outsider, you can easily realize those activities' value and activate their inner value by successfully organizing those activities.



III. STEPS IN STUDYING VALUE AND POTENTIALS OF THE COMMUNITY

3.1. Summary of implementation steps and process



3.2. Content and features of each step:

Step 1: Observe the community

- Observation helps you understand the reality of the community (natural conditions, population density, geography, economy, society, customs, religion, history of the community) and other available resources, latent potentials serving the community development;
- General observation: use 5 senses: listen, look, smell, taste, touch. The result of observation will help you have general picture of the community;
- Pick up new points compared with the ones from other communities;



- Do not constrain your interest in your organization's target. It is better to extend to all the fields to deepen your understanding on the community values.

Step 2: Form a hypothesis based on actual observation

Hypothesis is your initial impression of the community. You may be impressed on many things, especially on their effort to gain a certain achievement for their community. Based on the actual observation, you can form some hypotheses about the community.

For example: Strolling around the village, you realize the streets are very clean and tidy. You may form a hypothesis: "The local people really concern about environmental sanitation."

Step 3: Verify the hypothesis

- After having initial judgment or hypothesis that you detected when strolling around the village, you have to verify the hypothesis with local people;
- You can talk with any local person about this thing if he/she is willing to or hold a resident's meeting;
- Verification of hypothesis may help the local people concern about their community's available values, which makes them more interested in exchanging information with you;
- In the verification process, you will interview some local people in community;
- Before the interview, you need to observe carefully and be sensitive to find out the "entry point" of the conversation. The entry point can be something close to the people such as daily production tools, equipment or something encouraging and raising their pride.



Sometimes you can adapt the “entry point” if it cannot foster the sense of pride of the interviewees or they do not want to provide any information about it. Therefore, before the interview, you need to observe and list all the potential “entry points” to start an interview and to create friendly relationships with the community and get the information you want.

For example: If you don't see the garbage collection site, you may ask:

- Is the garbage collected in this area?
- Do households pay the fee for collecting garbage every month?

 **Note:**

- When interviewing to identify the actual values and potentials of the community, you should ask the question with only one answer. These are specific questions such as: What, When, Where, Who, Whose, Whom, How many, How much.
- Try not to use the question with “How” as much as possible. Never ask “Why”, because these questions are used to identify the motivation of an action or the cause of a phenomenon. Therefore, the answer may be affected by the opinions and points of view of the interviewees. These are not realistic questions.

For example: When asking “Why it is like that?” people tend to defend for his/her failures or something bad or even exaggerate the his/her success. As a result, “Why” is the question of awareness. Similarly, “How” is a vague question. This kind of question can be confused with a realistic one and the interviewees tend to express their point of view instead of answering the facts.



Step 4: Chart/map describing your actual observation

- Making a chart/map help you and local people understand the information obtained during observation and interview. The chart/map will show the outstanding points of human resources, natural resources and features of the community;
- The community facilitators and local people jointly draw a map to ensure objectiveness and it will follow step 3;
- You use white paper, colored paper and colored markers to draw what you have found, emphasizing on what is considered valuable, surprising, and noticeable (see the tools in **Chapter II**);
- On the chart/map, you can highlight the available natural resources in the community but not yet exploited in order to help the people realize the values serving for the community development.

😊 **Note:** Encourage the local people to be aware of the community values so that they can have faith in suggesting solutions to the community developments later on.





CHAPTER V

SELECTION OF COMMUNITY DEVELOPMENT ACTIVITIES

Community development should be originated from what the local people own and are able to do





By now, the community has shared and you have understood their potential values. The inherent values of community are the basis to define following activities in that community.


Poor communities in remote and mountainous areas usually encounter a lot of difficulties and they also expect much from the current development. The most important thing now for you is to cooperate with the community to utilize the values and potential for the development.

The following steps are really meaningful community facilitators!

