

Community Development in Action

A HANDBOOK FOR
NEIGHBOURHOOD HOUSES

MARCH 2020



Contents

HOUSES AND COMMUNITY DEVELOPMENT

| | |
|---|----|
| What are Neighbourhood Houses? | 6 |
| Houses and Community Development | 8 |
| NHT History | 9 |
| Neighbourhood Houses Tasmania (NHT) | 10 |
| What is Community Development? | 11 |
| Community Development vs Service Delivery | 15 |
| The Neighbourhood House Strategic Framework | 16 |

COMMUNITY DEVELOPMENT IN A NUTSHELL

| | |
|--|----|
| Participatory Community Development | 19 |
| Relationship Building | 23 |
| Asset Based Community Development (ABCD) | 25 |
| The Five H's Exercise | 27 |
| The Know, Teach, Learn Exercise | 28 |
| Appreciative Inquiry | 29 |
| SOAR vs SWOT | 31 |
| Results Based Accountability (RBA) | 32 |
| Evaluation — Is Anyone Better Off? | 35 |

COMMUNITY DEVELOPMENT RESOURCES

| | |
|---|----|
| Some 'How To's | 41 |
| Community Consultation and Engagement Tools | 47 |
| Important Points about Facilitation | 51 |
| How to Sustain Yourself | 53 |
| Wrap-up and Resources | 54 |

Context

Community development is the core work of Neighbourhood Houses. Houses are locally-led organisations that build community capacity using a community development approach.

At its most simple – and powerful – community development is the art of bringing people together, united by a common concern or opportunity and choosing to work together to deliver change.

Acknowledgements

No one owns how to 'do' community development. There is not a prescription or recipe, but there are some key ideas and elements involved in 'doing' community development.

This Handbook is designed as an information resource to help support the community development work of Neighbourhood Houses. It draws on currently available information and resources that support the approach to community development that Houses use.

These include:

- JEDER Institute
- Cormac Russell
- Peter Westoby
- Tina Lathouras
- Mark Friedman
- Bank of Ideas
- Jim Cavaye
- Tony Kelly
- Jim Diers
- NHT network & previous NHT resources
- Groupwork Centre

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“from little things big things grow”

— Paul Kelly

This Handbook was produced through the generous support of:



SECTION ONE

Houses and Community Development



What are Neighbourhood Houses?

Neighbourhood Houses are places where people come together and find support, belonging and purpose as they work together to support their local community and make a real difference in people's lives. They are run by the community, for the community and offer a wide range of programs and activities for local people. Houses are the warm and generous heart of their communities.

As a network, the Neighbourhood Houses form the largest community development infrastructure in Tasmania, with the most regionally diverse footprint of any non-government community service organisation in the state. The network has been working together across Tasmania for over 30 years, with many Houses serving their communities for over 40 years (as of 2020).

WHAT HAPPENS IN A NEIGHBOURHOOD HOUSE?

Behind the ordinary bricks and mortar walls of Houses really extraordinary things are happening. The power is in the acceptance, a warm welcome, a sense of inclusion, a smiling face, someone to talk to, and the opportunity to get involved at your own pace. People can contribute in their own way and those visiting a House don't have to answer a lot of questions or fill out forms to participate. The doors are open!

WHAT A NEIGHBOURHOOD HOUSE IS

- A locally based community asset
- Not-for-profit organisation
- A legally incorporated association
- Run by volunteers
- Non-partisan – not aligned to any political party
- Secular – not aligned to any religion

WHAT A NEIGHBOURHOOD HOUSE DOES

- Delivers programs using a community development model
- Consults locally to plan its priorities and actions
- Promotes belonging and community spirit
- Reduces social isolation by building connection and relationships through community
- Has 'open door' access, is welcoming, inclusive and non-discriminatory
- Actively seeks to collaborate, network and partner with other agencies and organisations
- Cooperates and shares information and resources with other Houses and organisations
- Looks for opportunities, not deficits, and works with the community towards solutions
- Looks for measurable outcomes

COMMUNITY GOVERNANCE

Each Neighbourhood House is an independently incorporated association with a volunteer board of governance consisting of volunteers living or working in the local community. Houses are managed on a daily basis by paid staff and a team of volunteers.

This model of governance ensures that local interests and local people are always 'front and centre' for each House, and provides opportunities for many Tasmanians to acquire and build community development, leadership and governance skills while contributing in a very positive way to their local and broader Tasmanian community.



A SNIPPET OF HISTORY

The first Neighbourhood House commenced operation in Tasmania in the late 1970's. The popularity and number of Houses increased as new communities established their own. Houses provided programs such as playgroup and child minding facilities, craft courses and a social meeting point. Houses have always been run by local community-based volunteer boards of governance, and their focus has always been about community development. People meeting around kitchen tables in the beginning may not have used the language of 'community development' but that is what they were doing.



Houses and Community Development

Houses use a community development approach, which is an inclusive, fair and responsive approach to creating solutions within communities. It encourages active participation, consultation and involvement by individuals and groups of people to make changes in their communities on issues that affect them. It is about drawing people together to unite and run with a possibility.

The purpose of Neighbourhood Houses in Tasmania is to be locally-led organisations that build community capacity using community development approaches.

HOUSES MAINTAIN A FOCUS ON COMMUNITY DEVELOPMENT BY

- Responding to community needs
- Gathering and representing community views
- Delivering programs using community development practices
- Facilitating delivery of services locally
- Building community capacity
- Connecting people and community

PLACE-BASED ACTION

Community development is sometimes known as place-based action. Place-based action is about community approaches that tap into and harness local capacity.

Place-based action means:

- Empowering individuals and groups in communities
- Developing skills, knowledge and confidence
- Increasing social connections and relationships
- Making services more responsive to local needs
- Mobilising resources for communities in need
- Community support of the action — because there is local ownership
- Valuing local community assets

NHT History



The first official network of Neighbourhood Houses in Tasmania was called the Tasmanian Neighbourhood House Association (TNHA). Each House was asked to donate \$20 to start a financial association.



The first documented meeting of TNHA was **November 1985** in Campbell Town.



In **1986** the name changed to the Tasmanian Community and Neighbourhood Houses Association (TCNHA), and then changed again to Community Houses Association Tasmania (CHAT).



In **1988** CHAT applied to the Corporate Affairs Office to register the name and become an incorporated body. The application was rejected because another association already had those initials. So, Tasmanian Association of Community Houses (TACH) was registered instead.



