

# GOVERNING COMMUNITIES

## COMMUNITY GOVERNANCE GUIDE



## Acknowledgements

Governing Water (2004 – 2007) is a project funded by the European Commission. The aim is to raise awareness and promote dialogue on good governance, using water as a discussion issue, within and between communities in Fiji.

More than 40 rural and urban communities on Viti Levu and Vanua Levu have participated in the Governing Water project. Through Governing Water, over 300 community facilitators and schoolteachers have been trained. Forty- five community-based management plans and water action plans to improve community and water governance have also been developed and implemented.

Live & Learn Environmental Education acknowledges:

- ❖ The European Commission for support through The European Initiative for Democracy and Human Rights Programme
- ❖ The Provincial and District Offices of Tailevu, Naitasiri, Serua, Ba, Ra, Macuata, Cakaudrove and Bua provinces
- ❖ The Ministries of Fijian Affairs & Provincial Development, Education, Health
- ❖ The Governing Water communities on Viti Levu and Vanua Levu
- ❖ World Health Organisation (South Pacific Regional Office); South Pacific Applied Geoscience Commission; School of General Studies, Fiji Institute of Technology; and Institute of Applied Sciences, University of the South Pacific

We also acknowledge the following sources of reference:

- ❖ **Participatory Learning & Action- A Trainers Guide:** Pretty, J; Guijt, I; Scoones, I & Thomson, J: 1995: International Institute for Environment & Development, UK.

## The Governing Communities Guide

The Governing Communities Guide was developed with assistance and support from communities, partners and friends in government, non- government and regional organizations, and shares actions, tools and lessons learnt.

The Governing Communities Guide can be used to mobilise community actions to improve good governance and leadership in communities. Through Learning Circles, participants provide the content for learning and action based on their views, experiences, ideas, and skills. This forms the basis for making decisions and developing plans to address governance issues.

Copyright © 2007 Live & Learn Environmental Education

Content Prepared by Simione Kototuibou, Vasiti Seruvatu, Sharon Marks

Design and Layout: Marie Fatiaki & Alex Ralulu

This material may be used for education purposes but no part of this publication may be reprinted or presented without prior written permission of Live & Learn Environmental Education, Fiji.

All enquiries should be addressed to:

Live & Learn Environmental Education

87 Gordon Street, Suva

Private Mail Bag

Ph: +679 331 5868; Fax: +679 330 5868

Email: [livelearn@connect.com.fj](mailto:livelearn@connect.com.fj); Web: <http://www.idea.org.au/liveandlearn/>



Linking Knowledge To Change

<b>What's in the Guide?</b>	<b>Page</b>
<b>Introduction to Governing Communities</b>	
<b>Community Snapshots</b>	
<b>A Selection of Governance Activities</b>	
<b>1. Building on Governance</b> .....	2-9
Understanding Governance : The Governance Tree.....	14
The Magic Hat.....	16
Cooperative Squares.....	17
Community Knot.....	19
Animal Clues.....	21-26
Who is a Good Leader?.....	27
Checking Your Leadership.....	28
Leadership and Decision.....	31
Getting the People Involved.....	34
Unity in Diversity.....	37
<b>2. Planning for Change</b> .....	39
Making Choices.....	40
Managing Decisions and Conflict.....	41
Roles and Responsibilities.....	45
Building Beyond Boundaries (3 B's).....	47
Development and Indicators.....	49
Development Planning.....	51
Activity Calendar.....	55
Community Planning.....	56
Building Partnership.....	59
Monitoring Changes.....	62
<b>Extra Tools</b> .....	64-72

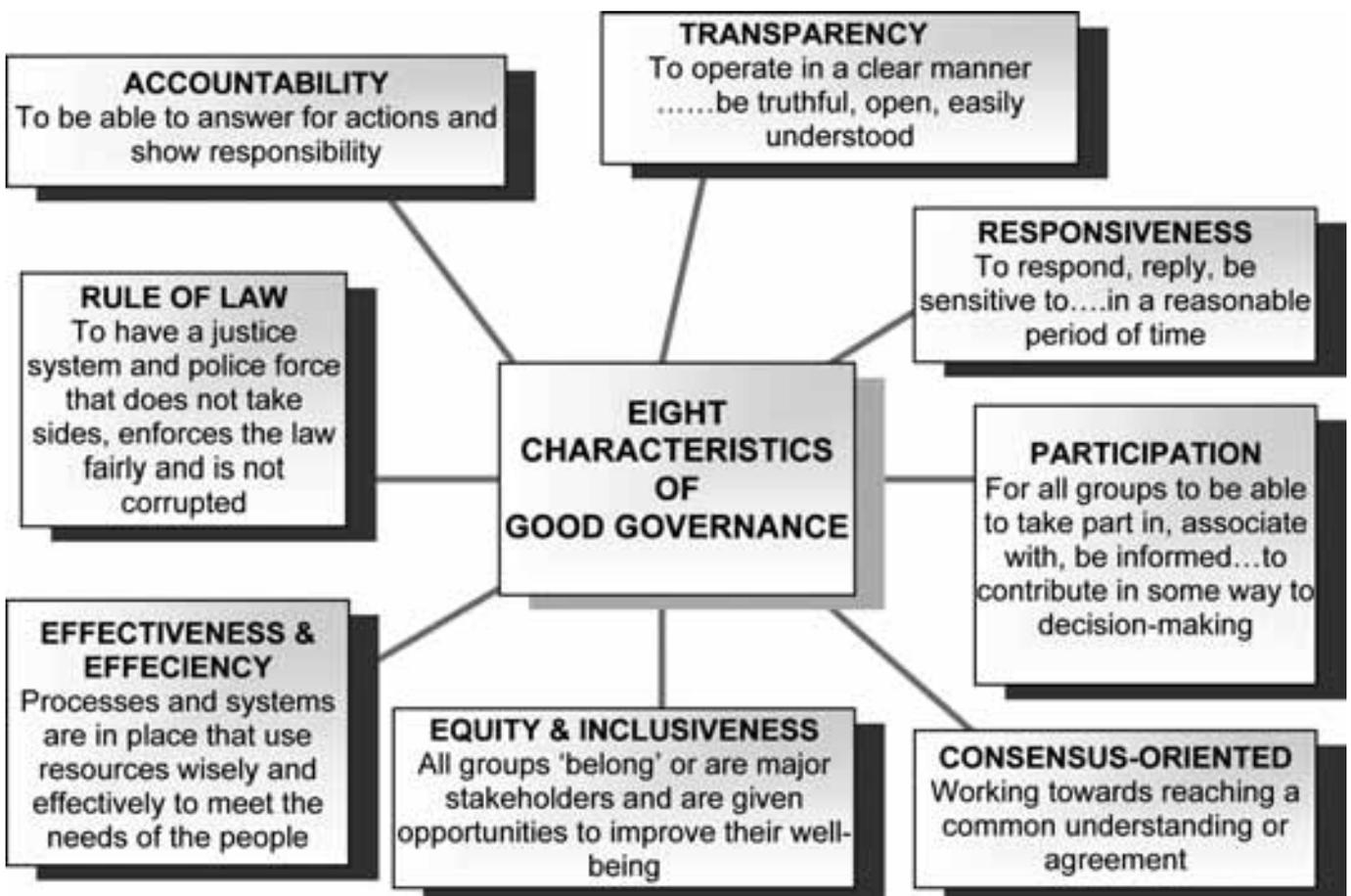
## Governing Communities

Governance refers to the variety of ways in which humans govern or manage themselves. Governance also refers to the process of decision-making and the processes by which decisions are implemented (or not implemented). Governance promotes people working together; governance starts in your community and respects your rights and upholds the law.

Good Governance occurs when a country or community's affairs are managed efficiently, equitably, and openly in a sustainable manner.

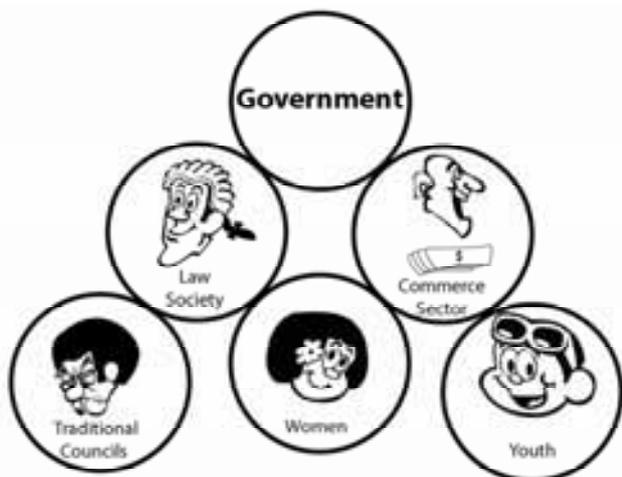
Good Governance happens in a community when all members can be involved in the governing (guidance, control, care, supervision, handling) of issues that affect them; and when there is an opportunity to have their say and contribute to making decisions.

Good governance is more than government, it means working together, being accountable, transparent, respecting others right and upholding the rule of law.



# Good Governance

Good governance is critical for any community to grow and develop into a peaceful and safe environment to live in. Good governance helps to build trust and mobilise community support, and promotes unity and peace.



Good governance is the responsibility of government, corporations, small businesses, civil servants, non-government organisations, local leaders, community groups and all people.

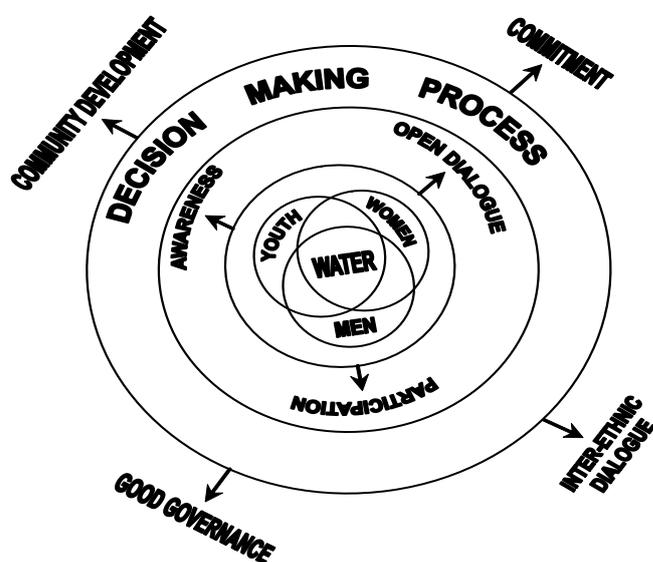


*“The concept of dealing with water issues is excellent for it gives opportunity for leaders to address other needs in communities. Community participation should be encouraged in ethnic groups.*

*Pretty Lal of Rakiraki.*



Good governance takes into account the views of the minority, hears the voice of the vulnerable in decision-making, and is responsive to the present and future needs of the society or community.



Governance also includes principles of leadership or authority. The need for leaders and leading groups to be transparent, accountable and responsible to the people is vital at all times. Leaders and groups can practice good governance if roles and responsibilities are known and clear. It is important that these roles and responsibilities are recorded and documented so future leaders can have access to information when needed.

Good governance is when leaders are responsive to the needs of the community, women and youth can participate in decision making, agreement is reached in a clear manner and there is responsibility for actions.

## Leadership, Governance and Administration

There is a need for more leaders who can manage community affairs and development, make informed decisions, mobilize community actions, effectively monitor activities, and build relationships between the community and government, non-government organizations and other stakeholders.

Effective and efficient administration is critical for all communities in Fiji. Improving sustainable livelihoods in communities is closely linked to good governance, good administration and organization of community affairs.

*'I have plenty of difficulties dealing with people on daily basis. I have learned from the learning circles that as a leader we must have plenty of patience and tolerance for our people.'*

*Village Headman,  
Navuvuni, Ra.*



Collective community actions from making informed decisions to effective monitoring of activities by community leaders, village committees, and members of the community determine the development of the 'sustainable community'.

Sustainable development and management of resources in communities contribute to improving sustainable livelihoods, and building a peaceful and environmentally- safe place for people to live.

# Governing Communities Guide

The Governing Communities Guide provides community examples, actions and learning circle activities to promote good governance and assist communities to identify issues that affect them and develop action plans to address these issues.



Activities in this toolkit are modified to suit the needs of facilitators and the targeted participants.

*'The Governing Water Training & learning circles has opened our eyes to develop plans for the overall development of the village. Now we have a development committee that looks after water and education and there is also a village committee. Setting up these committees had enabled us to achieve many things and solve a lot of issues in the village.'*

*Village Headman, Tavulomo, Bua*



### **Community Comments from Tavulomo, Bua**

*'We are planning further to get a solar power to replace the diesel engine that we have now. And then another big water tank to cater for the increasing population in the future, We approached the Mineral Resources and they came to dig a bore hole for us and now we have a pump provided by them.'*

*'The education committee had also set up plans for school children's study, sleeping time and to see that everyone is going to school everyday. We have seen children's progress at the end of the year.'*



## Snapshots of Governing Communities

The Macuata Governing Water Trainers workshop was hosted at Sasa village located about 5 kilometers South of Labasa town.

Amongst the participants attending the workshop was the village Reverend Waisale Vuli who acknowledged the relevance of the workshop to their daily life and linked the objectives and contents of the training to scriptures and the spiritual practice.

Soon after the workshop Rev. Vuli organized learning circles in the village with the assistance of the other local facilitators who were trained. One of the activities identified from these learning circles was a

visit to every family in the village. The objective for these visits was to encourage individual family members to voice and share their concerns on matters that concern them in the village.

Grievances and concerns were shared openly and discussed with the local facilitators during group learning circles. Most of the concerns that were raised by the families related to the need for unity among the people. They also raised their concerns for the elderly and for those that were physically handicapped. The need for a better water supply for all families in the village was also highlighted by most of the families.

All these concerns were presented and discussed at the Village Council meeting. As a result regular meetings were organized for groups to improve dialogue and relationships within the village. A Village Water Committee was established to spearhead water activities in the village.



Local Facilitator Nemani Kamanalagagi, with women at Governing Water Trainers workshop in Sasa



Participants at the Governing Water Workshop in Sasa learning from each other

## Snapshots of Governing Communities

With the assistance of the local facilitators the people of Sasa identified and addressed issues and concern of their families. Regular learning circles have been conducted with different groups to find ways to address issues that are raised in family meetings. As a result of these Learning Circles there has been an increase in the involvement of women and youth especially as facilitators of discussions.