I. PARTICIPATORY DIAGNOSIS

1.1. What is participatory diagnosis

You and your organization have identified the community to implement the community development activities. Once you have built the relationship, understood the situation and the potential of the community, the next step is to determine what will be the content of community development activities. These are not known for sure by the local people because they have neither had a chance to discuss internally nor with external organizations

 **Note:** The local people only commit to work with you if they really understand that the contents of activities are more important and urgent than other issues.

The local people participate in identifying the needs of development that is called **participatory diagnosis** - the method helping the local people make the choice to find out the solutions. To diagnosing, the local people must:

- Recommend the expected solutions;
- List the issues in prioritized order;
- Identify the beneficiaries if the chosen solution is implemented;
- Nominate personnel in the locality to take responsibility for working with you to solve that problem.



Participatory diagnosis is the first step in the process of community development following familiarizing, identifying the community's potential values and selecting activities to develop in the locality. All the opinions of the local people must be equally respected. This helps build faith and mutual understanding between you and the local people.

The participatory diagnosis results in the mutual understanding between you - a community development facilitator - and the people **on the difficulties which need to be dealt with**, and how to cooperate to solve those problems.

 **Note:**

Participatory diagnosis **IS NOT** a process in which you collect information from the local people and then, make a decision accordingly. It is the first step for the local people to find the way to improve their living conditions and livelihoods. You **should not** promise anything which you are not sure you can do.

1.2. Some suggested questions:

Question Group 1: Do people find the difficulties that they are facing important? Have they ever been trying to solve the problems?



Group members discuss production methods



Question Group 2: Are there many people in this community and others facing those difficulties?

Questions Group 3: Has any person tried to find solutions to those problems yet?

Questions Group 4: Is there any potential solution that you believe to be able to transfer to the local people to help them overcome the difficulties?

Questions Group 5: If people decide to choose one issue as a target to solve, supporting them to solve it can match your organization's goals?

Questions Group 6: Will you, your organization, the local government and people commit to spend time and resources to solve this issue together?

Questions Group 7: Will you, your organization and the local community be ready and desire to take actions to stir up and improve the core value of the local community?

II. STEPS OF DIAGNOSIS

2.1. Summary

Step 1: Preparation

Step 2: Situation analysis

Step 3: Selection and
implementation of the solution



2.2. Step 1: Preparation

Determine who participate in the diagnosis process

You cannot meet all the local people at once. Ask yourself, “Who are belonging to the partner group at the locality?” Make sure that the “object” groups (for example: the female group who raise livestock or gardening or road construction, etc.) are the proper representatives of the diagnostic session.

Explain the leaders and representatives of the groups about meeting purpose and content: to diagnose the situation at an appropriate time and venue. This meeting should be conducted at the most convenient time for the local people. It may be held in one or two particular evenings for instance.

😊 Recommendation on choosing the situation-based site and activities for community development

It is difficult to find a suitable site for an implementation trial at the early time of the process. If it is wrongly chosen, the dissemination of project outcomes will be affected. The hamlet/commune which is received good recommendation by most of hamlets/communes should be chosen. As far as we know, the recommended hamlet/commune usually get on well with their neighbors. They behave informally, eagerly share. They are not the envy of other hamlets/communes because they are nominated by other hamlets/communes. Such kind of hamlet/commune is potential to act as a nuclear to become a successful model and good for dissemination.

2.3. Step 2: Situation analysis

General meetings

First of all, during the early meetings with community, make clear objectives and issues that you can and cannot solve.

Normally when doing community development, at their first meeting, the local people often expect things that may go out of



your capacity (for example: they need investment capital). Before analyzing, you need clarify the objectives and what you could do.

As a result from general meetings, difficulties are identified for the community development.

 **Note:**

The local people may think the early meeting designed to identify the community development activities is a regular meeting and chaired by some influential persons in the community. To encourage the participation of all members, you should use some tools to help "**change the atmosphere**". One common way to start is to ask people **to map** the local's resources. They draw a map of their village and point out on the map (such as houses, forests, fields) that they consider important and they are facing difficulty with.

Meeting with target groups/focus groups

In the meetings with local leaders and local people, the challenges have been identified. By now, you can promote discussions with different target groups.