In **1990** TACH submitted an application to the Department of Community Services for funding for an Executive Officer.



In **2014** the name changed from TACH to Neighbourhood Houses Tasmania (NHT).

Neighbourhood Houses Tasmania (NHT)

NHT is the peak body for the 35 Neighbourhood Houses around Tasmania. The Houses and NHT are all part of one united network that works together as a whole to improve the wellbeing of Tasmanian communities.

NHT is an incorporated association and the 35 Neighbourhood Houses are its Members. It is governed by a 10 member Board who are elected by, and are from, the Member Houses. This ensures that the governance and work of NHT is always focused on the issues that really matter to Houses.

WHAT NHT IS NOT

- We are not in authority or 'in charge' of Houses
- We are not part of government

WHAT NHT DOES

We provide a wide variety of useful resources and offer support to the network in its community development work. These include:

Resources

- Confidential phone/email support to Managers and Boards
- Template policies and procedures to adapt
- A handbook for Boards
- Induction kit for House volunteers and staff
- Toolbox full of guides, templates and checklists to help run the House
- Regular news, information and updates for Houses via e-newsletters, NHT website and Facebook page
- Resource library located at the NHT Hub

These resources are available on our website.

Advocacy and Lobbying

- Lobbying local, state and federal governments on behalf of our members on common issues, including funding and resources
- Liaison with Houses' major funding body, the Department of Communities Tasmania
- Promote Houses and their achievements through reports, events and marketing material

Networking and events

- The annual NHT Conference is a three day training and development opportunity for House staff and volunteers
- Regular regional meetings of Houses
- Neighbourhood House Week
- Support managers meetings

Training

- Face-to-face governance training with House Boards
- Specific training to meet the demands of the network, such as First Aid, using social media, mental health awareness, and community gardening workshops

And there is more ... we also:

- Source project funding for common House priorities and training needs
- Negotiate group buys for common House needs, such as HR advice and support
- Support Houses to measure and report on their impact in communities
- Partner with other organisations to meet the needs of Houses, eg NILS

What is Community Development?

Community development involves ways of working that empower individuals and groups of people to make changes in their community on issues that affect them.

At its most simple — and powerful— community development is the art of bringing people together, united by a common concern or opportunity and choosing to work together to deliver change.

The process of working together connects people, groups and organisations with a greater sense of purpose and meaning. It also has greater potential for collective impact. The process is founded on ways and means to create connections and belonging. Everything builds from there.

There are as many definitions for community development as there are differences in communities. The concept joins the ideas of 'community' and 'development' - with the joining signifying that the community itself takes the lead in its own development. Other forms of 'development' which involve external 'experts' setting the rules for locals and not including local perspectives or strengths, are different to this approach.

OUR GUIDING PRINCIPLES OF COMMUNITY DEVELOPMENT

Community development:

- promotes change by the community, for the community
- values local knowledge, local skills, local culture, local resources and local processes
- brings people together to find support and social connection
- is a process that can be owned, controlled and sustained by the community itself
- is a dynamic process, with the journey itself as important as the outcome — good process is the key to good community development
- is more than a planning process — it is an ongoing learning process where new attitudes, ideas and networks develop from acting and reflecting together
- is an inclusive, fair and responsive approach to creating solutions in communities
- encourages active participation, consultation and involvement from the broad community in the design, development, delivery and evaluation of a project
- promotes the ability of communities to collectively make decisions about the use of resources in their community
- is about following the energy and motivation of the people involved — you may initially start out planning to go from Point A to Point B, but you end up at C or J — and that is okay if you have gone with the energy and the input from the community
- is about giving up your 'power' as a worker and collaborating with others
- provides the vehicle for people to act on community concerns
- builds on existing skills, experience, potential and passion of the community while continuing to foster leadership, entrepreneurship, learning and collaboration

HOW WE USE A COMMUNITY DEVELOPMENT MODEL

The purpose of Neighbourhood Houses in Tasmania is to be locally-led organisations that build community capacity using a community development approach.

Houses maintain a focus on community development by:

- Responding to community needs
- Gathering and representing community views
- Delivering programs using community development practices
- Facilitating delivery of services locally
- Building community capacity

This means that the way Houses do their work is as important as the specific work chosen. House programs and activities always strive to ensure community members feel welcomed, included, represented and have a say in what happens.



The principles of community development guide the process rather than a recipe or prescription. It is about drawing people together to unite and run with a possibility.”

WHAT CD MEANS TO US

At the NHT Conference 2016 the following question was posed to the audience of staff, volunteers and supporters from 30 Houses:

Community Development is our core business — so what does it mean to you?

Their answers are why we are all committed to community development:

- Dynamic
- Community driven
- Empowering
- Enabling
- Building capacity of community for everyone
- Working with community
- Offering opportunities
- Connected
- Making mistakes & learning from these mistakes
- Building resilience
- Opening up the space to explore and change
- Creating community ownership
- Creating community involvement that's sustainable
- Developing skills base and experience
- Being responsible
- Creating a safe environment
- Facilitating connections
- Positive future
- Constantly changing

WHEN TO USE CD

A community development approach fits when there is:

- A community desire and need for the project
- A belief in the future of the community and conviction that the community can do it
- Local leadership and the fostering of shared leadership and responsibility
- A strong motivation to cooperate and participate
- A willingness to experiment, to be opportunistic and open to new ideas and approaches
- A willingness to invite others into the process who may be outside the community and have different ideas
- A desire to focus on specific actions with short term outcomes and long term goals

Adapted from Shaffer, 1989



Each community is different; it has its unique cultural, geographical, social, political and demographic characteristics, its own leaders, its own problems and its own aspirations.

What works in one community will not necessarily work in another, and any attempt to impose something that worked in one community onto another not only runs the risk of failure but disempowers the people of that community because it is not their own process.

JIM IFE (2006)

OUTCOMES OF CD

- An increased sense of confidence, participation and ownership by the community through developing solutions to address self-identified issues
- The skills of individuals, organisations and communities are strengthened
- An environment that supports leadership is built and nurtured
- The community has a shared vision and plan
- The process is enjoyable and social, with successes both big and small, recognised and celebrated along the way



Lasting community development processes grow steadily depending on patience and stamina, not a 'change the world' approach. It is usually incremental improvement — evolution not revolution"

JIM CAVAYE

CD TRADITIONS

As stated before there is not one definition of what community development is. There is not a formula or cookie cutter to apply to 'doing' community development. People are different; issues are different; communities are different. Community development is an adaptive and organic process. The practice starts with where people are at, works with what they have, and supports ideas that the group shapes and runs with. Key ingredients are participation, contribution and conversation.