Sasa women's group presenting their group work

*'The characteristics of good governance are also spiritual qualities that a peaceful and healthy community needs to develop...*

*...Many people who have seen the changes in the village said that this is the type of training that we should have because it deals with practical and useful things in our life.'*

*Reverend Vuli*

The family visits by the local facilitators showed families that there are people who care for their needs and concerns. These visits have helped to promote and strengthen self-esteem, understanding and healthier relationships in the village.



*Personally, the Governing Water training has opened my mind on how to manage things at home and to know what to contribute to the community,'*

*Niumai Sabina,  
Nawaqarua, Ba*



*'The Governing Water training conducted by Live & Learn, and learning circles has improved our role as leaders and it has strengthened us women to be confident and assertive in voicing our concerns regarding family and community issues.'*

*Women's leader,  
Namama, Macuata.*

## Snapshots of Governing Communities

### **Veinuqa Village, Tailevu Province**

During learning circles in Veinuqa, youth abuse of drugs and HIV and AIDS and were highlighted as critical needs to be addressed. A learning circle on HIV and AIDS was organised involving guest speakers from the Ministry of Health Peer Trainers. 50 youths and adults at the Veinuqa Community Hall attended this.

Many questions were raised and positive discussions took place between the Peer Trainers and participants. The awareness session began at 7pm, and discussions went on until midnight as for most people, this was the first opportunity they had to receive detailed information on the topic of HIV and AIDS.



Partipants at the learning circles held at Veinuqa Village

### **Nukubolu Village, Cakaudrove Province**

The Village Action Plan developed by the Nukubolu Community during Governing Water learning circles included the need to improve water supply, build a community hall and develop a village playground for youths.

To achieve this, the villagers have been raising funds to improve water supply and to build their community hall. Every Monday after their normal village meeting, the men and youths would go out and work on their playground using spades and fork. Today there is a more level space that youths can use for playing.



The Chief of Nukubolu explaining the status of their reservoir

In the meantime the people of Nukubolu are committed to work on their projects slowly, using the limited manpower and resources that they have. The project has strengthened and united the people of Nukubolu as they know that together they can bring changes to their lives.

## Snapshots of Governing Communities

### Navuso village, Naitasiri Province

During Governing Water learning circles, the people of Navuso highlighted water pollution as a major issue. A creek runs near the village and whenever it rains garbage is washed into this creek and due to drainage problems the debris settle in the creek creating foul smells.

The Village Headman identified the need to be more assertive and consistent when seeking assistance for community developments, and decided to visit the District Officer after every two weeks to seek support to clean up their polluted creek.

After consistent and regular visits to the District Office, government workers were finally sent to clear up the blocked creek and nearby land.

The people of Navuso have agreed to work together once a month to clear any potential waste that may cause the creek to block again. They now know that they must consistently monitor the environment around them to identify changes before it is too late and too costly for them deal with.

### Nailega Village, Tailevu Province

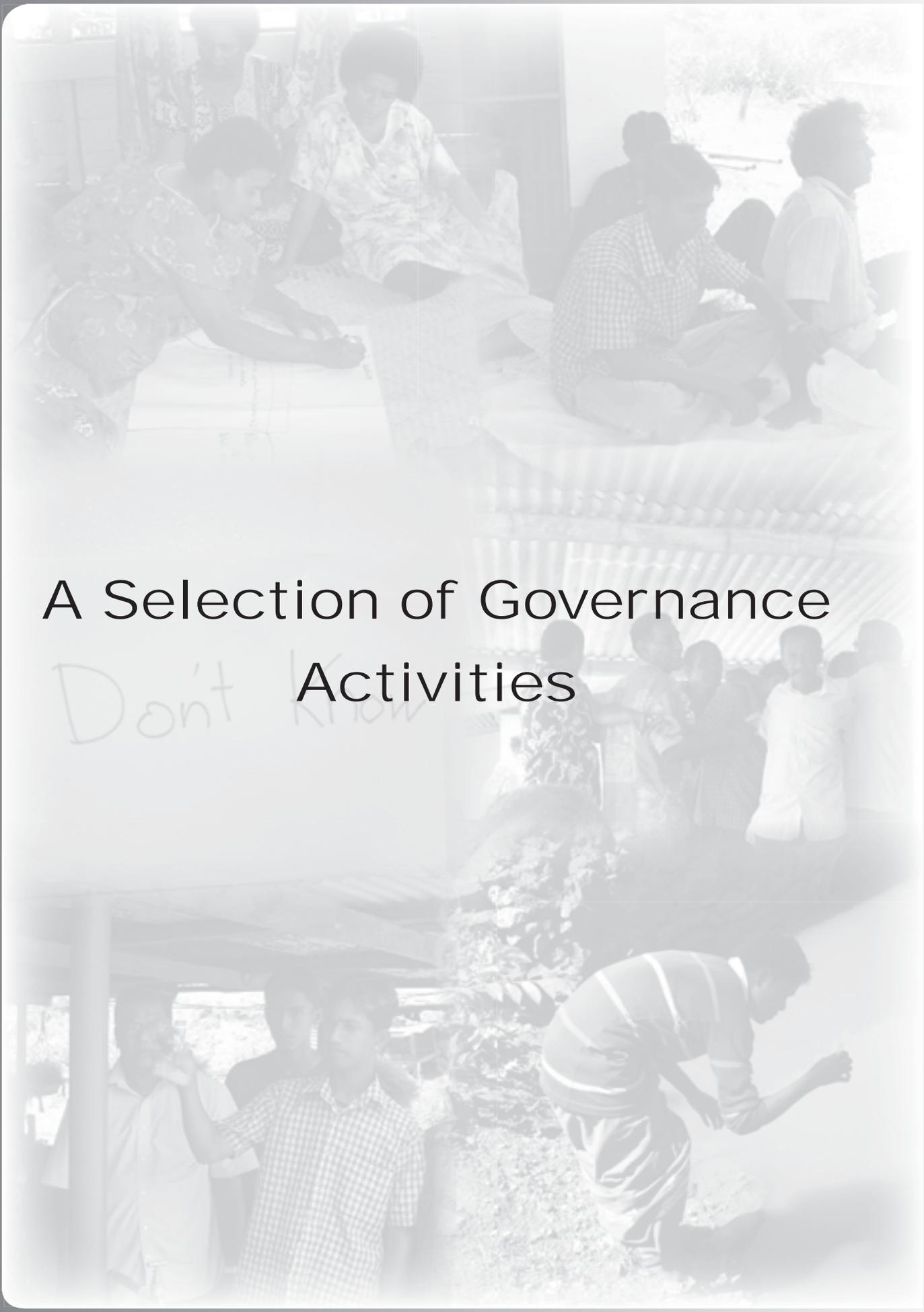
An issue highlighted by the youth of Nailega during learning circles was the limited source of income. To move forward, the youth group produced a work plan, which included planting root crops like taro and cassava as their income-generating project. They sought the approval of their elders to utilize land that was 'idle' before they started work on the farming project.

The youth of Nailega have now collected over \$10,000.00 from just the sale of their farm produce, and have been able to assist with the purchase of sports gear for their rugby and netball team. This activity has motivated the youth and parents to work together in community development initiatives.



Examples of income-generating projects in communities





# A Selection of Governance Activities



# Building on Good Governance

# Understanding Governance: The Governance Tree



45 Minutes

**Purpose:** Define good governance and identify the actions and processes needed to achieve good governance.

**Materials:** Newsprint with tree trunk and branches of a tree drawn on it, markers and cut out cardboard shapes of leaves, fruit and roots.

## What to do:

1. Before the activity draw the outline of a tree on newsprint to pin up on the wall. Label the tree trunk “good governance”.
2. Ask the participants what they understand about the term “good governance”. Inform them that they will use their ideas to ‘grow’ a governance tree.
3. Divide participants into groups, size depending on the number. Hand out pieces of card board leaves, fruits and roots to each group.
4. Ask groups to think of what good governance means to them and write it on the leaves. This can include their own definitions of the term, explanations of what good governance looks like, and associated words or terms.
5. Have each group representative read what they have written then come up to stick their leaves on the governance tree.
6. Next ask the groups what they think are some of the positive impacts of good governance for individuals, groups, communities and the neighbourhood? On each fruit write benefits of good governance for the Society, Economy and Environment.
7. Have each group representative read what they have written then come up to stick their fruit on the governance tree.

**Leaves** – Their own definition of what is good governance

**Fruits** – The benefits of good governance to us individually and to the community

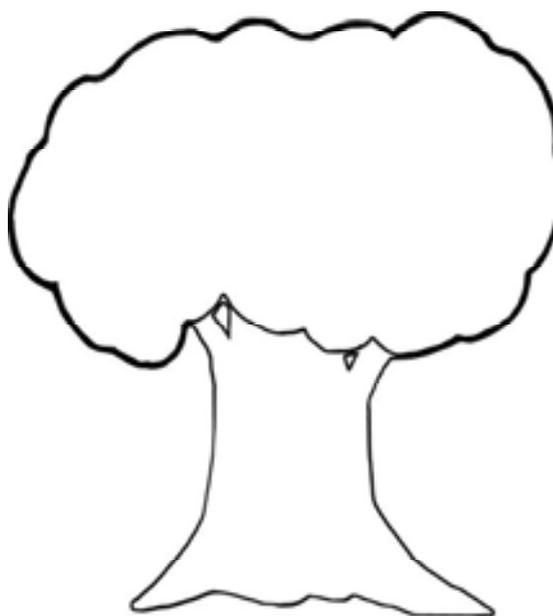
**Roots** – The actions and practices that are needed to achieve good governance

8. Ask the participants if this information on the governance tree so far is something they would like to see in their communities? Ask then what are the actions and practises we have to take as a community to achieve good governance and these benefits that were just listed? Get the groups to write their ideas on the roots.
9. Have each group representative read what they have written then come up to stick their roots on the governance tree.
10. Facilitate a group discussion by asking the following questions;
  - Is good governance important to us? Why? How does the environment benefit? How does our society benefit? How does our economy benefit?
  - Why is it important to identify the roots of good governance? What are some of the strong roots?
  - What will happen to the tree if you remove the roots? Using this as an example, what would happen if the things needed for good governance were not in place?
  - Discuss the relationship between the roots and fruit. How can this be linked to relationships and behaviour in the community?
  - Discuss examples good governance best practices in your group, home and communities.

### Note to Facilitator:

List the eight characteristics of good governance on newsprint and paste it on the wall. This can be used for reference during the discussion.

This activity can also be used to identify actions that may prevent people from achieving good governance



### ***Clean water is like good governance***

*“If the water source is clean...the people will drink fresh water and will be healthy, if the water source is dirty, people that drink from it will get sick.*

*If leaders are transparent, responsible and accountable, the people will be united and live peacefully.”*

# The Magic Hat



30 Minutes

**Purpose:** Identify individual goals and expectations.

**Materials:** Newsprint, markers, notepaper and pens for participants

**What to do:**

1. Hand out some note paper and pens and explain to the group:

***“You have just found a magic hat that allows you to change anything you want. But you can only use it three times to make changes.”***

2. Ask participants to look for a partner or turn to the person next to them.

3. Suggest to them:

***“If you had the opportunity to change yourself, what three things would you want to change?”***

4. Get participants to discuss this and note down their responses.

5. After 5 minutes list their answers on newsprint then tell participants:

***“You are given the opportunity to be the Community Leader for a month just after you have found the magic hat. What three changes might you make while in this role?”***

6. After 10 minutes list their answers on newsprint and facilitate a discussion with the group.

Suggested questions to ask:

- Why do you think those changes are important to you?
- Why do you need these changes for yourself or the community?
- If these changes are put in place, what will be impacts?
- In terms of leadership, what will be some of the impact of changes you proposed?

# Cooperative Squares



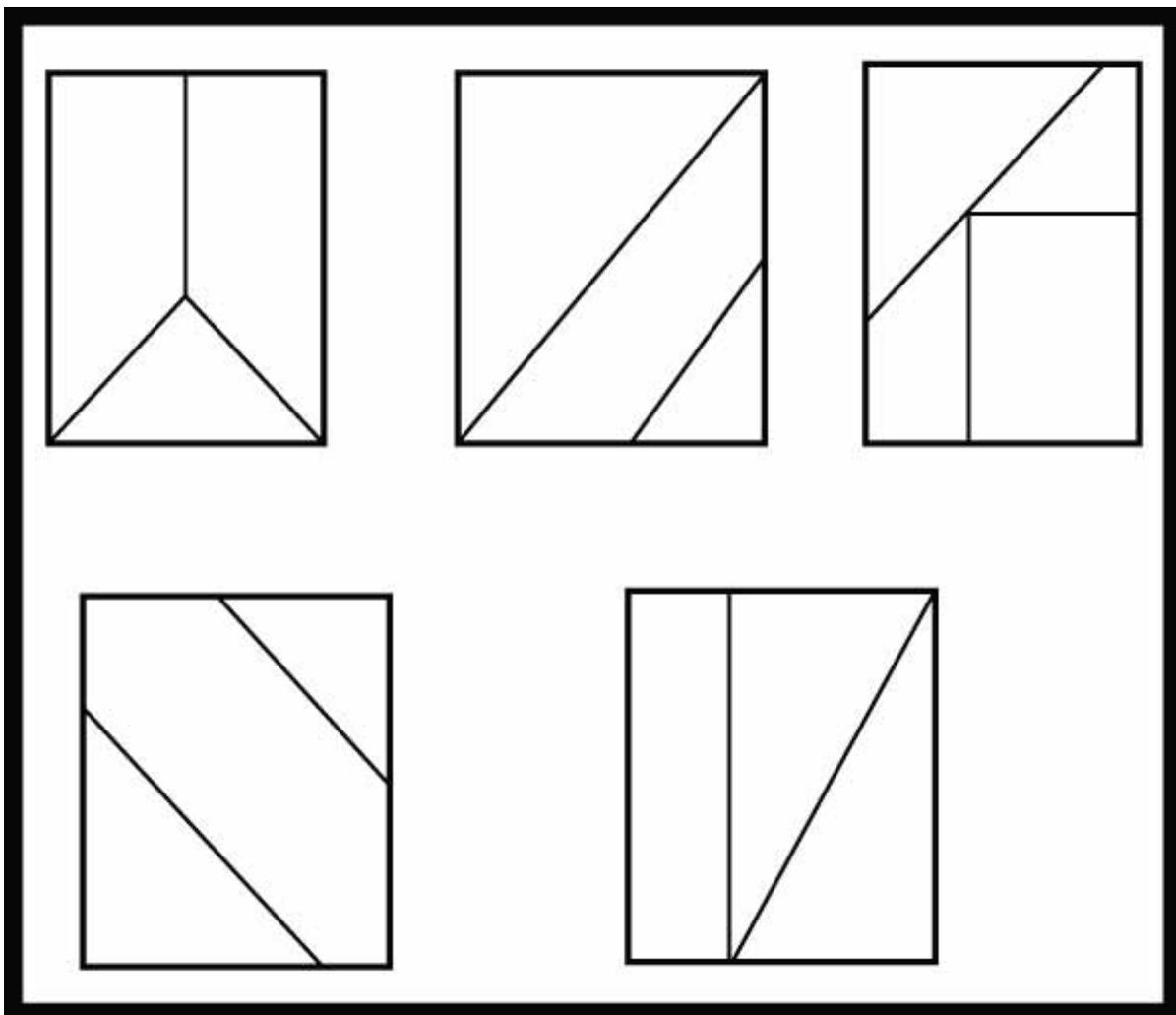
30 Minutes

**Purpose:** Encourage active participation and teamwork.

**Materials:** Five sets of cardboard 20cm x 20cm each (cut into pieces as illustrated), five envelopes.

**Preparation:**

Before the activity cut cardboard squares into different shapes as illustrated. Mix the pieces from each square and put them into the five different envelopes.