Target groups who are different in terms of gender, ethnics, income level have different difficulties and potentials. If you can catch that point, you can reach your purpose and monitor the effect of the renovation. **Household income classification** is a helpful tool to arrange meetings in target groups with the specific concerns (Household classification).

It is suggested to hold meetings with different participants to understand thoroughly the situation. Do not rush to work out the action plan if the issues to be solved have not been properly understood by the local people and the community development facilitator.



😊 **Note:**

Before using the tools such as cause-effect analysis, seasonal calendar, please, refer to the tools and basic skills in **Chapter II**.

Consideration in long-term changes in their community development

After making analysis in small groups (target groups), you can encourage discussions about the topics that they are experiencing by asking questions like "How have your rice productivity changed recent years?".

A useful tool for you can be found in **session of studying the local history** (see **Chapter II**). It is a good timing to ask them about the changes occurred in the production system and their life which can lead to the discussion on "opportunities" for development.

Focus on discussing community problems

You require the local people to show the problems that community concerns. You can apply **brainstorming** method or using **cards** to identify their concerns. Then, you can use **classification** techniques to examine the importance of these issues. Although this source of information provides you the awareness of important issues faced by the community, it is counted as initial reference because such analysis maybe much different among households. These should be further discussed among different target groups.





 **Note:** Challenges and opportunities

Issues influencing the community development can be either challenges or opportunities. For example: they want to increase rice yield in hilly areas. There appears an opportunity for the community development to introduce other potential crops for sale instead of conventional rice farming.

Solving fundamental difficulties in the community can mark the starting point to build the trust between the facilitator and local people.

Identification and classification of difficulties to be solved

It is the key step in assessing the local situation. At this step, you and the local people have analyzed and diagnosed their situation. Next, you encourage them to do the below tasks:

- List up all main issues. Use cards or conduct group discussions to make the list of local difficulties;
- Discuss on each problem. You and each group discuss on each listed difficult issue. Use related tools to define its impact on the community;
- Rank the issues in order of importance. After reviewing all the listed solutions, use comparison method to identify which is the most important issue. Set priority order to solve difficulties.

2.3. Step 3: Selection and implementation of the solution

At this step, you and the local people have already had a list of issues in order of priority and proposed solutions on community development.

To have a thorough understanding, please see **the list of suggested questions** above to re-assess each identified solution.

You and the local people analyze solutions in the order; use the cause-effect analysis tool to examine level of impact and find out the direct and indirect causes leading to the difficulty.



Thoroughly analyze causes. Direct causes (level 1), causes that lead to those direct causes (level 2). Continue analyzing until you figure out the original causes of such difficulties.

After that, you and the local people determine opportunities to carry out community development activities in order to overcome the causes leading to above problems.

Continue applying above mentioned analysis method for the listed problems.

After completion of analysis on all the major selected problems, you and the local people list up all of **activities to overcome the causes**. As a final result, you have a list of activities to solve problems in the community.

Now you have to confirm with the local people, among the given problems, **which one you could help them to solve**, and ask them whether they have the determination to spend time to do the activities or not. If they agree, you should continue:

- Reach the consensus on the issues to be solved and chosen activities to minimize or to fix causes leading to such problems;
- Establish a core or pioneer group. Form a small group of people who love experimenting to transform new ideas into practice. If many people join, you have to divide members in small groups, not more than 10 in each;
- Set up meetings with the core group to discuss on plan-making (see **Chapter VI**).

You may recognize that there are problems of the local people which are out of your capability or your organizations. In this case, you should discuss with the local people whether they choose such issues or not. If they decide to choose those, you should call for help from those who have ability to solve related issues and consult and work with people there.



 **Notes:**

- With each theme, it can take you several days or months to complete. The meeting should not last more than 2 hours. There should be a break if it cannot complete by time limit. The members may lose their concentration if they are requested to overwork;
- In addition to the promotion of internal strength, the community can use external support to do it effectively and shorten the time;
- In the process of diagnosis, it is necessary to identify the stages the community will implement and the ones should take full advantage of the external sources to gain effectiveness the most quickly and conveniently. It is not essential for the community to take all steps from A to Z because it will take time, be costly and labor-consuming. Alliance is the best way for the community to have time on concentrating and promote their strength.