There are several 'traditions' of community development that are well recognised world wide and include:

- Community building (eg connection; participation; doing with intention such as events and community gardens)
- Community education (eg literacy programs)
- Community action (eg campaigning)
- Community of intention (eg communes; eco villages)
- Community planning (eg urban renewal)



CD is our core business. Houses draw upon the learnings of these traditions as needed and with what fits with their community at the time.

CD Traditions

Community Development vs Service Delivery

Community development (CD) is not about service delivery. Both are necessary and important, but they are different and service delivery IS NOT a substitute for CD.

Service delivery is about systems that work for the broad community, are implemented from the top down and can be replicated across different sites.

CD on the other hand, is people centred, working with people from the bottom up, drawing people with a common idea or concern together to shape and run with a possibility. It is the process of working alongside individuals and groups to ensure they have the skills and support to bring about local positive change.

Community Development is collective action at a grass roots level

One of the greatest challenges facing Houses is the risk of moving into 'service delivery' rather than community development. To build community capacity a House may, at times, use grants to broker a service, or collaborate with an organisation to deliver a needed service locally.

However a House's core function is CD. Programs must engage and grow the skills, strengths and capacities of participants and volunteers. Service models which 'funnel down' expertise onto local communities are not developmental in their approach and will not have the lasting impacts of a community development approach.

| Service delivery | Community development |
|-------------------------------------|---------------------------------------|
| Focus on needs | Focus on assets |
| Responds to problems | Builds from opportunities |
| Charity orientation | Investment orientation |
| Emphasis on agencies | Emphasis on groups/networks |
| Focus on individuals | Focus on community |
| Goal is service | Goal is empowerment |
| Power comes from credentials | Power comes from relationships |
| Programs are the answer | People are the answer |
| People are clients | People are community members |

Table from Dunalley Tasman Neighbourhood House.

The Neighbourhood House Strategic Framework

The Tasmanian Government funds the Neighbourhood House Program, which is an investment in place-based community development. Houses receive recurrent funding under this Program, enabling each House and its members to coordinate and support local community development.

The Strategic Framework for the Neighbourhood House Program is a guide for House activity and operations.

It is designed to unify effort and practice, creating fairness and consistency across all Houses under the Program. It also prioritises and encourages improvement through the sharing of good practices and ideas.

The Strategic Framework, together with the Neighbourhood House Program Funding Agreements, address the program and reporting requirements of the core funding.



THE FOUR GOAL AREAS OF THE STRATEGIC FRAMEWORK 2018 – 2023

1 Connect Community

Houses build, connect and support community networks of inclusiveness, involvement, trust and cooperation to improve community spirit, cohesion and wellbeing.

Activities used to achieve this goal may include community infrastructure (sheds, transport, gardens, social enterprise), promotion of a positive community through events, and by connecting community to services, assets, projects and each other.

2 Support People

Houses support the development of the personal skills, knowledge, abilities and resilience of people to improve the health and wellbeing of themselves and their communities.

This goal recognises that communities include people with different strengths who, at times, may face different challenges. Activities used to achieve this goal may include food security, strengthening relationships, parenting skills, social inclusion, life skills, assistance, and social and recreational activities. Ask people what they might want.

Houses use the Results Based Accountability model (see page 32) to report annually on program outcomes to government.

3 Create Opportunities

Houses support skills development, life-long learning, training and employment readiness opportunities to improve people's social engagement and economic opportunities.

Activities used to achieve this goal may include education and training opportunities, driver mentoring, job readiness, and volunteering.

4 Local Leadership

Houses must be community operated organisations, led by a Board of Governance consisting of volunteers living or working in the local community. A mix of locally connected people, consulting with the community and making governance decisions to set strategic directions gives a strong basis to the community development approach.

Activities used to achieve this goal may include governance knowledge and skills, volunteer board skills, leadership and peer skills, being promoted at all levels of engagement/volunteering.

SECTION TWO

Community Development in a Nutshell



Participatory Community Development

Community development is about participation — by the people for the people. An essential part of participation is sharing thoughts, ideas and concerns through conversation.

Conversation is important:

- It creates connections
- It increases relationships
- It provides the opportunity to participate

How can genuine action occur without first finding out where people are at, hearing what the issues, concerns and ideas of those concerned/impacted by actually are?

But it is not about just talking to people or having a chat. It is about having an intentional conversation and genuinely listening — what we will call here 'dialogue'.

The following information is adapted from workshops held in Tasmania during July and December 2019 by Peter Westoby and Tina Lathouras.

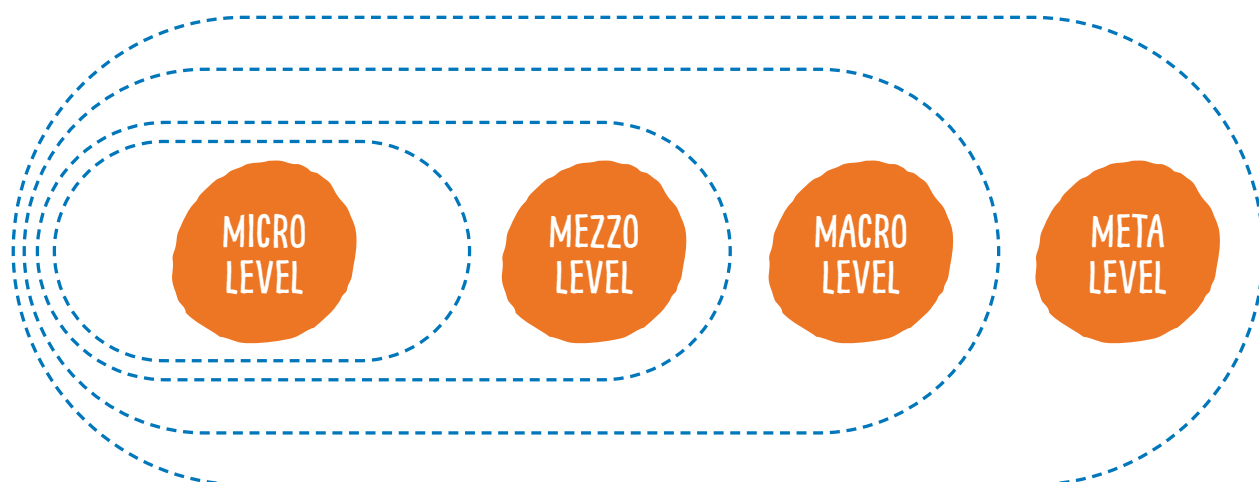
THE MICRO — META LEVELS OF COMMUNITY DEVELOPMENT

Participatory CD identifies four key levels of practice:

- micro level, characterised as being 'alongside' and dialogue is crucial
- mezzo level, characterised as 'together' and consists of small participatory action groups
- macro level, understood as 'structuring the work', forming partnerships and requiring organisational skills
- meta level, understood as linking local, national and global work. For example NHT is part of the national ANHCA organisation, representing Houses across Australia.