Suggested patterns for your cardboard squares- you may also decide to make your own patterns.

## What to do:

1. Organize participants into three to five small groups and appoint one observer for each group.
2. Distribute one envelope to each group. If you have less than 5 groups, some groups may receive more than one envelope.
3. Inform the groups that some pieces of their squares are missing. They are to move around the room to try and find their missing piece and try to obtain it from the other groups. All participants are **not allowed to talk** during the first part of the activity.
4. Give them 5 – 10 minutes to complete this first part of the activity and note how many groups can complete their square.
5. For the second part of the activity, participants are **allowed to talk** as they try to form their squares.
6. Facilitate a group discussion with the following questions;
  - Were you able to complete the squares in a short time?
  - What are the challenges of working in a group without communication? Was it easy to attempt to trade your missing piece? Why do you think some members were reluctant to trade their piece?
  - Ask the Observers to highlight some of things or actions they noticed during the activity.
  - How do those actions relate to real life situations in a community?

### Note to the Facilitator

During the deconstruction highlight the following to the participants:

- The importance of sharing and working together in community;
- Consideration of others that may need assistance or help;
- Importance of good communication;
- Ability to ask for help when you need it.
- Working together for communal action is a traditional practice for Pacific Islanders
- Elders achieve bigger things in life through working together and supporting each other
- Consideration and respect for others are two of the qualities that people practiced in the past
- Living in isolation can be sad and lonely; sharing, living and working together is more fun, fulfilling and satisfying.

# Community Knot



15 Minutes

**Purpose:** Highlight factors of good governance such as communication, participation and cooperation.

**Materials:** None

## What to do:

1. Ask for a volunteer to go outside or somewhere away from the room.
2. Ask the rest of the group to hold hands forming a circle and tangle each other, going over one another with their arms but without breaking the circle.
3. See that they have tangled each other properly before calling the volunteer back in. The volunteer is to try to untangle the knot without the help from those holding hands and without breaking the link.
4. Give the volunteer 3 - 5 minutes to untangle the knot. Break the group when the time is up and continue with the next step.
5. Next ask the whole group, including the volunteer, to stand again in the circle and tangle themselves as they did before.
6. This time, ask them to work together to untangle themselves slowly, and they can discuss what to do.



*“The activity has helped us realise how chaotic things can be when we are not working together. We also agree that it is much faster for us to solve our problems than relying on others.”*

7. Facilitate a discussion asking participants;
- Which of the rounds was faster and easier? Why?
  - Did the first task take long?
  - What lesson did you learn from the activity?
  - How does this apply to your community?

## Note to the Facilitator

Following are good points to highlight in the discussion:

- The importance of good communication in a community or individual families and groups.
- Considering practical ways of resolving their own problems.
- The time involved when seeking help from outside the community.
- Also that an outsider may face challenges solving the problem in community.
- It is important that people develop their own plan for unity.
- The importance of working together as a family and as a community.



### **Community Comment**

*“...we can do things ourselves for a better community...”*

## Animal Clues



30 Minutes

**Purpose:** Identify and appreciate different human behaviours in a community

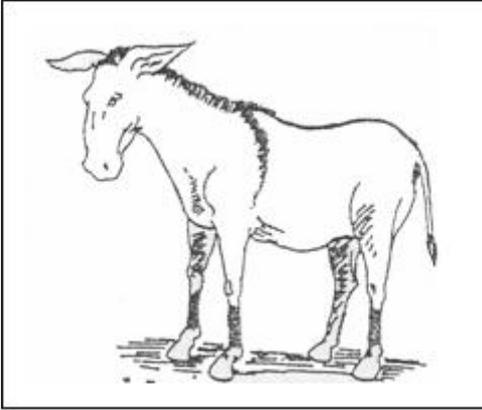
**Material:** Paper & pens, Animal cards (these should be copied and cut up into individual cards before the activity, paste on cardboard and laminate if possible).

### What to do:

1. Ask the participants to spend two minutes and think of one animal or bird that he or she likes and reasons why they like it.
2. After two minutes ask them to share one at a time with the whole group their choice of animal or bird and reasons why and list them on newsprint.
3. Place all the animal cards on a table and ask participants to choose an animal card with characteristics that they can relate to or have experienced before or come across in themselves or other people. Participants may choose more than one animal card, or two or more participants may decide to choose the same animal card.
4. Discuss with the participants the different characteristics.
  - Can these characteristics have positive outcomes? Discuss.
  - Can these behaviours or characteristics be unhelpful in group work, families or communities?
  - How can we manage or deal with unhelpful behaviours?

*Note: This activity can be used after the team has developed a goal or work plan to help members of the group to be aware of the challenges and tests that they may come across.*

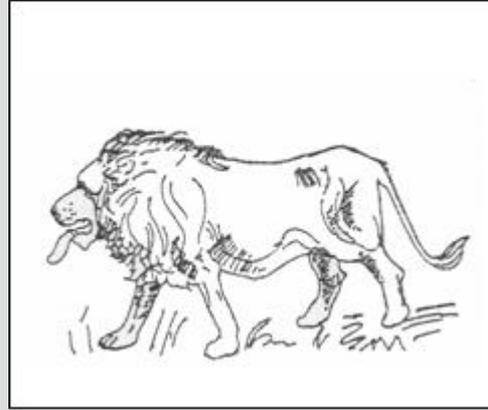
## Animal Clue Cards to copy



### **The Donkey**

who is very stubborn, will not change his/her point of view. "I won't be moved"

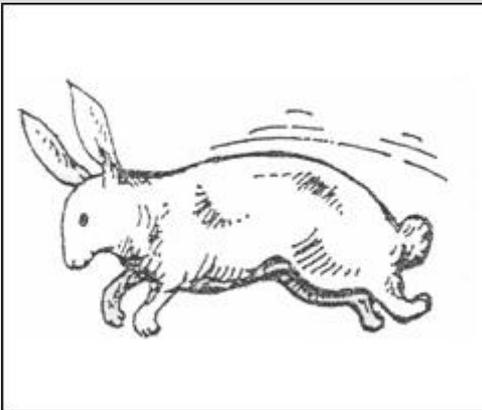
Some people have their own ways of doing things. It is sometimes difficult to do new things or do things in a different way.



### **The Lion**

who gets in and fights whenever others disagree with his/her plans or interferes with their desires.

Leaders of people that wants things done his or her own way and often does not allow the views and opinions of others to change his or her mind.



### **The Rabbit**

who runs away as soon as there is tension, conflict, or an unpleasant job. This may mean quickly switching to another topic (flight behaviour).

Some people avoid dealing with difficult tasks or addressing conflict and often do things alone to avoid been part of a group or team.

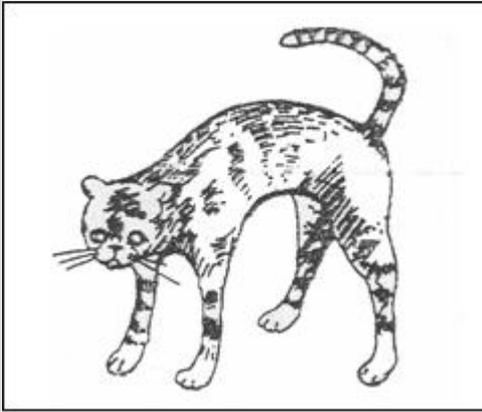


### **The Ostrich**

who buries his/her head in the sand and refuses to face reality or admit there is any problem at all. "I don't think there is any conflict"

At times we tried to ignore the fact there are issues or problems within our groups or community. We pay attention to those problems only when it has worsened and is difficult to resolve.

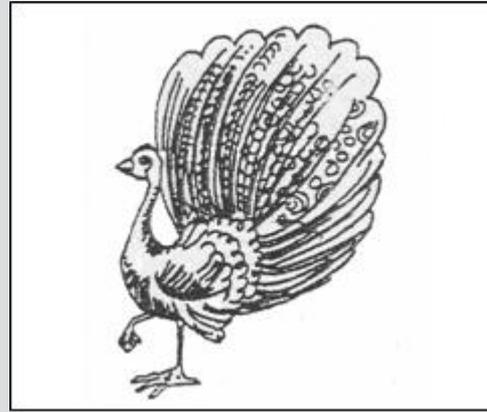
# Animal Clue Cards to copy



**The Cat**

who is always looking for sympathy. "It is so difficult for me.....miaow"

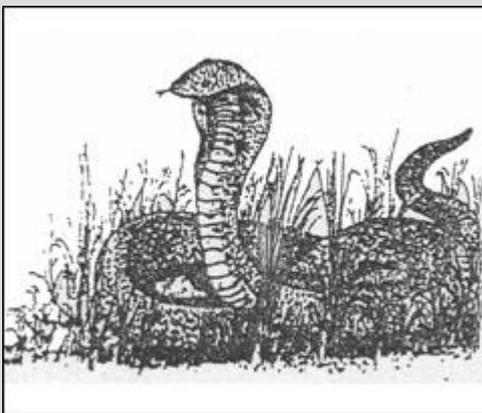
Everything seems difficult. Often complains that there is no support and nobody acknowledges his or her work. Needs constant reassurance.



**The Peacock**

" I am a fine fellow" who is always showing off and competing for attention 'See what a fine fellow I am'

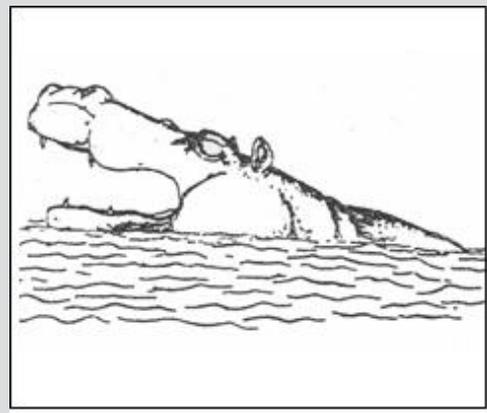
Some people think that he or she is the most important in the group forgetting that we are all unique and special in our own way and appearance.



**The Snake**

who hides behind the scenes and strikes unexpectedly. "I am too slippery for you"

Some people agree to the group on something but will later change his or her stand. Will have no problem going against decisions made by own group.

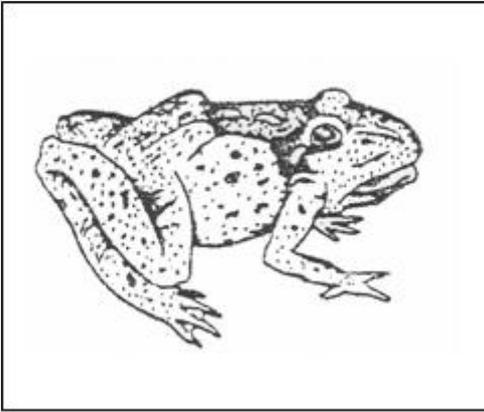


**The Hippo**

who sleeps all the time, and never puts up his head except to yawn.

There are people who will not be involved with group or community activity and will attend group or community activities only when they need something from the group or community.

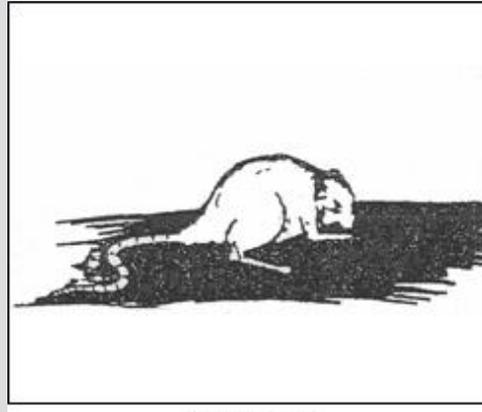
## Animal Clue Cards to copy



### **The Frog**

who croaks on and on about the same subject in a monotonous voice.

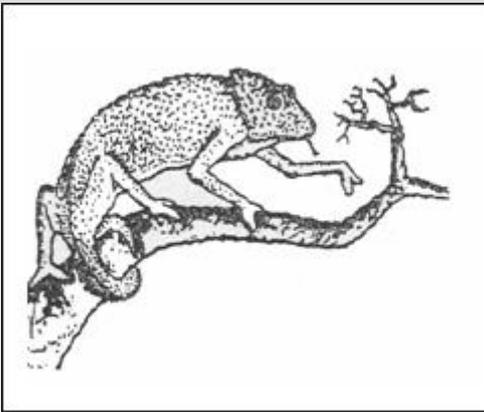
People sometimes are interested in one subject. There are some people who will only prefer to talk about politics and people who will only talk about rugby when in a group.



### **The Mouse**

who is too timid to speak up on any subject. "I hope no-one sees me"

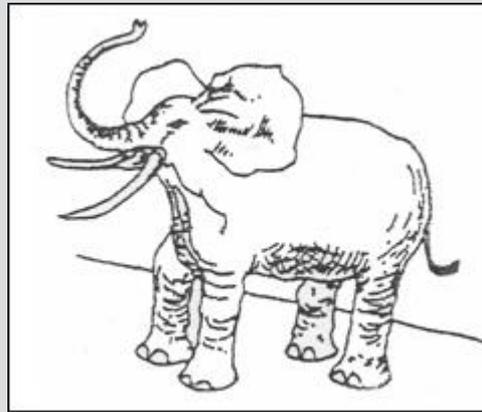
Some people think that their view is not important and will not contribute their ideas or participate in discussions.