III. ISSUES RELATED TO PARTICIPATORY DIAGNOSIS

3.1. Which skills are necessary to conduct a diagnosis?

It is not simple to facilitate a meeting with local people. If you have good facilitation skills, you can proceed it efficiently. You should be **neutral, share information** with them but not give your own opinion or advice to them. You should also encourage the participation of different social groups in the community. Usually, persons who keep high positions in the village could struggle to express their ideas in the meetings.

You should consider the issues in term of language, level of education within groups while they take part in. If there is a difference, you should use local language and pictures for discussion.

At least two instructors should be assigned in a meeting with



local people (one male and one female are the best). The two will help each other lead the discussion and may divide participants into different groups (based on gender, ethnics, and wealth) to understand disadvantages, advantages of each group within the community.

At the same time, the two instructors also help save time in some activities (such as making seasonal calendar, village history, and cause-effect analysis) in small groups.

It is not easy to acquire good skills of communication and facilitation. You should “**learn by doing**” and observe other skillful people when they conduct community development activities. These skills are described in previous chapters (see **Chapter II**).

3.2. Notes:

- (1) In some cases, you should halt the diagnosis if the group members cannot embody for their target group. For example, if members of poor group or female group do not characterize their groups, you will get misassumption about the local situation. In this context, you should review the local resource map and the wealth classification in the community. Arrange another meeting when you can invite right persons who are suitable with the program's objectives and activities.
- (2) In order to save time on making diagnosis, you should divide the group into small groups. Each small group uses different tools and present discussion results in the big group.
- (3) With all the tools used in the diagnosis, encourage them to present their ideas in the way they want, and provide them with necessary materials (such as pen, large size paper, colored paper, crayons, scissors, nuts). Let the farmers write themselves!
- (4) The tools you use in participatory diagnosis (for example: the local map, seasonal calendar, etc.) are not the final results!



Those are just the tools to help people easily figure out problems they are facing in the community and help you see the nature of those issues.



CHAPTER VI

PLANNING AND IMPLEMENTING COMMUNITY DEVELOPMENT ACTIVITIES

Let make and implement the plan together





I. PLAN MAKING

After making study on the community, making analysis and evaluation on the issues of the community, you are now at the phase of:

- Having a number of solutions (using the tool of cause – effect analysis);
- Selecting activities on community development program in the locality (see **Chapter V**). At this time, the community selects solutions for implementation.

You should make a plan to implement the selected activities.

Implementation steps:

Step 1: Re-check the selected solutions

Step 2: Make a plan based on selected solutions

Step 3: Appraise the plan

1.1. Step 1: Re-check the selected solutions

Basis:

- a) Based on the results of **participatory analysis** (see **Chapter V**). This may not require repeating it if there is consensus of the community on the previous steps.



- b) It is necessary to consider if the selected activities are feasible or not.
- Financial availability;
 - Techniques to be used;
 - The implementers are available in locality or provided by consultant side;
 - Who will get benefits? Where? Why does the community support this benefit group?

1.2. Step 2: Make a plan based on selected solutions

Identify general goal, which is an overall goal of community development plan.

Specific objectives are the results which obtain directly from community development activities. Specific objectives reveal:

- The way to reach overall goal;
- When it will be completed;
- Time and the certain resource; whether the goal can be achieved or not;
- At any point of time, is it possible to see whether the goal is achieved?

Specific objectives should be stated clearly, do not rewrite the results of outputs. They should be described as **principles**:

- Specific;
- Measurable;
- Obtainable;
- Practical;
- Time schedule to achieve certain results.

For each specific objective, there should be some activities to obtain that objective, for example:



Objective 1:

To achieve that objective, it is necessary to have specific activities:

- Activity 1.1
- Activity 1.2

For example:

Objective 1: After 3 years, 70% illiterate adults of 40 years old and more are literate

Activity 1.1: Survey and list potential learners

Activity 1.2: Encourage the learners to join class

Activity 1.3: Organize class

Objective 2: Similar to Objective 1.