The elements of each level of practice from micro to meta is the building block for the next stage. Each level needs to be understood in its own right, while still being seen as an essential part of the whole, as the diagram below shows.

Houses work mainly across the first three levels. Since each level is the building block to the next level, we are going to explain the first two foundation levels in more detail.



THE MICRO AND MEZZO METHOD

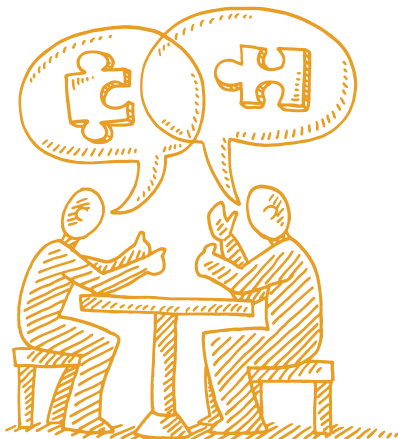
Dialogue is of fundamental importance in community development work as it is central in building relationships, sharing information, enabling action and determining the direction of where the process will go. Dialogue is at the very heart of the process. It is not simply about talking but implies a connection between people that is respectful both of self and of the other people involved.

'Talk' can be one way, whereas the very essence of 'dialogue' is its connecting flow, moving back and forward, between and around the people involved. The connection and involvement created through respectful dialogue are at the heart of the micro-method.

Micro Method explained:

The micro level of participatory community development can be characterised by:

- 'Being alongside' – work *with* rather than *for* people
- Dialogue as the crucial element between a worker and an individual
- 1-to-1 conversations
- Purposefully building relationships through dialogue so that connection is developed in a way that encourages mutuality, responsiveness to the actual situation, and full engagement



What's in a word? Everything has to be given a name so we can then share a common understanding of what we are talking about. So as you read further try not to get hung up on the language or the name of things – they are just words. It is the process that is important.

- Responding to people in such a way that helps identify an action pathway
- Joining with other people, to hear their stories and work with their goals and agenda
- Being able to see through the eyes of others, walking a mile in their shoes

Mezzo Method explained:

The mezzo level of participatory community development can be characterised by:

- 'Together we can make a difference'
- Moving from individual concern to group action by building, supporting, resourcing and freeing the movement from private concern to public action
- Moving a private, personal concern into a public matter by sharing it and finding ways to address what may be a problem of the system and not individuals
- Bringing people together to have intentional conversations around the common themes heard in the conversations at the micro level
- Formation and strengthening of participatory groups capable of action
- Group has a minimum of 3 participants
- Ideal group size is 7-12

The mezzo level 'is the heartbeat of community development practice'.

INTENTIONAL CONVERSATIONS USING THE SPIRAL MODEL

Having intentional conversations is identified as a key element of the mezzo level. But how to have these conversations?

One technique is using the Spiral Model, which helps to explore the themes that arise from intentional conversations and 'spiral' them into action using a 5 step method.

Step One:

Start with the experience of participants

- Ask the key question(s) (3 maximum)
- Have small group discussions on the question(s)

Step Two:

Look for patterns

- Bring all groups together to share their answers
- Put each question in the centre of a separate sheet of butchers paper and record the answers that relate to that question on the sheet according to themes and patterns within the answers
- Record all contributions
- Create a collective document that all participants can see

Step Three:

Add new information and ideas

- Add new information or ideas that helps the group understand what is going on around a particular theme
- Identify new information that may be needed to help determine a way forward

Step Four:

Planning for action

- Identify what skills and strategies are needed to be able to move forward
- Identify the 'who, what, when, how' for any plan of action
- Identify what plans for action participants are prepared to commit to

Step Five:

Apply the action

- Apply the 'who, what, when, how' to action

The Spiral Model process illustrates several important principles of community education:

- That it begins with the experiences and interests of the participants
- That the content of the educational process flows from their experience
- That new information is needed
- That through a collective process of dialogue participants explore their experiences and identify problems they wish to address
- That the participants themselves are the source of the strategy for action and must develop the skills for taking action, that action is part of the learning process



.....
The Spiral Model

Relationship Building

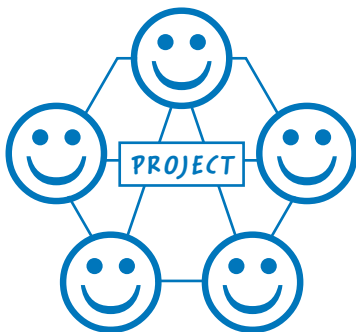
0-1-3 OR I-YOU-WE

Relationships are key to any CD work. The minimum structure for relationship building, as outlined in the mezzo method, is three.

- With one person there is no relationship
- With two people there is one relationship
- With three people there are three relationships
- With seven people there are 21 relationships

Three relationships is the minimum building block required to move forward into action.

There must be movement from 'I' to 'we' for CD to be happening.



MORE ON THE TRIANGLE:

When you look at the Sydney Harbour Bridge really closely, you will see that it is basically steel triangles bolted together. That is because a triangle is the strongest structure. Each of the three sides and 'points' of the triangle shares the load and supports the whole structure.

Translating the triangle to CD the 'points' are the people and the 'sides' are the relationships between people. If you are just one person working on a project – 'I am working on this'; if there are two people – 'you and I are working on it'; if there are three people – 'we are working on it'.