### **The Chameleon**

who changes colour according to the people they are with. They say one thing to this group and something else to another

Some people will change their opinion depending to the group that they are in. They often will not rely on their own ideas or share their own opinions or ideas with others.

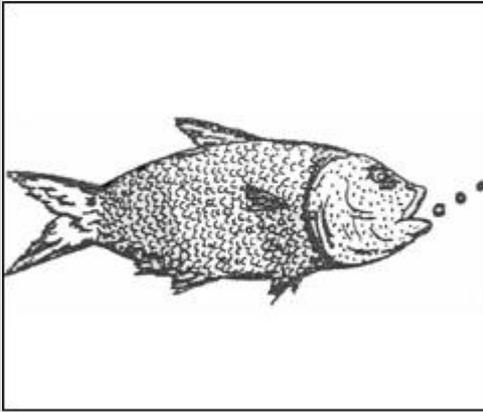


### **The Elephant**

who simply blocks the way, and stubbornly prevents the group from continuing along the road to their desired goal.

These are key people/leaders in the communities who tend to dominate all discussions and developments. They won't always listen to others opinions and this can affect the outcome of a project.

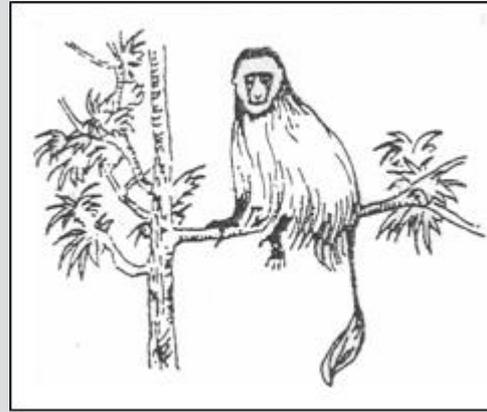
# Animal Clue Cards to copy



**The Fish**

who sits there with a cold glassy stare, not responding to anyone or anything.

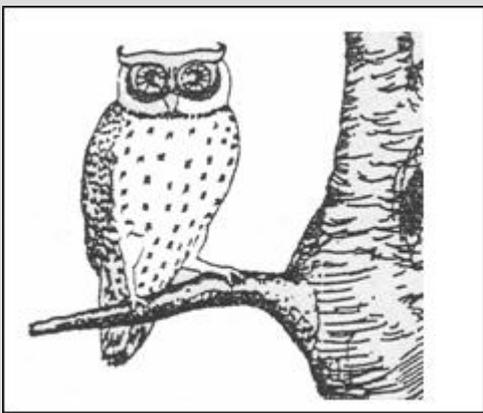
These are behaviours of people that are not really interested but still need the love and support of others.



**The Monkey**

who fools around, chatters a lot and prevents the group from concentrating on any serious business.

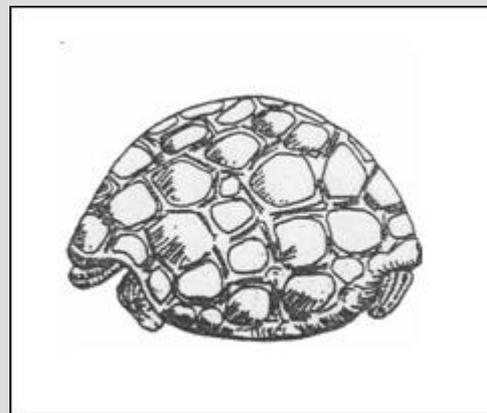
During group meetings and discussions there may be one two in the group that will play and make fun in the background, treating matters as a joke and not taking things seriously.



**The Owl**

who looks very solemn and pretends to be very wise, always talking in long words and complicated sentences.

Some people speak for long during meetings or discussions using difficult terms and promoting new ideas but will seldom get involved in community or group activities.

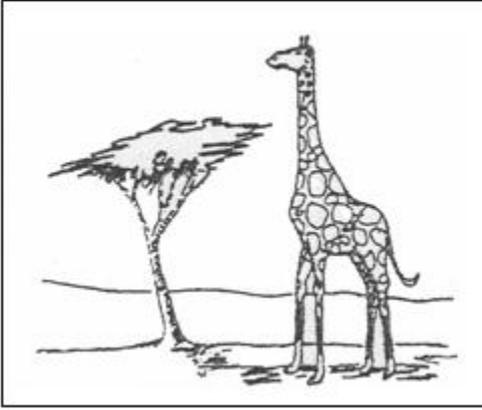


**The Tortoise**

who withdraws from the group, refusing to give his/her ideas or opinions.

These are people that are shy to take part in group or community activity. They may find it difficult to share their ideas when in a larger group.

## Animal Clue Cards to copy

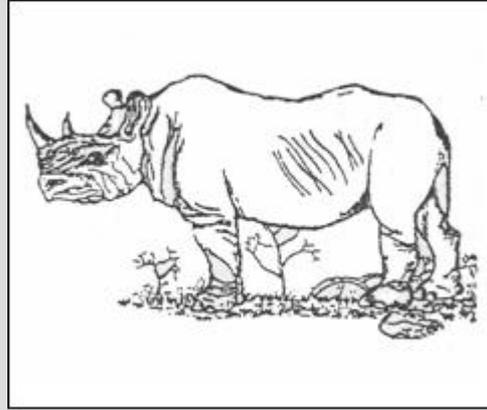


### **The Giraffe**

who looks down on the others and the program in general. "I am above all this childish nonsense"

People who look down on others and things they do in general, 'I am above all this childish nonsense.'

He/she thinks they know everything.



### **The Rhino**

who charges around 'putting his/her foot in it' and upsetting people unnecessarily.

Sometimes people may be tactless and do or say things without thinking about it first, usually upsetting others.

# Who is a Good Leader?



30 Minutes

**Purpose:** Appreciate the importance of leadership skills and qualities.

**Materials:** Newsprint, markers, 3 A4 size paper with **Agree**, **Disagree** and **Don't Know** written on them (these become signboards).

## What to do:

1. Paste the A4 size papers at three different spots in the room.
2. Inform participants that you will be reading out some statements and they are to respond by moving to the 'signboard' that best describe what they think about the statement.
3. Statements to read out:
  - **A good leader should be transparent in all decision making**
  - **A good leaders can make decisions about their group alone**
  - **A good leader does not need leadership skills or knowledge**
  - **A good leader should choose his/ her friends to replace him/ her.**
4. After each statement ask some participants to discuss with each other and explain to the whole group why they have chosen to stand at the relevant signboards.

Facilitate a group discussion:

- How do the points they have raised relate to good governance?
- What is the relationship between good leadership and good governance?
- What are some qualities of a good leader and what can we do to develop leadership qualities.



# Checking Your Leadership Skills



30 Minutes

**Purpose:** Discuss characteristics of good leadership

**Materials:** Leadership quiz, newsprint, makers

**What to do:**

1. Distribute copies of the leadership quiz to all participants and ask them to work in groups of 3 or 4 or work individually to complete the answers.
2. Read out each quiz question and ask for comments from different groups and participants. Note key points on newsprint.
3. Facilitate a discussion by asking your participants the following questions;
  - Why are good leaders needed?
  - How can we identify or choose good leaders in our community?
  - What are some of the good leadership qualities of traditional leaders? Modern leaders?
  - What are some of the traditional practices/process that can be used to develop good leadership qualities?

**Good leadership** needs processes and procedures to minimise mistakes and to be able to achieve our goals.

**Note to the facilitator:**

Highlight that some of the aspects of good leadership and good governance include:

- Documentation of decisions and responsibilities, due dates, community records etc.
- To be accountable and transparent.
- Good communication and the sharing of information with members.
- Ensuring members have a good understanding of any projects or development in the community.

# LEADERSHIP QUIZ to copy

All of us have some basic ideas and assumptions about leadership. What are yours? Do you agree or disagree with the following? Tick your answer in the box.

	Agree	Disagree
1. An effective leader varies his use of authority according to the group and situation. Sometimes he merely announces his decision, at other times he persuades, consults or leaves the decision to the group and situation.	<input type="checkbox"/>	<input type="checkbox"/>
2. An effective leader sees more clearly than a less effective one.	<input type="checkbox"/>	<input type="checkbox"/>
3. An effective leader realizes that people have mixed feeling towards authority, i.e. they both like it and do not like it.	<input type="checkbox"/>	<input type="checkbox"/>
4. An effective leader must decide whether he is going to be democratic or authoritarian, and then stick to his decision.	<input type="checkbox"/>	<input type="checkbox"/>
5. Effective leaders tend to smooth over or avoid conflict between members of the group rather than confront them.	<input type="checkbox"/>	<input type="checkbox"/>
6. An effective leader must have an impressive appearance and be tall, strong and handsome.	<input type="checkbox"/>	<input type="checkbox"/>
7. An effective leader is careful not to make mistakes, and he does not tolerate the mistakes of others.	<input type="checkbox"/>	<input type="checkbox"/>
8. An effective leader thinks in terms of duty rather than results.	<input type="checkbox"/>	<input type="checkbox"/>
9. An effective leader always rewards all those who are loyal to him.	<input type="checkbox"/>	<input type="checkbox"/>
10. An effective leader is one who keeps his appearance and dresses neat and clean	<input type="checkbox"/>	<input type="checkbox"/>

		Agree	Disagree
11.	An effective leader is one who can get a lot of help from outside for his group.	<input type="checkbox"/>	<input type="checkbox"/>
12.	An effective leader puts a great value on humour, and uses it to keep a sense of perspective when the group is struggling with a problem.	<input type="checkbox"/>	<input type="checkbox"/>
13.	Besides authority of his position, an effective leader tries to develop other forms of influence, i.e. his personality, competence and character.	<input type="checkbox"/>	<input type="checkbox"/>
14.	An effective leader is one who leads a group to its goals.	<input type="checkbox"/>	<input type="checkbox"/>
15.	An effective leader encourages honest disagreement in order to find better solutions.	<input type="checkbox"/>	<input type="checkbox"/>
16.	An effective leader treats each member of his group in the same way.	<input type="checkbox"/>	<input type="checkbox"/>
17.	An effective leader is one who usually gets his way in a group discussion.	<input type="checkbox"/>	<input type="checkbox"/>
18.	An effective leader builds on the strengths of his group.	<input type="checkbox"/>	<input type="checkbox"/>
19.	An effective leader often gets lost in the juggle of his duties and loses track of objectives.	<input type="checkbox"/>	<input type="checkbox"/>
20.	An effective leader considers his men, their quality and development, to be his most important resources, far more than materials or money.	<input type="checkbox"/>	<input type="checkbox"/>

# Leadership and Decision Making



30 Minutes

**Purpose:** Understand different styles of leadership and decision making

**Materials:** 5 Situation Cards, pens and paper, pre-drawn summary table on newsprint

**What to do:**

**Part 1:**

1. Divide the participants into small groups and give each group a 'Situation Card'. There are enough cards for 5 groups at a time if you have a large number of participants.
2. Ask each group to discuss the cards and develop a role-play of the situation.
3. After the role-plays, facilitate a group discussion:
  - How were decisions made?
  - What do the members of each group feel about the way the decisions were made?
  - What are the strengths and weakness of the decision-making style used for each group and how can the decision-making style be improved?
4. After presentation ask each group to discuss all role-plays. Discuss and rank the ways in which each group made their decision using the Summary Charts.

## Situation Cards to Copy

### Group 1

Elders in your community are concerned that there are a lot of problems that are linked to alcohol. Your group has been asked to decide whether or not alcohol should be sold in the community.

**Create role-play:** Village Development Committee members write their names on piece of paper and put into a box/bowl. Draw out the name of one person who will make the decision about selling alcohol in the community.

**What style of leadership is this?**

## Situation Card to copy

### **Group 2**

Elders in your community are concerned that there are a lot of problems that are linked to alcohol. Your group has been asked to decide whether or not alcohol should be sold in the community.

**Create role-play:** The Chief decides for you without any consultation – one participant will need to act as the Chief in the group.

**What style of leadership is this?**

### **Group 3:**

Elders in your community are concerned that there are a lot of problems that are linked to alcohol. Your group has been asked to decide whether or not alcohol should be sold in the community.

**Create a role-play:** Discuss the issue in a Village Council meeting and vote on whether or not to sell alcohol in the community.

**What style of leadership is this?**

### **Group 4:**

Elders in your community are concerned that there are a lot of problems that are linked to alcohol. Your group has been asked to decide whether or not alcohol should be sold in the community.

**Create a role-play:** Discuss the issue with the group members and arrive at a decision you all agree on without voting.

**What style of leadership is this?**

### **Group 5:**

Elders in your community are concerned that there are a lot of problems that are linked to alcohol. Your group has been asked to decide whether or not alcohol should be sold in the community.

**Create a role-play:** As a group, choose one or more people to represent you to make the decision. Those chosen to represent the group do so without consulting the rest about the decision they will make.

**What style of leadership is this?**

# Summary Charts to copy

<b>Style of decision-making role-plays</b>					
Group Number	Describe how their decision was made	Rank the decision out of 5 for:			
		The way it was decided was fair. (5)	People were happy with the result. (5)	It was quick (5)	Total (Out of 15)
1.					
2.					
3.					
4.					
5.					

**Main styles of decision-making used in the activity.**

Groups	Decision making style	Description
1.	Lottery	Decision is left up to fate or chance.
2.	Authoritative/ Dictatorship	Decision- making is gain by birth or position in society.
3.	Democratic	An elected person to represent a group of people.
4.	Consensus	Group members arrive at a decision all agree on without voting.
5.	A Representative Democracy	Choose one or more people to represent you to make the decision.

The decision making style we ranked the highest was .....  
 because .....

The decision making style that we think would be best for the most people is.....  
 .....

# Getting the People Involved



1 Hour

**Purpose:** Identify ways all groups can be part of decision-making processes in communities

**Materials:** Community Scenario, Role Cards, newsprint, markers

## What to do:

1. Divide participants into 5 groups and give each group a role card. Each group will represent the stakeholder on the role card. They are to role-play a village meeting where groups discuss and debate a resolution to the following question:

***“Will the logging go ahead in Helava Village?”***

2. Read out the community scenario or write it on a piece of paper for each group. Give groups 10-15 minutes to discuss and then arrange the groups in a village meeting setting. Ask a volunteer to play the role of facilitating discussions during the ‘village meeting’.