- Activity 2.1
- Activity 2.2
- Activity 2.3

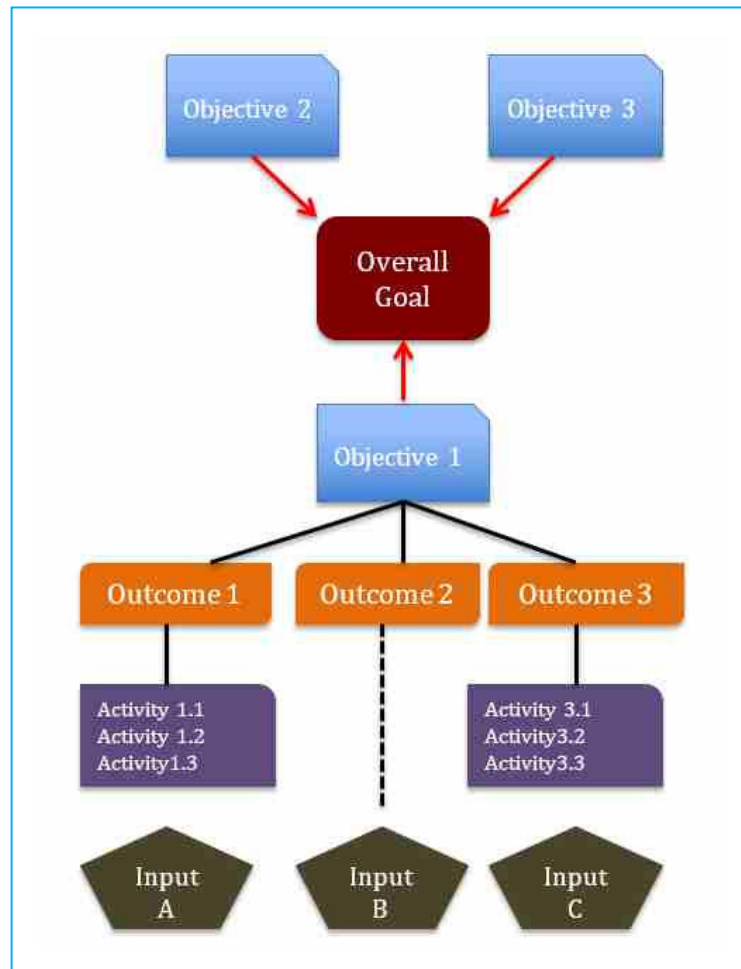
Keep on till the last objective

😊 **Note:** When conducting analysis to select goals, objectives, results, it is advisory to lead the community to discuss based on the scale, scope of program/ activities in order to remove the out-of-control objectives and the solutions for achieving objectives must be clearly known.

Identify evaluation indicators

For objectives:

- Quantity: How many
- Quality: How
- Time: When will be completed.
- Venue: Where



1.3. Step 3: Appraise the plan

Appraisal level: The project to be appraised at managerial level or professional agency.

If it is approved, the plan will be implemented according to the contents which have been developed. If the plan needs to be revised, you should work with core group to discuss the contents for revision. Upon completion, it is sent to the appraisal authority.



Plan on community development

Overall goal	Objectives	Activities	Expected outcomes	Finance	Technique	Time	Human resources	Others
Overall goal	O1	Act1. 1						
		Act 1.2						
		Act 1.3						
	O2	Act 2.1						
		Act 2.2						
		Act 2.3						
	O3	Act 3.1						
		Act 3.2						

😊 **Note:** Upon the appraisal and approval, it is advisory to inform to the local people for their information.

II. IMPLEMENTATION OF COMMUNITY DEVELOPMENT PLAN

At the step, the plan has been approved by appraisal authority. The following question is “How to implement this plan?”

2.1. Three basic guiding principles

Firstly: the trial should be ***started from small scale.***

You and the local people should try this plan in a small scale first because it helps minimize the risks and facilitates their trial with different choices.