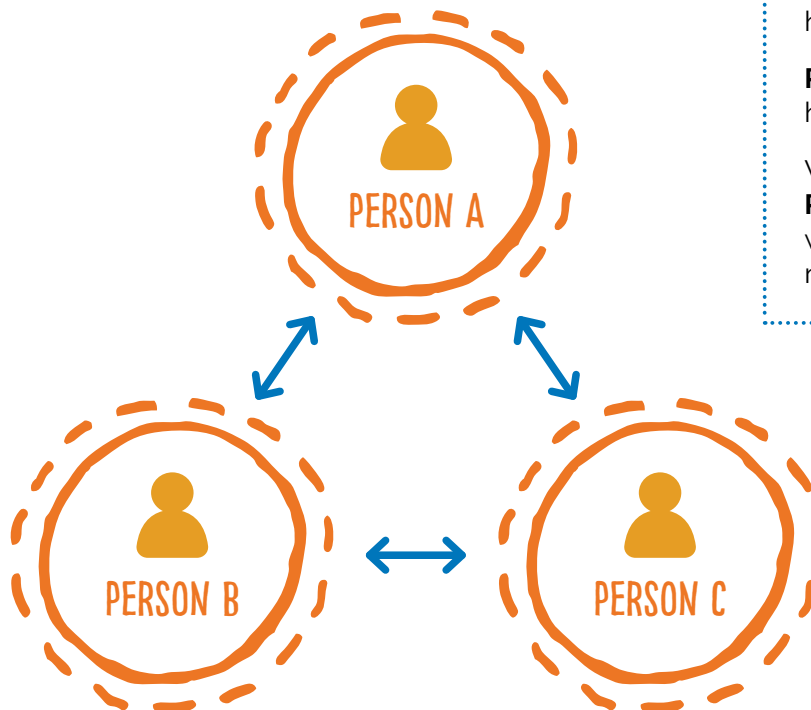
If a project or piece of work is totally dependent on you as one person then you ARE NOT engaging in community development. If you are at the centre of a group, but no one else is engaged in the doing or decision making – they are just attending – that IS NOT community development.

With at least three relationships it means that no one person dominates decision making; no one person is doing all the work; if one person leaves you have at least two people who are still motivated to make it happen. It allows people to reach agreements that go beyond personal interest. It is the beginning of a sense of common cause and collective purpose, and includes variety and diversity.

In I-You-We (0-1-3) there are more points of access to other networks. There is a variety of talents and perceptions and needs. It can confirm common values as well as mediate differences, and this allows more scope for common action and understanding."

**ANTHONY KELLY & SANDRA SEWELL,
(WITH HEAD, HEART AND HAND 2001)**

THE STRENGTH OF THE 0-1-3 METHOD



Person A on their own has "0" relationships.

Person A & Person B have "1" relationship.

When **Person A** and **Person B** both connect with **Person C** there are now "3" relationships.

- The idea is a shared idea (not belonging to just one person)
- The process for shaping the idea is more flexible and adaptable to change
- No-one is in control of the idea
- The capacity for the idea to include others increases as persons A, B and C have other relationships that can be introduced to the "web"
- There is no boss or leader (there may be different roles taken by each person, but no ONE person is responsible for what happens)
- If one person "drops out" the idea can continue — it is more sustainable
- The relationships (not the tasks or roles) will determine the success or failure of the idea
- Shared accountability for outcomes.



Community building is a sea of events and people, not a racetrack over a set course with a starting and a finishing line."

TONY KELLY

Asset Based Community Development (ABCD)

ABCD is a globally recognised approach to community development that focuses on the strengths, gifts, talents and resources that are already present in a community, rather than focusing on problems and deficits. It identifies and builds on these assets, which includes individuals, social relationships and community resources, to create strong, inclusive and sustainable communities.

ABCD appreciates the 'glass half full' rather than laments the 'glass half empty'

ABCD KEY PRINCIPLES

- Focuses on community assets and strengths rather than problems and needs
- Identifies and mobilises community and individual assets, skills and passions
- Is built on community leadership
- Builds relationships

SIX KEY ASSETS IN ABCD

1. **Individuals:** everyone's skills, talents, abilities and passions
2. **Local community groups:** social groups and clubs, coming together around a common interest
3. **Agencies:** organisations such as Neighbourhood Houses, schools, cultural organisations
4. **Physical environment:** land, buildings, structures, natural environment
5. **Economic:** local businesses, consumer and community spending power
6. **Cultural:** local stories, identity, values, heritage

ASSET MAPPING

Relationships and the connections between people are key to ABCD. There must be the exchange between people sharing their 'assets' – their strengths, talents, passions – and this can only be done by connecting with one another.

Asset mapping is one way for the community to identify, discover and connect with each other. It connects people through the sharing of stories and the identification of strengths.

Asset mapping: three key steps

1. Discover the assets
2. Connect the assets together
3. Create opportunities to mobilise these assets to be productive and powerful together