## Community Scenario

The Chief of Helava Village, without the approval of his community, has just signed a 10-year agreement with a logging company based in the city. The company will come and cut trees from the community forest. The Chief arrives back in the village with representatives from the company. He calls a village meeting for that evening to tell every one of the logging plans for the community forest.

3. Facilitate a group discussion after the role-play:
  - Did your group feel as if you were equally heard or represented in the discussions? Why or why not?
  - Were you able to reach a decision that everyone was happy with?
  - How could you have made the process more equal?
  - Is this scenario something you may face in your community?
  - What would be some of the advantages of involving all groups in consultation regarding decisions to be made concerning the governing or management of community resources?
  - What would be some of the disadvantages and how can this be avoided?

## EXTRA

After discussions, distribute newsprint and instruct the group to draw the existing traditional structure in their community.

Ask them to list some of the difficulties different groups such as the youth group face in relation to decision-making in their communities.

Identify ways these groups, such as young people can be mobilized to participate in community activities including decision-making.

## Note to the facilitator:

- Encourage everyone to participate.
- Remind members that the idea is not only to 'put them into the situation' but also to rationalize different arguments and viewpoints.
- Many people will have different perceptions of what should happen. Encourage group members to understand and appreciate these differences.
- You may need to work out how the group can reach a consensus, where everyone agrees, which is a major characteristic of good governance.



Good Leadership with good governance supports sustainable communities

## Role Cards to copy

**a. Chief** The Chief in this instance wants to convince the community to log the forest. Possible lines of argument could be that he is thinking of creating jobs for his community or the need for money to build a community school or he could just be thinking of himself with his hidden agenda

**b. Community Representatives 1**

This part of the community supports the Chief in cutting the forest. They are interested in the work and the money they would get in return.

**c. Community Representatives 2**

This part of the community is against the idea of logging. They do not like the thought of losing their forest as they use it everyday to hunt, to collect firewood, to get housing materials, to shelter and picnic and it is where they get their customary medicine and their wild yam. They feel strongly that logging the forest will cause loose soil and erosion that will pollute the river, which is their drinking source.

**d. Logging Company Representative**

They are keen to get everyone behind the logging operation, as they do not want to have to face delays. They may be good at promising all sorts of things for the village...but do they really mean what they are saying?

**e. Local School Children**

The students are against logging. They have just learnt about the soil erosion that follows logging and what it can do to the resources of fresh water and marine life. They also enjoy playing in the forest.

# Unity in Diversity



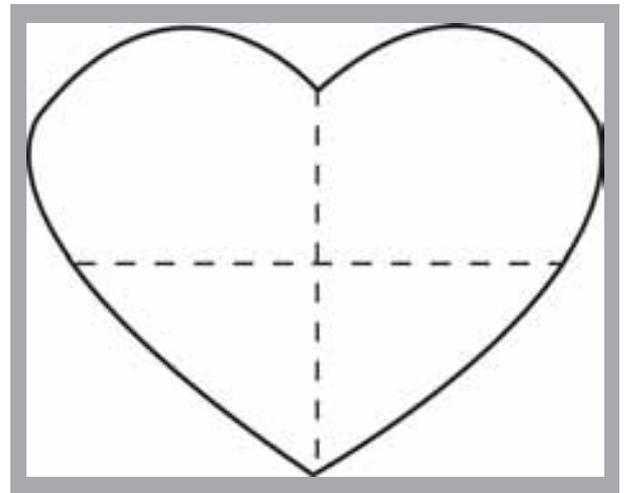
30 Minutes

**Purpose:** Appreciate diversity and similarities within and between people and communities.

**Materials:** Pens and pieces of paper, newsprint

**What to do:**

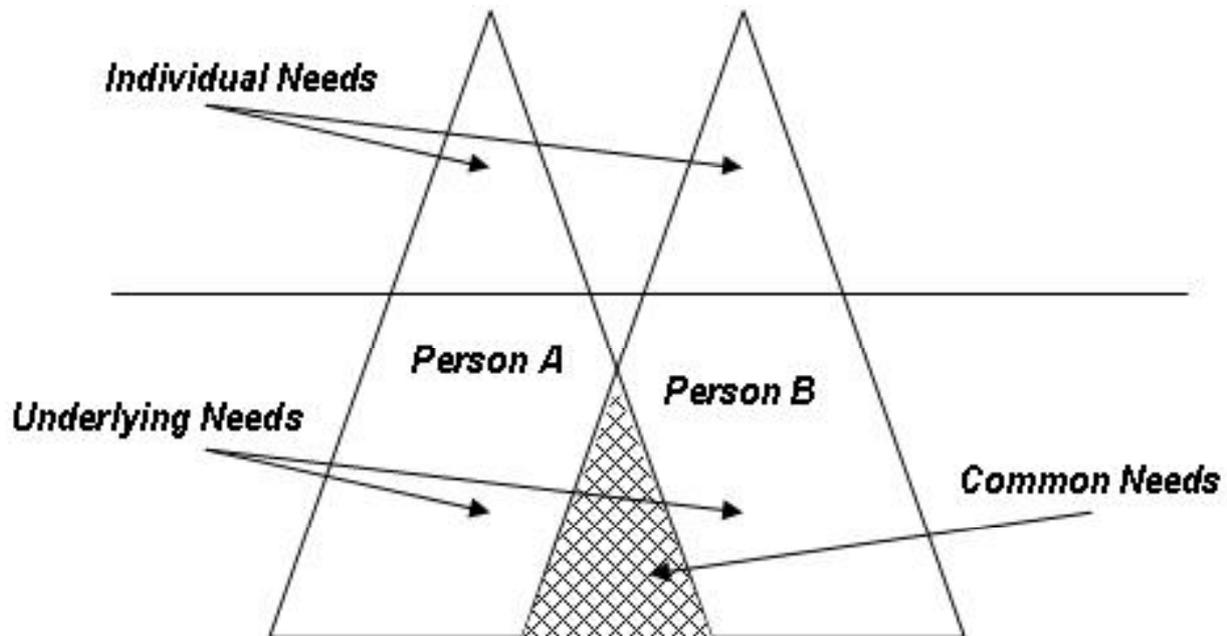
1. Divide participants into groups of four (4). Give each group a piece of paper.
2. Ask each group to draw a heart on the paper and divide it into four parts. On each part they are to write one of the most important things (it can be a need or one of their dreams) in their life. This will give them a heart with four important things listed on it.
3. Allow them 3 minutes to complete this group work then ask them to present what they have listed to the rest of the group.
4. Note down their responses clearly on newsprint for all to see and after each presentation paste pieces together to form group hearts.
5. Discuss with the participants some of the similarities, and unique responses from each group.
6. Facilitate a group discussion using the following questions;
  - What are some of the common features or needs from each group?
  - Why do we have common needs and dreams?
  - How do you feel to know that our needs and concerns are similar with others?



- What are some of the advantages and disadvantages of having similar needs?
- Do you think having similar needs is a threat to our resources? How?
- How can we learn to live together with other people of same needs?
- What lesson(s) have we learnt from this activity?

**Note to Facilitator:**

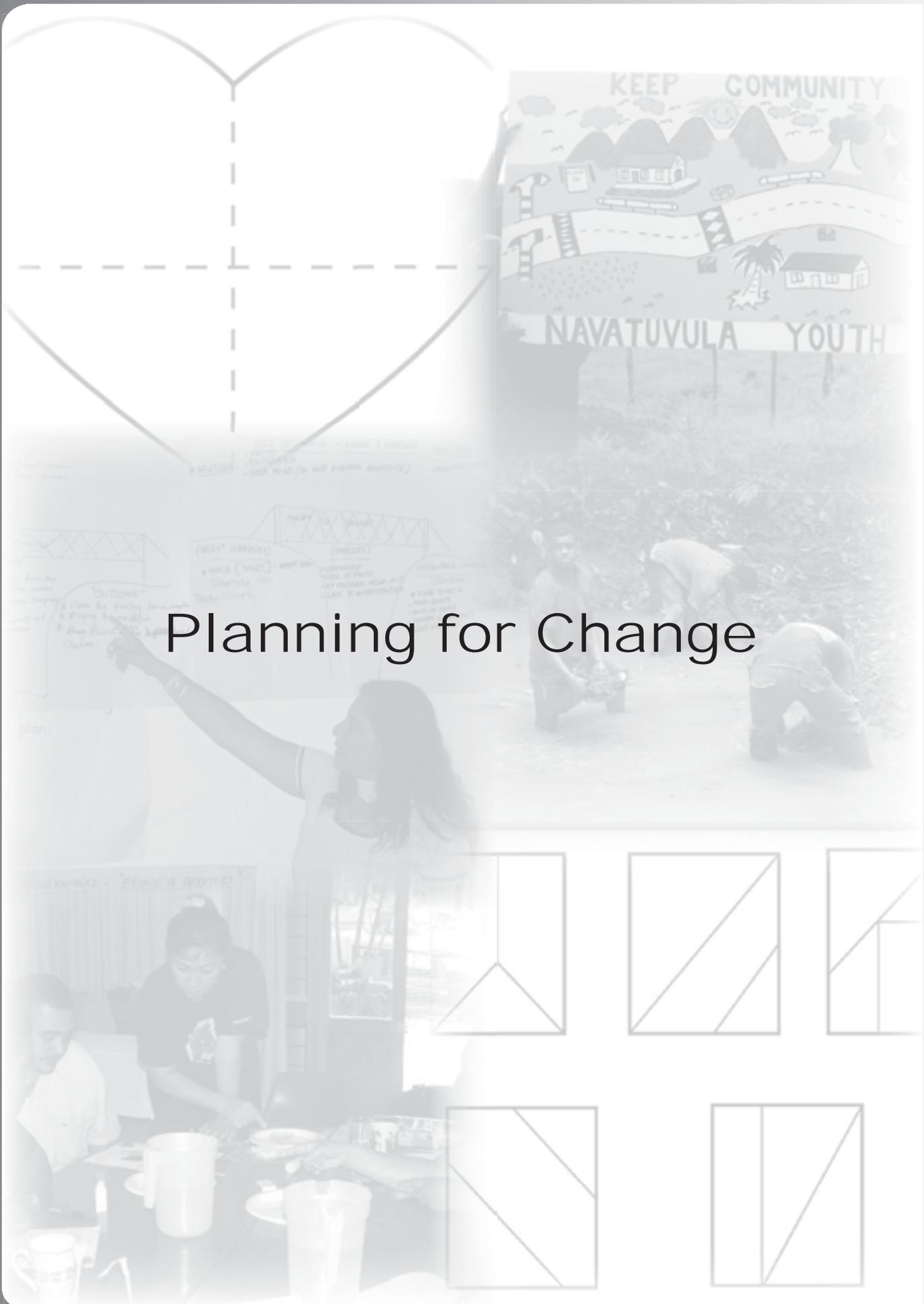
Point out that despite all our differences, all people share important similarities and we need to help take care of these common similarities to help each other to survive.



*We all have our own needs and concerns, but we also have common needs. To address conflict we should look for the underlying needs and common needs of parties involved. Our common needs provide the platform for people to work together to resolve conflict.*

This diagram can be drawn on newsprint and be used when summarising the activity

# Planning for Change



# Making Choices



30 Minutes

**Purpose:** Share values and beliefs supporting our decision-making choices

**Materials:** Newsprint, markers

**What to do:**

1. Divide the participants into groups and inform them that they are on an island that is going to explode in an hour. They will be moving to another island in a boat and should choose only six (6) things from the list below to take with them.

<i>Matches</i>	<i>Axe</i>	<i>Radio</i>	<i>A young mother</i>
<i>Coke</i>	<i>Male Doctor</i>	<i>Car</i>	<i>Medicine</i>
<i>Bread</i>	<i>Spade</i>	<i>Television</i>	<i>Knife</i>
<i>Water</i>	<i>Dog</i>	<i>Pots</i>	<i>Seeds</i>

2. Write the list of things that they can take on newsprint and paste up on the wall. Give them 10 minutes to discuss and decide as a group. When this is completed ask each group to present one by one to the whole group.
3. Facilitate a discussion by asking the following questions;
  - What are the common choices of the groups? Why?
  - How were the choices made? Did our values and beliefs influence the choices we made? In what way?
  - Were there a certain criteria the group agreed to, to help make the choices? Did it include some principles of good governance?
  - What does this activity teach us about making choices and decisions?

# Managing Decisions and Conflict



1 Hour and 30 Minutes

**Purpose:** Practise decision- making and identify ways to resolve conflicts.

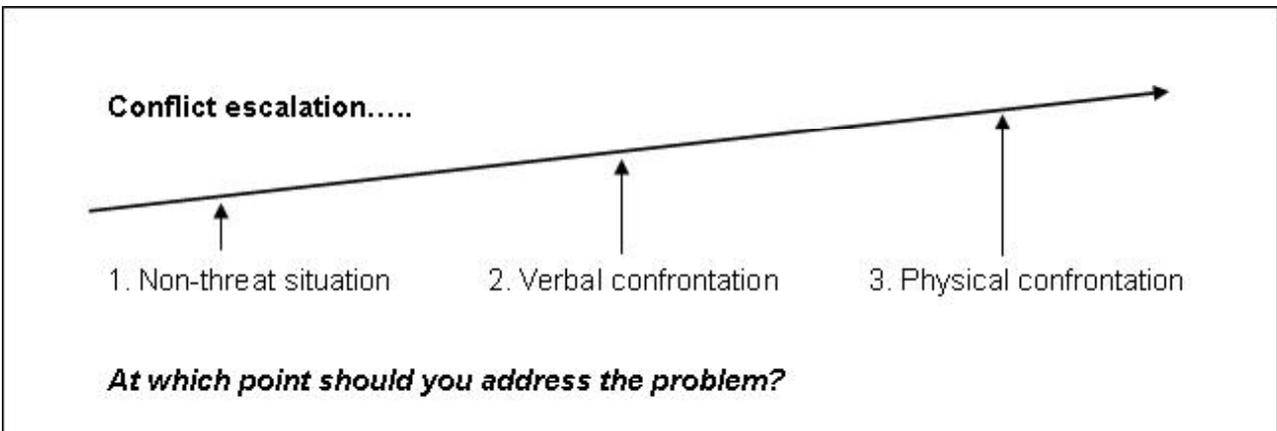
**Materials:** Case study cards, newsprint, markers, copies of ‘Steps for dealing with conflict/ solving problems’.