For example, if people want to grow grass livestock pasture, at that time, you need to help them answer the questions such as:



- Which variety grows well at the time they need?
- Is harvest method favorable?
- Do livestock like this grass?

Secondly: Start with ***simple activities and solutions***. Most of the new solutions are not familiar to the local people so it is difficult for management and comparison.

Thirdly: Encourage them ***to be brave in implementing solutions***. They will be more confident if they do by themselves. Also, they will be more creative during implementation to make such solution more appropriate with their needs.

2.2. Implementation steps

- List up the project's activities (base on the Plan);
- Identify the activities which associate with one another in terms of timing, human being, materials and tools, etc;
- Identify necessary time to implement each activity;
- Allocate time properly to complete activities.

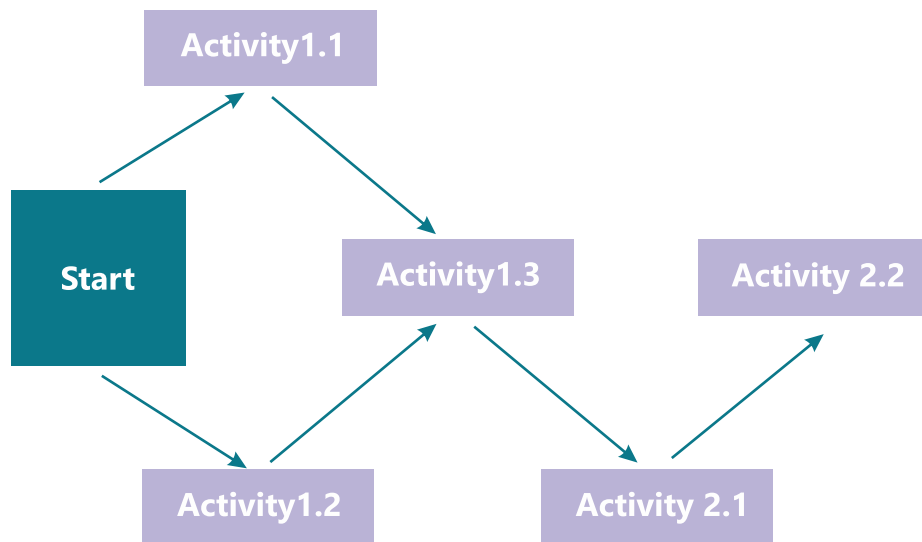
Suggestions:

Suggestion 1: Making plan by table

Activities	Correlationship	Time (week)
1.1	A	2
1.2	A	2
1.3	AB	5
2.1	BCD	4
2.2	ACD	3



Suggestion 2: Making plan by diagram



Suggestion 3: Making plan by month

Activities	1	2	3	4	5	6	7	8	9	10	11	12
1.1	x	x	x									
1.2			x	x	x	x	x	x				
1.3					x	x	x	x				
2.1									x	x	x	x
2.2							x	x	x			
2.3				x	x	x					x	x
2.4							x	x	x			
3.1										x	x	
3.2										x	x	x



Suggestion 4: Summary table

Activity	Target	Quarter				Labour	Material	Budget	Person in charge
		I	II	III	IV				
1.1									
1.2									
1.3									
2.1									
2.2									
2.3									
2.4									
3.1									
3.2									

III. MANGEMENT OF PLAN IMPLEMENTATION

In fact, the implementation of community development activities is a process of resource utilization, like manpower, finance, technique etc. and stakeholders to implement activities.

3.1. Contents of management

- Management of implementation progress;
- Quality management;
- Finance management;
- Material management;
- Management of information, records, documents;
- Human resources management;
-



😊 3.2. Notes:

- It is advisory to ask them to assign appropriate persons for each task, record and periodically report to their group for information sharing, monitoring and revision if necessary.
- You can see variable practices; it is noted to feedback and share information constantly during implementation in order for proper revision accordingly.
- It is advisory to discuss about demarcation of the duty, responsibility in detail clearly so that the community and counterparts can do their tasks smoothly and consistently otherwise they cannot take proper actions.