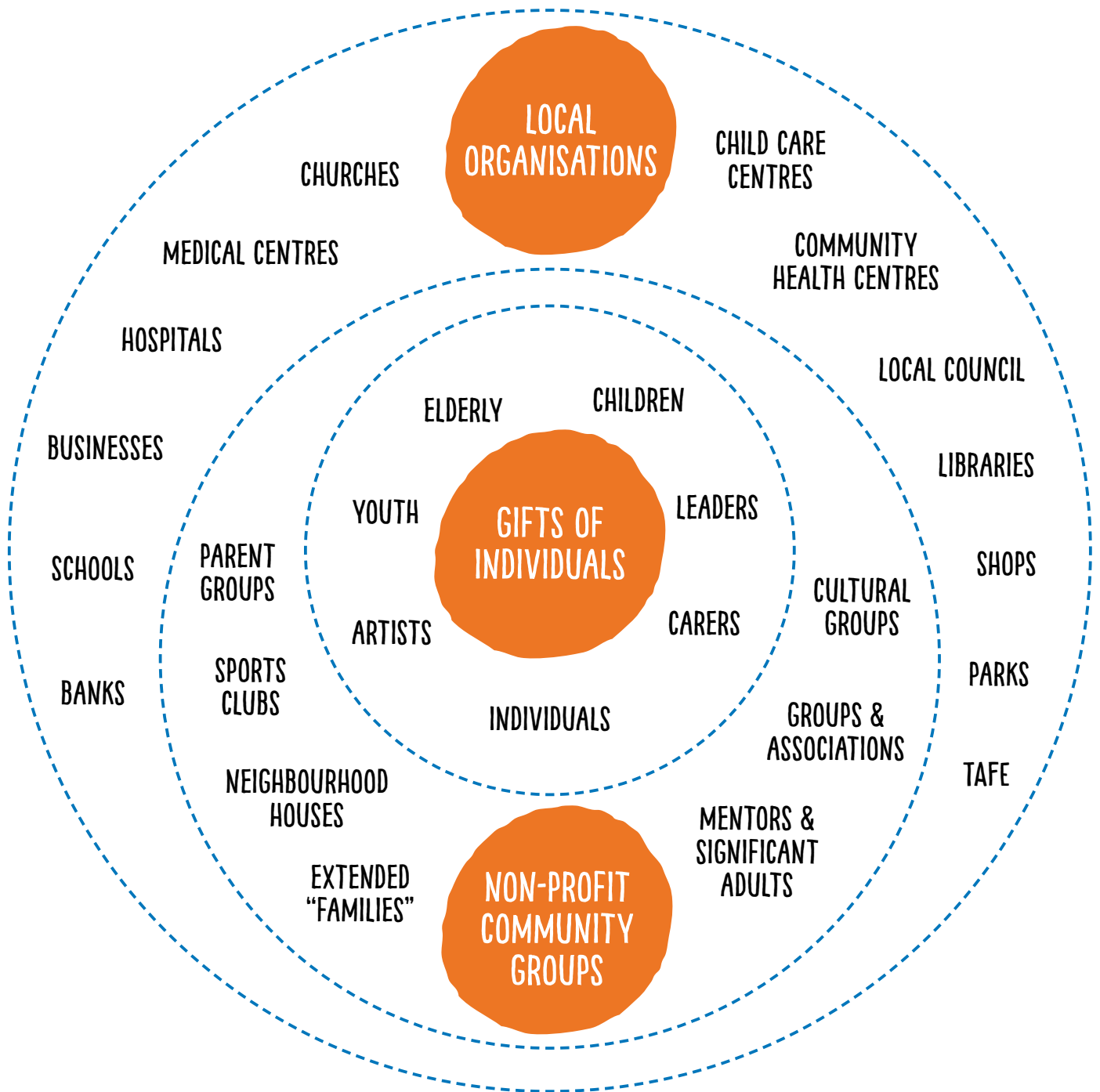
What should be mapped?

- Individual skills and abilities
- Community resources and connections
- Organisational opportunities and resources

FOUR GUIDING QUESTIONS

1. What can the community do by themselves?
2. What can the community do with some additional help?
3. What can government and agencies do?
4. What must government and agencies STOP doing?

A COMMUNITY ASSET MAP – THE ‘GLASS HALF FULL’ STORY



The Five H's Exercise

How do we find out peoples skills and passion? How do we generate conversations between individuals, with groups or the wider community?

The Five H's Exercise is an example of how to get people thinking and talking about their skills and passions. The exercise can be done in different ways, through 1-to-1 or small group conversations. Each person writes down their answers to the Five H's.

THE FIVE H'S



Gifts of the Head: things I know something about and would enjoy sharing with others (e.g. art, history, music, birds)



Gifts of the Hand: skills I know how to do and would like to share with others (e.g. knitting, carpentry, sports, cooking)



Gifts of the Heart: things I care deeply about (e.g. the environment, animal protection)



Gifts of the Heel: things I do to help me stay grounded and would like to share with others (e.g. walking, exercise, meditation)



Gifts of Human Connection: things I do to stay connected with my community (e.g. join an interest group, volunteer)

Now people have identified their individual skills and passions it's time to create the opportunity to share and activate these gifts. This also supports the creation of connections between people and across groups.

The Know, Teach, Learn Exercise

KTL is a simple and powerful way to bring each individual's skills and passions together with others.

It's as easy as ABCD

- A. ask people to decide which of their gifts they are passionate enough about to share with others
- B. ask the group members to contribute to a 'master list' of the gifts they are willing to share, and record these on butchers paper or a white board down the left hand side
- C. write 'know', 'teach', 'learn' across the top, creating 3 columns
- D. ask each person to write their name down according to what they know about, could teach or want to learn

| GIFTS | KNOW | TEACH | LEARN |
|-------|------|-------|-------|
| | | | |

Appreciative Inquiry

Appreciative Inquiry (AI) is an approach to organisational and community development that has been used successfully worldwide to cultivate hope, build capacity, unleash collective appreciation and imagination, and bring about positive change. AI focuses on identifying what is working well, analyzing why it is working well and then doing more of it. AI is a strategy for intentional change.

FIVE STAGES OF AI



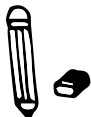
Define — the topic focus



Discover — asking about and valuing the best of *What Is*



Dream — imagining *What Might Be*



Design — planning *What Will Be*



Deliver — creating *What Will Be*

FIVE PRINCIPLES OF AI

(www.centreforappreciativeinquiry.net)

1. Reality is socially created through language and conversation
2. Inquiry is intervention — the moment we ask a question we begin to create change
3. Teams and organisations are an endless source of study and learning — what we choose to focus on makes a difference
4. The more positive and hopeful our image of the future, the more positive our present day actions
5. Momentum for change requires positive affect and social bonding

Assumptions

- In every community something works
- What we focus on becomes our reality
- Reality is created in the moment, and there is more than one reality
- The act of asking questions influences the community in some way
- People have more confidence to journey into the future when they carry forward parts of the past
- If we carry forward parts of the past, they should be what is best
- It is important to value differences
- The language we use creates our reality

WHAT IS AI GOOD FOR?

AI is useful when a different perspective is needed, or a fresh, positive starting point is wanted for a new process. It can help a group stuck in 'what is' to appreciate 'what was' and move toward 'what could be'.