**What to do:**

1. Divide the participants into five groups and distribute one case study per group, newsprint and some markers. Give each group a copy of steps for dealing with conflict/ solving problems or copy this out on newsprint and paste on the wall.
  
2. Ask them to discuss the case study and answer the given questions. After 30 minutes ask participants to read their case study to the whole group and present their answers. Get comments and feedback from the rest of the participants and note down important points on newsprint.

**Note to Facilitator:**

- Discuss with participants some of steps in addressing problems and conflict using the provided handouts on tips for solving problems.
- It is critical that leaders can visualise and deal with problems before they occur. Early discussion of issues also gives people the opportunity to prepare and address problems when it happens.



# Case Study Cards to copy

## Case Study 1

A community's eco-tourism project has been running well for the past two years. The community has decided to make some decisions regarding the project.

For the past six months though there has been no report to the village meeting from the Project Committee on the status of the project. The people had lost patience and demanded action from the leaders but nothing had happened.

One day the community landowners where the project was located set up a road block on the entrance of the lodge, stopping access by guests and staff. They demanded that first; the Project Committee must inform the villagers of the status of the project in an emergency meeting. Secondly, if this is not done they should resign and let the people appoint a new committee to manage the project. They insisted that the road block would stay until these changes were made.

Discuss with the team:

- What is the problem? What is root cause of the problem?
- Who is responsible for this situation?
- What should have happened to avoid the situation?
- What will be some of the steps you can do to address the situation?
- Can you relate to this story?
- What are some of the lessons learnt from this story?

## Case Study 2

The people of Community X had an established Marine Protected Area (MPA) for more than five years. Fish Wardens have been trained and they monitoring their MPA when out fishing. Members of community X never fish in the MPA sites as their elders have warned them if anyone is caught fishing in this protected area they will be punished.

One night, three fishermen from a nearby community were caught by the Fish Wardens of Community X fishing in their MPA site. They were taken into Community X and beaten up by the youth. The tension between the two communities was high and police have set up camp in Community X to ease up the situation.

Discuss with the team:

- What is the problem? What is root cause of the problem?
- Who is responsible for this situation?
- What should have happened to avoid the situation?
- What will be some of the steps you can do to address the situation?
- Can you relate to this story?
- What are some of the lessons learned from this story?

## Case Study Cards to copy

### Case Study 3

A Provincial meeting was set to be held at an island where water is an issue. The local government agreed to donate ten 10,000 litre fibreglass water tanks to this island to support the meeting and as a development project for the community. The water tanks were located in a central area in the community so all members could have access to the water.

A few months after the Provincial meeting was held, one family claimed ownership of one of the water tanks that was located near to their house. This family disallowed other families from using this water tank. During a village meeting the issue was raised by another within the community. The men claimed that the water tank is theirs because it is in their compound. There was a heated argument between two of the men, resulting in a physical fight where one of them was badly hurt. Families in the community started to take sides.

Discuss with the team:

- What is the problem? What is root cause of the problem?
- Who is responsible for this situation?
- What should have happened to avoid the situation?
- What will be some of the steps you can do to address the situation?
- Can you relate to this story?
- What are some of the lessons learned from this story?

### Case Study 4

A cane farming family have leased and lived on this piece of land for the past fifty years. They had problems with the landowner who would go in and out of the land whenever they wanted to and collect firewood and coconuts whenever they wanted to without the permission of the tenant.

This made the tenant very angry which did not help their relationship. The two families hardly ever met or got together for celebrations. The cane farmer's lease was not renewed by the landlord. The land is now idle and covered with overgrown grass and weeds.

Discuss with the team:

- What is the problem? What is root cause of the problem?
- Who is responsible for this situation?
- What should have happened to avoid the situation?
- What will be some of the steps you can do to address the situation?
- Can you relate to this story?
- What are some of the lessons learned from this story?

# Case Study Cards to copy

## Case Study 5

This community has been working with a non-government organization helping people with some of their needs. One of the community activities needed was to have an income generating project to increase community revenue.

The non-government organization was able to support a farming project that people agreed to and it would be managed by the youth. For the first few months the project went well and the youth were united leading the work.

The support from the youth members changed when the Village Chairman started to come in and give directions to the youth. The youth were not comfortable working with the Chairman. They preferred to be on their own and lead the project their way. Most of the youth groups have now left the project and do not want to come back because of the involvement of the Village Chairman.

Discuss with the team:

- What is the problem? What is root cause of the problem?
- Who is responsible for this situation?
- What should have happened to avoid the situation?
- What will be some of the steps you can do to address the situation?
- Can you relate to this story?
- What are some of the lessons learned from this story?

### Five steps for solving problems/dealing with conflict

1. Define the problem/issue – Look for the root cause of the problem. Problems are often only the symptoms or indication of the real issues that are the root cause.
2. Brainstorm all possible solutions – List all possible solutions without evaluating any of them.
3. Evaluate or analyse possible solution – Choose the best, most practical, most realistic and most effective.
  - Weigh the advantages and disadvantages.
  - Avoid being defensive.
  - Try to separate and detach ideas or issues from yourself and the other person.
  - Do not rush the group into making a decision, ask them when they ready and allow time for them to think.
  - Get an expert opinion if you need further information, do this before any decision are made, not afterwards.
4. Implement the decision – Develop a plan for implementation.
  - Discuss with the group using an Action Plan template (What, When, How and Who).
  - Be specific and put names against action.
  - Lots of good ideas are never translated into action due to poor implementation and lack of planning and following through.
5. Follow up and monitoring – Develop a plan for monitoring changes that are happening.
  - How will we check on how these decisions are working in action?
  - Ask the group to agree on a time to check and review progress of the actions or action plan.
  - Discuss the changes that have taken place and make adjustments where needed.
  - Record and acknowledge success and achievements.

# Roles and Responsibilities



1 Hour

**Purpose:** Identify and discuss roles and responsibilities of decision-making groups

**Materials:** Newsprint, template (working paper), markers

**What to do:**

1. On newsprint ask participants to list some of the main decision-making groups in the community.
2. Using the template provided discuss and list down some of the responsibilities and challenges faced by these groups in performing their roles and making decisions.

If you have a mixed group of participants, ask if they would like to get into groups of same community, district, women’s group, ethnic groups, sports group, etc.

Groups	Responsibilities	Challenges	Improvements

3. Identify ways these decision-making bodies can be improved or made more effective.
4. When they are finished ask them to present their group findings to the whole group and facilitate a group discussion:
  - Are these decision-making bodies useful and effective to communities in Fiji?
  - Have the people benefited from these decision-making bodies or groups?
  - What is the whole purpose of having District meetings?
  - Who are these District Committees, District representatives and District Officers responsible to?

- What is unique about communities that have active Village and District councils compare to communities that do not? How can we improve meetings and good governance in the community?

## Note to Facilitator:

- Allow everyone to discuss especially the responsibilities, challenges and need for improvement of each decision-making group.
- Discuss the importance of the roles of leaders in their community.
- Draw a sample structure that represents a Provincial Structure and one that represents the District Administration Council.
- Discuss the similarities between the two councils regarding decision-making, development and networking.
- Who is responsible and accountable to whom? Emphasise the importance, for good leadership and good governance, of accountability to the people or to the members you represent.
- The linkages between Provincial and Government structures, District and settlement council, District and Village Council.



# Building Beyond Boundaries (3 B's)

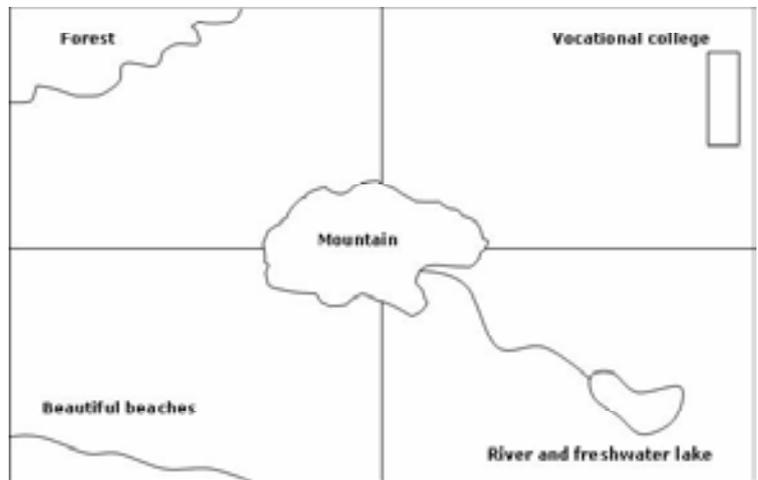


45 Minutes

**Purpose:** Promote dialogue, cooperation, and decision-making and appreciate good governance practices.

**Materials:** Markers of different colours and newsprint.

**Preparation:** Four (4) sheets of newsprint stuck together to form a large rectangle, with each sheet representing a community with boundaries as shown. Prepare extra sets of 4 for a bigger group.



Draw on newsprints the four community districts with resources and mountain blocking shortcuts

**What to do:**

1. Place participants in groups with the same number of people per group (around five to six people).
2. Each group represents a community with its own area, which is a sheet of the four attached newsprints. Each group should provide a name for their community. Tell groups,

***“To live well, your community must negotiate with the other communities to have access to resources that you need. Decide what resources are important to your community and discuss what you will need to do to have access to or protect these resources.”***

3. Each group picks a **Community Leader, a Businessman and a Road Builder** (who is given the coloured marker). The Businessman’s role is to negotiate with other communities for permission to build roads and make business deal with them. The Road Builder’s role is to build the road, drawing them with their markers. The Community Leader works with the other group participants who are Community Members and can exercise what they see as a community member’s role.

**Note to Facilitator:** Participants can go outside if weather is fine. Instead of using newsprint participants can use the sandy ground to mark equal boundaries for the four groups and sticks, stones and leaves instead of markers to show construction of roads. Resources include economic, social, and natural and environmental resources.

4. Write the rules for road building on newsprint and paste up on the wall.

**Road Building Rules**

1. Permission to build road through a community must be obtained before construction begins.
2. If it is necessary to cross another community's road outside one's own territory, then permission must be sought.
3. Obtain business deals with the relevant communities that show benefits to both parties.

5. Go through the objective and rules twice before beginning the game. Avoid intervening during the activity and allow the groups 20 minutes to do the activity.
6. Ask each group to present their achievements and business deals when time is up and facilitate a group discussion:
- Did all the communities manage to build roads and make business deals with other communities? What methods did they undertake to achieve this?
  - What were some of the deals and achievements of the four groups? Who benefited most?
  - Are all these methods examples of good dialogue and decision-making? Why or why not?
  - What are some of the challenges faced by the group leaders? As leaders how do you feel?
  - Was there competition between the communities? Why?
  - How can we ensure that conflicts or tensions are minimised in situation like this?
  - Were the members of the community satisfied with the way the "officials" conducted their roles? Did they consult them when making deals?
  - What are some of the key factors leaders should remember when making those business deals on behalf of the community?
  - How real is this situation in your community?
  - What lessons were learnt from the activity? Can we relate this activity to explore what happens locally- at community or district level? Between clans or sub-clans? Family level?



## Development and Indicators

**Purpose:** Define development and identify 'indicators' of development

**Materials:** Newsprint and markers, paper and pencils

### What to do:

1. Put a newsprint up on the wall and ask participants to brainstorm the meaning of 'development.' What words do they think of that relates to development?
2. Study all the definitions of development that the group comes up. Can they agree on one common definition that reflects the views of all participants?
3. On another newsprint brainstorm with the group for a list of 'indicators' that show development is happening. How do we know development is happening? How do we measure development?
4. Discuss, clarify and summarise these and relate them to the definition of development they have agreed upon. Facilitate a group discussion:
  - Is development always positive?
  - What are positive and negative impacts of development?
  - Why should we be concerned about indicators?
  - What are disadvantages of not having clear indicators of development?
  - What are the benefits from using indicators for development?
  - Whose responsibility is it to identify development indicators and monitor them for change?

#### Note to Facilitator:

There are differing views of development, and how we can assess it, or be sure that it has taken place. A consensus may be that 'development' is a process of change, and change begins with the individual.

Good development is an indication of good governance and includes sharing of information within the community about the progress of projects, or 'development'.

Development can be measured by looking at changes, or 'indicators' such as the following:

Material changes	Non-material changes
Better housing	Greater self-confidence
More available money	Better governance/leadership
More schools, better roads	Improved academic results
Improved infrastructure	Greater participation



**Indicators:**  
are put in place to identify progress and changes





# Development Planning

**Purpose:** Appreciate governance challenges regarding development and highlight the need for proper planning, dialogue and networking.

**Materials:** 4 newsprints with outline of Leva District drawn on each, copy of SWOT analysis table, crayons, markers

## What to do:

1. Place participants into four (4) groups to represent four communities and explain that:
 

***“You are all part of a community that has been living in a farming area for over 100 years. Your land lease will expire soon and will not be renewed.”***
2. Give some time for the groups to discuss this and think about their next move. Ask the following questions and note key points on newsprint:
  - In real life, if you were a community leader, how would you feel when you are told that your family/community has to move?
  - What are some of the actions that leaders could have done to ensure support from the landowners and probably extension of lease?
  - What are some of the benefits and disadvantages of moving to a new place?
3. Next tell the groups that the government has agreed to provide the four communities with land in the district of Leva with \$1 million dollars per community for development purposes.
4. Each group is to choose a community leader for the task of directing the development of their new community in Leva District. Give each group newsprint with the outline of their allocated land area for their future community.
5. Ask the groups to draw their new community on the map which is to include the following:
  - A co-operative store for each community.
  - The community’s water supply, homes, toilets, waste disposal, with drainage and outlets clearly shown on the map.
  - An income generating project such as eco-tourism, pigpens or poultry farm, plantation etc.

6. Give groups 30 minutes to complete their 'development plans' before present their maps to the whole group. Encourage participants to ask questions during presentations.
7. Ask groups to bring their newsprints and put newsprints together to form the Leva District. Once all four community maps are pasted together, ask groups to identify the strengths, weaknesses, opportunities and threats (SWOT) of the planned developments in the Leva District.

### **Conducting a SWOT analysis of your development plans**

For the site you have chosen, list down the strengths, weaknesses, opportunities and threats.