AI focus: doing more of what works

Problem solving focus: doing less of something we do not do well

| Problem solving | Appreciative inquiry |
|--------------------------------|---------------------------------|
| Identification of problem | Valuing the best of 'what is' |
| Analysis of causes | Envisioning 'what might be' |
| Analysis of possible solutions | 'what should be' 'what will be' |

| Problem solving | Appreciative inquiry |
|--|--|
| Basic assumption: an organisation/ issue is a problem to be solved | Basic assumption: an organisation/ issue is a mystery to be embraced |

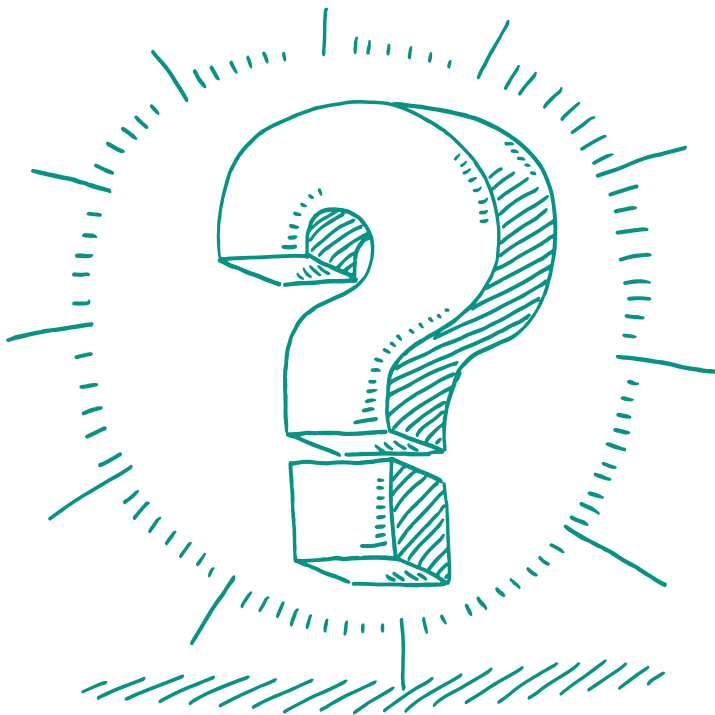
THE ART OF ASKING QUESTIONS

A problem solving focus might ask:

- What's the biggest problem?
- Why don't people get involved?
- What factors keep creating this problem?

An AI focus reframes the questions and might ask:

- What possibilities exist that have not yet been considered?
- What small change could have a big impact?
- What has worked in the past?



SOAR vs SWOT

A **SOAR analysis** is a simple, strategic planning technique which helps groups and organisations focus on their current strengths and opportunities, and create a shared vision of the future.

SOAR applies the AI approach to strategic thinking and intentional conversations, is action orientated and focused on outcomes. It does not ignore weaknesses and threats but rather reframes them within aspirations and results conversations.

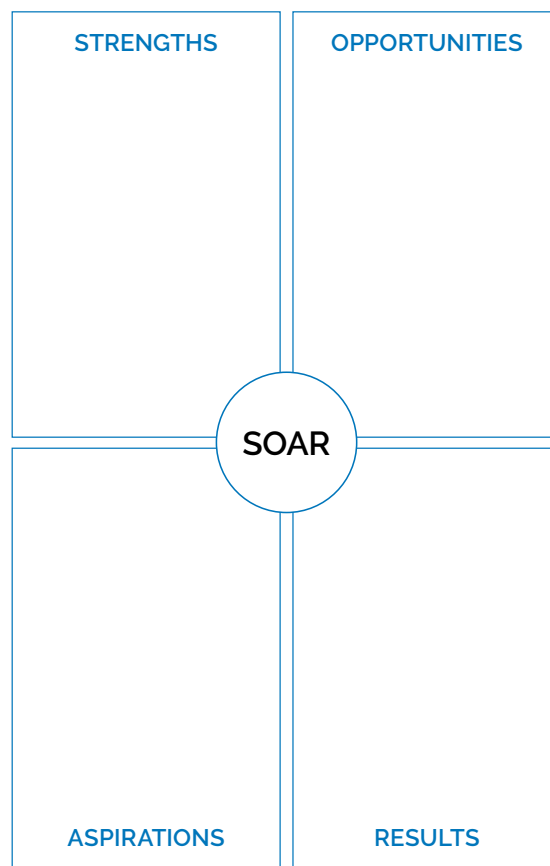
S strengths
O opportunities
A aspirations
R results

A **SWOT analysis** is also a simple, strategic planning technique which helps groups and organisations focus on their current strengths and opportunities, as well as weaknesses and threats. It has been one of the most commonly used analysis and decision making tools by groups and organisations.

S strengths
W weaknesses
O opportunities
T threats

SOAR VS SWOT

| SOAR | SWOT |
|---|---|
| collaborative mindset | competitive mindset |
| strategic improvement built on strengths and vision | strategic improvement built on weaknesses |
| leadership focus on what is done best | management focus on areas to improve |
| visionary based action plan | tactical action plan |
| focus on possibilities | focus on limitations |



Results Based Accountability

WHAT IS RBA?

Results Based Accountability (RBA) is a disciplined way of thinking and taking action that communities can use to improve the lives of children, families and communities as a whole. RBA can be used by organisations to improve the performance of their programs, small or large. RBA is a process that gets you from talk to action quickly. It uses plain language and common sense methods. It is an inclusive process where diversity is an asset and everyone in the community can contribute. RBA does require some hard work – but the results and impacts are worth it.

The RBA approach tells us that we need to be clear about a desired future social vision, set a course towards it and measure our progress.

Data is important: we need the data to add to the story - the two support each other in knowing and understanding the 'how much did we do/how well did we do it/is anyone better off' questions.

Common language is important: skip fancy words and jargon. RBA uses the following words and asks groups to agree on the words they will use to describe the following basic, central ideas of RBA.

Results (or Outcomes): a condition of wellbeing for children, adults, families or communities

Indicators: how could we measure these conditions?

Baselines: what does the data show about where we've been, where we are now and where we are headed? What is our starting point information?

What works (strategies): what could work to improve things?

Turning the curve: what does success look like if we change the direction of the baseline for the better? This is called "turn the curve" thinking.

Performance measures: how do we know if our programs are working? Performance measures are used to improve performance, show what is working, and tell the story of the program.

All performance measures are derived from thinking about the quantity and quality of effort and effect.

RBA uses three measures by asking three questions:

1. **How much did we do?**
2. **How well did we do it?**
3. **Is anyone better off?**

RBA has two parts:

1. Population outcomes – the wellbeing of population or communities for which services, programs, and citizens can contribute to but are not held individually accountable for, e.g. the Health Department runs a statewide 'Get Active' campaign to increase physical health. A House runs a weekly walking group. This activity contributes to the larger population outcome goal of the government's but is not solely responsible for population outcomes.
2. Performance accountability – the wellbeing of customer populations, for which services and programs can be held accountable in terms of their performance towards goals. E.g. a House receives funding to run six Cooking on a Budget workshops. The House is accountable for delivering the workshops according to the goals of the program they set out in their application.