*S - strengths-* what are the positive points, benefits, of the site; how do these contribute to the success of the proposed development.

*W- weaknesses-* what are the limitations or problems associated with the site; how do these contribute to the success or failure of the proposed community.

*O- opportunities-* positive effects of the proposed development; opportunities to do other things; other ways to use or expand the site; possibility of other development.

*T- threats-* things that could happen to hinder the proposed development; possible threats to the site and development including flooding, landslides, etc.

8. Facilitate a group discussion:
  - Who was involved in the planning of the community?
  - How does your location and planned development impact others? Which community is affected the most?
  - As members of communities down the coast, how do you feel with the impacts of development from the upstream communities?
  - What planning has been done to protect the environment and limit negative impacts?
  - What factors do community leaders have to consider when developing a new area? List down the factors (budget, climate/ weather, target group, basic infrastructure, safety etc).
  - How did the SWOT analysis change your thinking about development planning? What leadership and good governance skills come into play for this?
  - What are the lessons learnt from this activity?

## Note to Facilitator:

Discuss with the participants in brief the need for an Environmental Impact Assessment (EIA). Usually an EIA must be carried out as part of proposed development plans, especially for big projects. The following brief gives some information on an EIA. Ask what is the value of conducting an EIA?

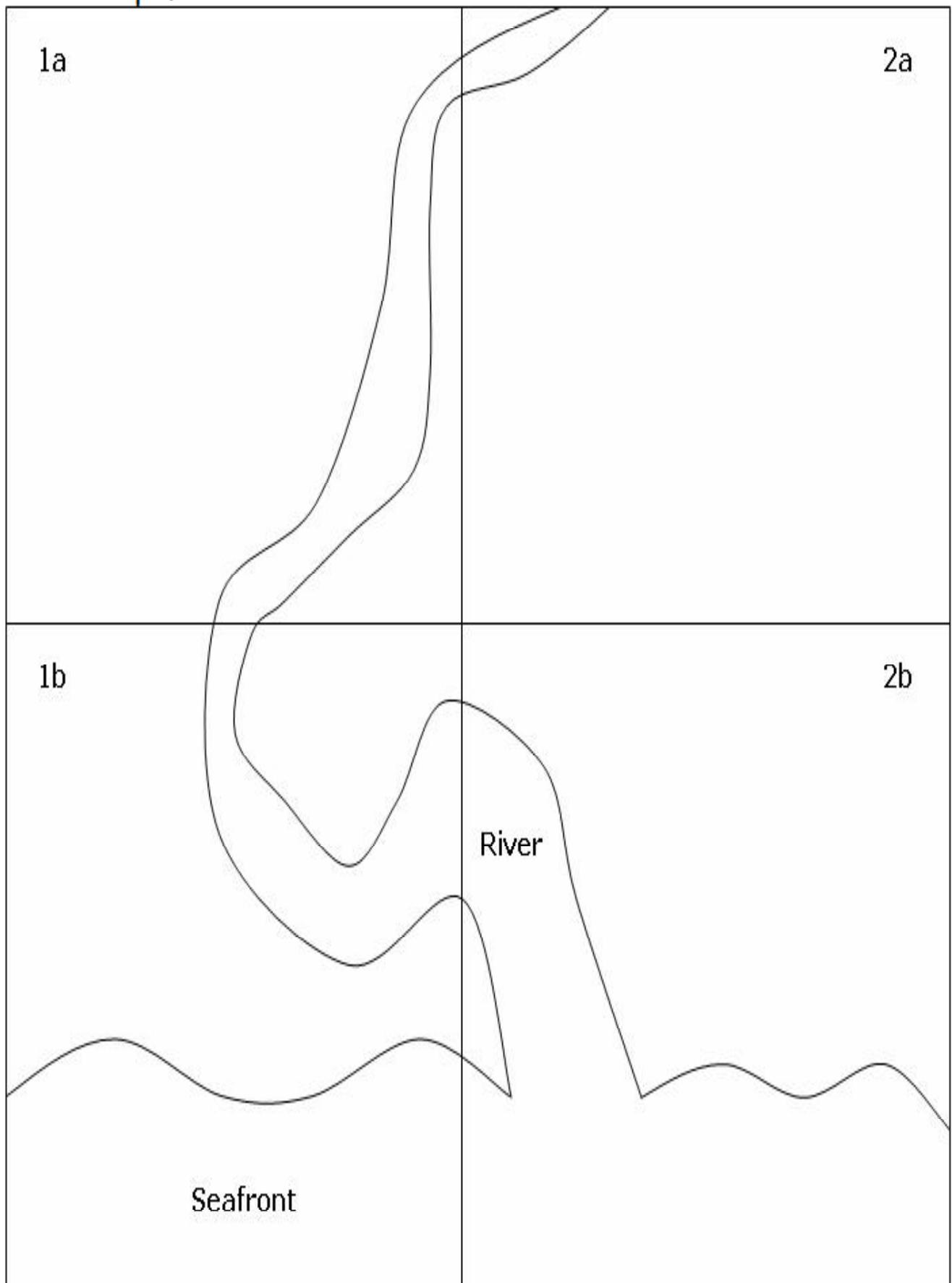
## Environment Impact Assessment (EIA)

### An EIA is a study that is carried out:

- To predict the environmental consequences of the proposed development. The environmental consequences can include all aspects of the natural and human environment, for example, the plants and animals, soil, human health, urban migration, employment, etc. That is, all natural, social and economic impacts.
- To compare alternatives available for any project or programme.
- To look at problems, conflicts or natural resource constraints that could affect or hinder the project from being successful.
- To find out how the project might cause harm to people, their homelands, and their livelihoods or to other nearby developments.
- To be able to make a decision by giving the 'decision-makers' a clear picture of the potential problems, measures to minimize the problems and ways to improve the suitability of the project for its proposed environment.



Sketch Map of Leva District



# Activity Calendar



30 Minutes

**Purpose:** Identify the months during the year that will be appropriate for development activities.

**Materials:** Newspaper, markers, Example Activity Calendar.

**What to do:**

1. Ask participants to form four (4) groups and give them one activity theme area such as religious, social, education, and income generating. They should discuss and list down community events in that area for the year.
2. Draw Example Activity Calendar on newsprint and put up on wall. Ask each group to identify major community events and mark these on the calendar- colour in the months that have activities.
3. Identify and mark the months that are clear and can be used to implement other community development activities. Facilitate a group discussion:
  - Which months are the busiest? What events will take place?
  - Which months are free for other development activities?
  - Are the participants happy with the activity calendar? What should they do to get the whole community to be part of development initiatives and support the activity calendar?

**Example Activity Calendar**

Activities of the year	J	F	M	A	M	J	J	A	S	O	N	D
Religious activities								Conference				Xmas
Social Activities								Exams				
Education activities										Harvesting time		
Income generating activities												

# Community Planning



2-3 Hours  
(or more)

**Purpose:** Set goals and plan strategies and process to meet these goals to improve community development or address community issues.

**Materials:** Newsprint, markers, community management plan table pre-drawn on newsprint

**What to do:**

1. In previous Learning Circles, meetings or discussions, group members have identified goals or highlighted problems in the community.
2. Refer back to your notes or brainstorm with the group and write these goals, community development needs or issues on newsprint for all to see. Ask the group to organise the listed items into categories under selected general headings, for example:

<b>Natural Resources &amp; Water</b>	<b>Health &amp; Environment</b>	<b>Education</b>	<b>Social Issues</b>
Water pressure very low	Too much waste dumped in rivers	High school drop-out high	Lack of support for development
Erosion on river bank		Exam results very low	Less attendance for village meeting
			Limited income

3. Prioritise and choose the most important items on the list that the community would like to address. Develop a Community Development Plan. An example template is shown or you may decide to work with the group to develop your own style.

**Community Comment**

*“This activity has helped us to think systematically and to deal with our issues and a more coordinated manner.”*

Planning for change in Cakaudrove



Example Community Development Plan

Problem	Impacts	Root causes	Practical solutions	Who to lead	When to begin?
No one is responsible for water issues/ No structure in place/ no committee to lead the work	Water problems never resolved  Water shortage  Water borne diseases	No one monitors water supply, source or quality  Wells are empty/ Old tanks	1.Set up community water committee  2. Appoint Water Auditor  3. Create awareness posters on water conservation  4.Write proposal to community funding agency for new tank	Development Committee leader & village teachers  New Water Auditor	
Slow Force of water	1.Not enough water for everyone in the village  2. Increase in skin diseases	Broken pipes	1.Fit in new and strong pipes 2.Do rainwater harvesting	Turaga-ni-koro	

4. For each practical solution or activities proposed, list all the pros and cons- consider cost, time, resources, environment, jobs, history, culture, etc. when evaluating the solutions. Will the proposed solution or activity benefit some people and have a negative impact on others? Will the proposed solution or activity create more problems in the long run?"
5. Divide participants into smaller groups and conduct a Barriers and Bridges exercise. Each group should look at one of the issues or goals identified. What are all the activities that need to be carried out to achieve this? What are the barriers that will prevent groups from achieving their goals or prevent the community from implementing planned activities or practical solutions?
6. Ask groups draw a bridge, on one side they should list the barriers that will prevent them from achieving their goals or implementing the activity.
7. On the bridge participants should list all the things that can be done to overcome the barriers. Who will be responsible for this?
8. On the other side of the bridge, participants should list the benefits of overcoming barriers. Who will benefit and how? What are the benefits to individuals, environment, community, health, etc?

9. Get each group to present their results and facilitate a group discussion:
- Was it hard to identify issues and solutions to those issues?
  - Are those solutions practical and realistic?
  - How can the root causes of these issues be addressed?
  - Who will be responsible in addressing these issues?
  - List the advantages of conducting a SWOT analysis or Barriers and Bridges exercise before finalising development plans?
  - Can this model or concept be used at family level?
  - How do you feel after going through the activity?

**Note to Facilitator:**

Stress to the group that it is important for them to remember the following points during the exercise:

- Everyone has rights- this should go hand-in-hand with responsibility. Participation by all is encouraged.
- Respect other people's view.
- Inclusive decision-making includes all members or groups is important.
- The importance of participatory planning, implementation and monitoring at all levels of development.
- Proper planning, and time management, is aspects of good governance that help to ensure good outcomes for activities and development.
- Keep plans simple and develop simple and practical actions.
- Start with easier activities first – Deal with minor issues first and move on to more difficult one later on.
- Monitor progress well – Always plan time for review and follow up. Can beneficiaries carry on without your support?
- Acknowledge achievements and success – Have time to acknowledge success or achievements with the beneficiaries.



# Building Partnerships

**Purpose:** Identify key stakeholder groups and understand stakeholder objectives and the need for collaboration between various stakeholder groups.

**Materials:** Newsprint

## Part 1: What to do:

1. Ask participants to select four (4) persons, each representing a different agency, which is interested in developing programs in the community. This is Agency Group A.
2. Ask Group A to plan together (in a separate room) a program for the development of a typical rural community.
3. Ask the rest of the group to meet as community members, who are Group B. They are to discuss their problem and needs and plan how they will receive the agency representatives in Group A. Encourage them to adopt the personalities of typical community members. One can act as the Chief, the village headman or leader of the women's group.
4. Have the agency representatives in Group A visit the community, Group B, to introduce their program, and have Group B role play the possible reactions.
5. Facilitate a discussion with everyone the interactions between the two groups with questions such as:
  - How did participants feel about the activity?
  - How did each group plan for the activity?
  - How did Group A approach Group B? Did the agencies plan with each other and the community to decide on activities?
  - Did the community participate? How? Why/Why not? Who facilitated or prevented community participation? Who decided on the community priorities?
  - How can collaboration strengthen programs?
  - How does lack of collaboration (discord, development of different factions) affect the community?

## Part 2: What to do:

1. Write the features of Vagaduku on newsprint and pin it on the wall for all participants to see.

A typical rural community, named Vagaduku, has the following features:

- Population – 2000
- Primary occupations – farming, planting voivoi, basket and mat weaving.
- Main physical structure – clinic, church, standpipes, pre-primary school, post office, shop with a pool room in the back.
- Community activities – women wash in the river, men get together to play cards, young people enjoy the playing football and pools.

2. Divide participants into groups of four (4). Have each group represent an organisation which is interested in developing Vagaduku:
  - Agriculture Department – farming project
  - Department of Women – income generating
  - Health Department – family planning
  - Youth Department – life skills training.
3. Let each group identify and discuss what it would do to organize a program for the development of Vagaduku. Allow 15 minutes for the discussion.
4. Ask one person from each group to present the group's plan to the total group. As these plans are presented, record them on newsprint, including following information:
  - Who is the sponsoring agency,
  - The type of project and objectives of project,
  - Approaches to be used,
  - The links that could be made with other development efforts,
  - The ways that cooperation between different groups could strengthen each other.

5. Facilitate a group discussion:
- What can be improved with the approaches the agencies used?
  - Did any of the projects highlight the needs of the community? Why?
  - Which approach will be most effective and sustainable if implemented?
  - In what ways can we strengthen cooperation between the different groups?

### Governance streamlining

Some communities set a time of the month, such as the first week, that is available for all stakeholder visits, meetings and training leaving the rest of the month free for them to concentrate on their own issues.

### Note to Facilitator:

Each agency may develop a different kind of program and a different approach based on different assumptions about the community as well on its own objectives. Highlight where confusion and conflict within a community and between agency stakeholders. Highlight the need for agencies to talk to each other and the community even before planning.



Stakeholders for Community Development

# Monitoring Changes



2 Hours

**Purpose:** Establish a procedure for checking progress and achievements

**Materials:** Newsprint, markers, pre-drawn monitoring chart, paper and pens

**What to do:**

1. Have the participants work together in one group. Display the monitoring chart example on the board/wall.

**Example Monitoring Chart**

<b>Problem / Issues</b>	<b>Solution identified</b>	<b>Action taken</b>	<b>What group responsible</b>	<b>Indicators of change</b>	<b>Next step or action</b>
No responsibilities  No structure in place/ no committee to lead the work	1. Set up community water committee  2. Monitor regularly  3. Create awareness posters on water conservation  3. Write proposal to community funding agency for new tank	Water Committee formed	Village Council Village	Raised awareness	Report to Village Council regularly
		Water source checked	Village Water Committee	Water quality improved	Regular monitoring of water supply, tank and water quality
		None	Village Water Committee Village Headman	-	-
Slow Force of water	1. Fit in new and strong pipes 2. Do rainwater harvesting	Looking for cost on repairs	Village Water Committee	Awareness	Regular monitoring & report to Village Council

2. Ask the group to list down how they can continue to monitor or check the progress of their Community Development Plans and plan for other community developments.
3. After the chart has been filled in, set a time for a follow- up meeting to review their progress. Ask the group to compare the goals with what has been achieved. The changes can be recorded on coloured paper and stuck on the chart in the appropriate place.

4. Facilitate a group discussion:
  - What changes have been made and what was successful?
  - What were the problems faced?
  - How should we measure the progress being made?
  - How often should the progress be measured?
  - Who should be responsible for measuring progress?
  - How can we involve other members of the community in checking progress and helping us to achieve our goals?
  
5. List problems faced in implementing the activities. Sort the problems under these headings:
  - Problems we can solve ourselves – how? What action is to be taken
  - Problems we do not fully understand – who will get more information? How? When?
  - Problems we cannot solve ourselves – who can help us? How can we get their help?

**Note to Facilitator:**

Stress to the group that it is important for them to remember the following points during the exercise:

- Evaluation should be carried out after the community has started to implement its plan, perhaps at 6 months or 1 year.
  
- The evaluation should involve as many people as possible from the community, as well as other community workers and officials. This exercise should be fun and a celebration of the groups' achievements. During the evaluation the group will identify:
  - How much has been done in the community?
  - How much of the plan still needs to be done?
  - What has been successful?
  - Any problems or difficulties faced?
  - Any corrective action that is needed

# Extra Tools



# Guide To Effective Listening

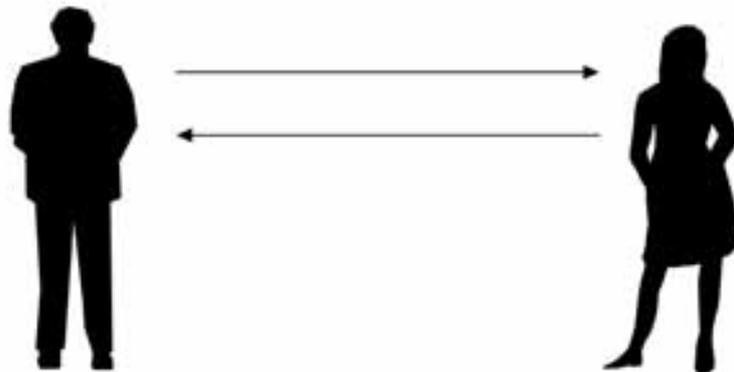
1. Keep your mind open: We all have certain psychological deaf spots, the dwelling place of our most cherished emotions, values and convictions. When we close something off because it contradicts our feelings, communicative efficiency drops to almost zero.
2. Beware of the emotional power of words: Certain words can easily arouse our emotions to a point where we react to the word and don't hear what is being said. Words like income tax, mother-in-law, sissy, landlord, tenant, rent increase, eviction, etc, can do this.
3. Listen for ideas: Good listeners focus on the central idea; they tend to recognize the characteristic language in which central ideas are stated, and they are able to discriminate between fact and principle, idea and example, evidence and argument.
4. Work at listening: Listening is hard work. It is characterized by faster heart action, quicker circulation of the blood, and a small rise in body temperature.
5. Use nonverbal communication: Establish eye contact with the speaker and maintain it; you can indicate that the speaker's efforts are a matter of real concern by the use of posture and facial expression. You can use expressions of interest, which do not necessarily indicate agreement.
6. Resist distractions
7. Exercise your mind: Develop an appetite for listening to a number of different speaker styles, challenge your mental capacities.
8. Capitalize on thought speed: Most persons talk at 125 words per minute. Most of think at 500 words per minute. The good listener uses his thought speed to an advantage. Use your spare thinking time to:
  - a. Try to anticipate what a person is going to talk about. What point is he/she going to try to make?
  - b. Mentally summarize what the person has been saying.
  - c. Weigh the speaker's evidence by mentally questioning it.
  - d. Listen between the lines; be aware of the speaker's use of nonverbal communication, i.e. body language, facial expression, changes in tone of voice.

# Techniques For Effective Listening

1. Prepare – review familiarity with subject, and language, become aware of own internal barriers.
2. Pay attention – concentrate, put own ideas aside, look for main ideas and speaker's intent.
3. Summarize – keep track of key words; continually review main ideas
4. Listen between the lines – pay attention to how things are said; voice inflection, rate of speech and non-verbal communications.
5. Ask questions – ask questions to clarify, to amplify, to probe and to direct.
6. Take notes – jot down key words, main ideas and patterns of ideas.
7. Paraphrase – summarize and restate speaker's main ideas.
8. Evaluate – make judgments and draw conclusions after the entire conversation, and after you've checked your own biases.
9. Provide feedback – provide responses that reflect your level of clarity and understanding.
10. Associate – relate new information with something you already know.
11. Visualize – create mental pictures for yourself; check to see if they are congruent with the speaker's picture.
12. Demonstrate listening – provide non-verbal responses.
13. Communicate your commitment to respond – the speaker's expectations of you and express your willingness and plan to meet them

# Communication Skills

Barriers to successful communication	Techniques for improved communication
<ul style="list-style-type: none"> <li>○ We hear what we expect to hear</li> <li>○ Sender and receiver have different perceptions.</li> <li>○ Receiver evaluates the source.</li> <li>○ Words mean different things.</li> <li>○ The receiver's emotional state conditions what he hears.</li> </ul> <p><i>All these result in distortion.</i></p>	<ul style="list-style-type: none"> <li>○ Utilize feedback.</li> <li>○ Use face-to-face communications.</li> <li>○ Sensitivity to receiver.</li> <li>○ Careful timing.</li> <li>○ Reinforce words with actions.</li> <li>○ Simple language.</li> <li>○ Redundancy.</li> </ul>



## Elements Of Teamwork

There are a number of elements to teamwork. These are not easily achieved, but they are excellent targets as we work together in groups, committees, organizations and communities.

1. Teamwork requires an understanding of, and commitment to, the task and objectives of the group.
2. Teamwork required the maximum utilization of the different resources of the individuals within the group.
3. Teamwork is achieved when flexibility, sensitivity to the needs of others, and creativity are encouraged.
4. Teamwork is most effective when leadership is shared.
5. Teamwork required a group to develop appropriate procedures for meeting particular problems or situations, and for making decisions.
6. Teamwork is characterized by the group's ability to examine its own process, so as to constantly improve itself as a team.
7. Teamwork requires trust and openness in communication and relationships.
8. Teamwork is achieved when the group members have a strong sense of belonging.

## Group Discussions And Meetings

Every meeting and discussion has its own dynamics. However, there are certain conditions or behaviour, which will help a group to function effectively and to complete its task. There are also conditions, which will hinder the group. These can be related either to the group's task, or to the process of the discussion.

### *The following contribute to a good discussion:*

#### **A. Related to the task**

1. Members take the initiative to define the task, define words and concepts, clarify issues, introduce new ideas, etc.
2. The task is clear to every member to the group, and all members accept it.
3. Members have the information they need; or they seek it from each other.
4. Members freely give information and facts related to the task, and also offer their opinions.
5. Members listen to each other's contributions, and ask for clarifications from each other of what is not clear.
6. The focus remains on the central issues.
7. There's a periodic summary, a putting together of ideas, or the testing of a conclusion.
8. Any conclusion is tested against reality to see if it 'fits'.

#### **B. Related to the process**

1. Members agree on a procedure for the discussion.
2. There is a periodic evaluation of the progress of the discussion.
3. The climate in the group encourages everyone to participate.
4. People listen, not only to the words spoken, but also to the feelings behind the words, and to the non-verbal expressions.
5. There is a periodic expression of feeling in the group.
6. Any tensions, which arise within the group, are reduced or relieved.
7. Arguments are reconciled, differences are explored
8. There is a periodic testing for consensus or decisions.

# Group Discussions And Meetings

*The following hinder a good discussion:*

## Related to the task

1. Lack of clarity about – or commitment to the group's task.
2. Failure to give, or to seek, information which is available with group members.
3. Failure to stick to the main issues.
4. Generalized agreements at a high level of abstraction.
5. Failure to check out and clarify exactly what is not clear when someone else speaks.
6. The introduction of irrelevant personal topics, anecdotes, interests.

## Related to the process

1. No agreement on procedure.
2. A climate of tension or of domination and control by one or two people.
3. Failure to listen to others.
4. Interrupting others while they are speaking.
5. Hurt feelings, and failure to deal with these and other feelings.
6. Withdrawal of some members or displacement of non-participation.
7. No review of the progress of the discussion.
8. Excessive disagreement and opposition of personal reasons.
9. Passing judgment on what others say; deflating others or giving them advice.
10. Struggles for power, recognition or leadership.
11. Formation of sub-groups.
12. Vested interests and 'hidden agendas'.

A person who is acting obstructively is probably doing so, not because of any intellectual difficulty, but because his feelings are upset.

If a member feels:

- that his roles or identity in the group is not clear, or
- that the group's task is not worthwhile, or
- that he should be wielding more influence than he is, or
- that the group does not like or accept him, then he may behave obstructively.

Sensitivity to this point can help the members of a group to see more clearly what is happening in the group

# Leadership Styles

Enabling Leadership <small>participation</small>	Leader calls on members to identify limits, explore situation, make decision	Leader maintains a facilitating role allowing members to identify situations or problems, identify limits, explore and make decisions.
Consultative Leadership <small>security</small>	Leader defines limits, calls on members to make decision	Leader shares any "givens" (e.g., funds available, time parameters, etc.) and facilitates a decision by members on basis of limitations
Leader calls on members to make decision but holds veto	Leader presents situation, gets input, makes decision	Leader calls on group to identify situation and limitations, explore and make decision contingent on leader's veto power.  Leader identifies situation or problem and moves into a facilitating role to surface assumptions and suggestions, then moves out of facilitating role and makes a decision.
Leader presents tentative decision subject to change	Leader presents decision and invites questions of clarification	Leader announces his "tentative" decision and announces that he is open to questions of clarification and discussion. (Dialogue with willingness to change decision if necessary)
Authoritarian Leadership <small>survival</small>	Leader presents decision but "sells" it to members	Leader announces his decision but responds in impromptu basis with rationale based on the clarification questions from the members. (Dialogue with no expressed willingness to change decision)
Leader makes decision and announces it	Leader announces his decision and shares the reasons behind it, which were prepared in advance. (Monologue)	Leader announces his decision and shares the reasons behind it, which were prepared in advance. (Monologue)
Leader makes decision and announces it		Leader announces his decision with no feeling of responsibility or accountability to share the reasons.

# Solving Problems And Making Decisions

When a group (or an individual) is faced with solving a problem or making a decision, there are five steps which can be followed. These steps will make for greater clarity and effectiveness while considering the problem or the decision, and they will also lead to a better final decision.

## 1. Define the problem

- Ask yourselves, “What is the real problem before us?” If you cannot agree on what the problem is, you certainly will not agree on the solution! A clearly defined problem is already a great help towards a solution.
- What appears to be the problem may be only a superficial symptom. Underneath there may be larger and deeper issues.
- Express the problem in “How to .....

## 2. Collect possible solutions

- Ask yourselves, “What are the possible solutions to this problem?”. Make a list of all the ideas, possible solutions and suggestions without evaluating any of them. (The process is similar to ‘brain storming’).
- It is important to separate the collecting of ideas in this step from evaluation; the evaluation should come only in the third step. If you evaluate ideas in this second step, it will inhibit the contribution of further ideas.
- Make the list of possible solutions as long and complete as possible. Some people believe that the quality of the final decision depends on the number of possible solutions collected during this second step.

# Solving Problems And Making Decisions

## 3. Evaluate the possible solutions and choose the best.

- Ask yourselves, “Of all the alternatives we have listed, which is the best solution?”
- Weigh the pros and cons of each possible solution.
- Encourage dissent and disagreement among the members of the group. This will help in the complete examination of every possibility. Beware of easy agreements – they probably have not been thought through completely. At the same time, avoid being defensive or making others feel defensive. Try to separate the ideas and solutions from the individuals who contributed them.
- There are two important aspects to an effective decision. One is the quality of the decision. Ask yourselves, “Does this decision accomplish our purpose? Will it effectively solve the problem?” The second aspect is the acceptability of the decision to those who have to carry it out.
- If you find that you now need further information or an expert opinion, get it before the decision is made, not afterwards!

## 4. Implement the decision

- Decide on the steps for implementing the decisions. Ask yourselves, “Who is going to do what?” When? How?” Be specific: put names against actions.
- A decision which does not include details of how the decision is to be implemented may be ineffective and even useless. Lot of good ideas are never translated into action because their implementation is not taken care of.
- As well as deciding who will do what, when and how, there may be other questions, such as “Who else should be informed of this decision?”

## 5. Follow-up

- Ask yourselves, “How will we check on how this decision is working in action?” It is important that the group decides at the time they make the decision how they are going to arrange for follow-up and feedback.

# SWOT Analysis

<p><b>STRENGTHS</b> (Positive Features)</p> <ul style="list-style-type: none"><li>• Cheap raw materials</li><li>• Adequate working capital</li><li>• Technical expertise</li><li>• Available spare parts</li><li>• More features</li></ul> <p><b><i>MAXIMIZE!</i></b></p>	<p><b>WEAKNESSES</b> (Present Problems)</p> <ul style="list-style-type: none"><li>• Poor design</li><li>• High price</li><li>• Lack of expertise</li><li>• Technological obsolescence</li></ul> <p><b><i>ELIMINATE!</i></b></p>
<p><b>OPPORTUNITIES</b> (Positive Possibilities)</p> <ul style="list-style-type: none"><li>• No competition</li><li>• Favourable government policy</li><li>• Population changes</li><li>• Rising incomes</li></ul> <p><b><i>TAKE ADVANTAGE!</i></b></p>	<p><b>THREATS</b> (Negative Possibilities)</p> <ul style="list-style-type: none"><li>• Rising costs</li><li>• Competitors</li><li>• Calamities</li><li>• Raw material shortage</li></ul> <p><b><i>MINIMIZE EFFECTS!</i></b></p>

A large, stylized graphic of a tree with several leaves, rendered in a light orange color against a darker orange background. The tree is positioned on the left side of the page, with its trunk and branches extending upwards and outwards.

# **Linking Knowledge To Change**



LIVE & LEARN ENVIRONMENTAL EDUCATION