Performance accountability asks seven questions:

1. Who are our customers?
2. How can we measure if our customers are better off?
3. How can we measure if we are doing things well?
4. How are we doing on the most important measures?
5. Who are our partners that have a role to play in doing better?
6. What works to do better, including low-cost and no-cost ideas?
7. What do we propose to do?

Mark Friedman



RBA and ABCD are complementary processes. RBA starts with the ends we want for our children, families and communities and works backward to the means that will get us there. ABCD provides a robust way of looking at means to get us there."

MARK FRIEDMAN



**Where do you start?
It doesn't matter where
you start. Start anywhere.
Start where the passion is."**

RBA allows community partners and program managers to clarify their most important purposes, set measures that tell if these measures are being met, and take action.

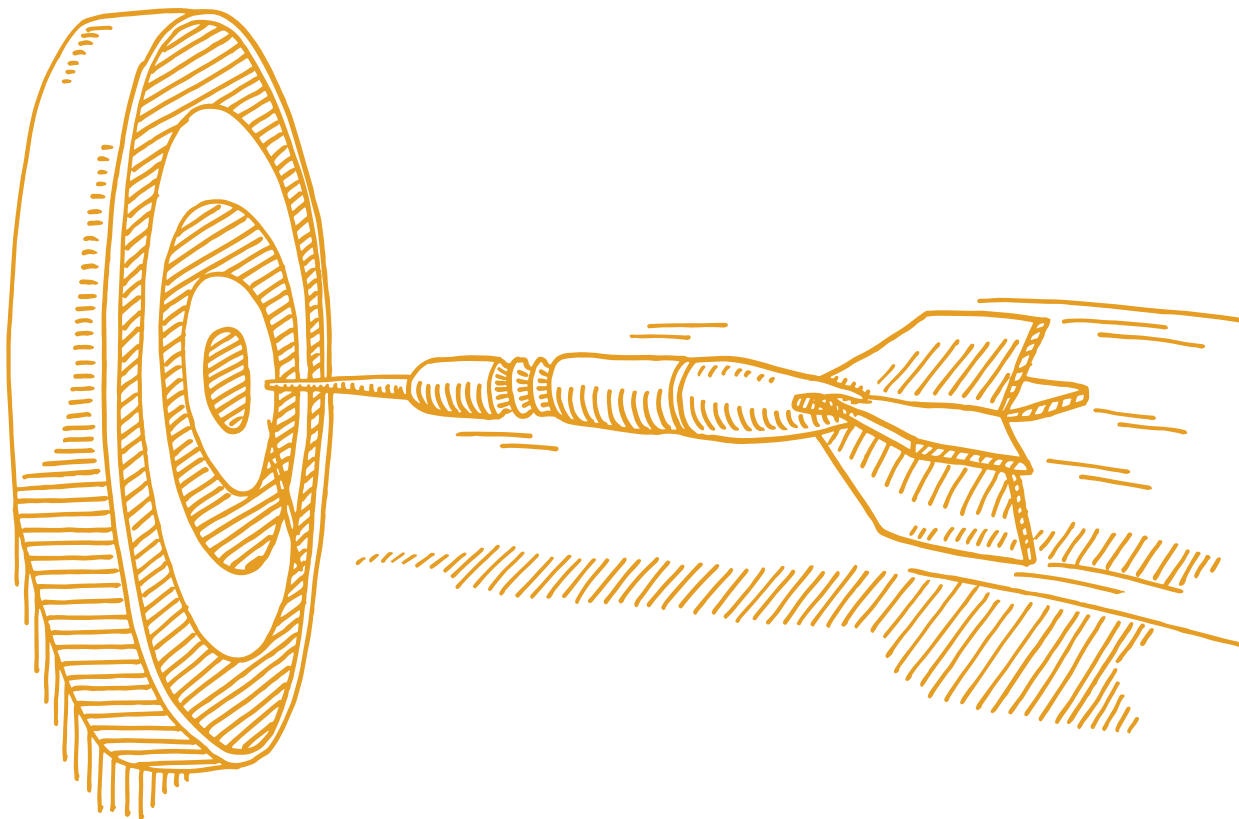
RBA is about producing measurable improvements for communities and customers. It's not about solving the problem but contributing towards the solution/creating change.

Combining numbers and stories is the most powerful way to report progress. The stories serve to illustrate what the numbers mean and put a human face to otherwise sometimes dry statistics.

RBA starts with the ends and works backwards, step by step, to means. It is a process to get you from talk to action quickly.



**It is about making a
difference, not just
trying hard and hoping
for the best"**



Evaluation — Is Anyone Better Off?

When making decisions about a project, program, activity or initiative it is important to have a clear and shared understanding about what you're hoping to achieve.

So just how will you know if the piece of work does achieve what you set out to do? How will you know if it made a difference?

It is important to plan for evaluation as part of the overall project planning process so that you can collect the information you need along the way to be able to answer those questions.

Evaluation often considers questions like:

- What were the outcomes that this project contributes to at a community or participant level?
- What do we want to see in our community if this project is successful?
- How do we measure our performance in contributing to these outcomes?
- Who do we need to work with to have a better chance of success — who are our partners?
- What did we learn?
- What do we propose to change to do it better next time?
- Is this worth doing again?

Evaluation of any project has two main elements:

1. PROCESS EVALUATION

How well did we do it?

You might ask participants and/or partners to assess how well the 'process' of the project worked for them. Asking them to rate things like:

- How welcome did you feel?
- How well organised was the project?
- Was the project good to be part of?
- Would you be involved in something like this with the House again?
- Were you happy with the way things were done?
- What worked well?
- What didn't work well?
- What could we do differently next time?



It is so important for us to reflect on our processes with a project and to document the key steps and learnings. If there are great outcomes you want to record what you did and how so you can do it again and share it with other communities. Equally, when things don't work — and that's okay — you want to consider why not and record what the learnings were from that.

How?

Some methods include:

- feedback forms
- informal interviews
- project journalling

Each journal entry answers four questions:

- What was the action/activity or experience?
- What happened (describe the activity)
- Reflection — how did I/we feel about it?
- What did I/we learn from this?

These journals can be very helpful to come back to during and at the end of the project. Don't wait until the end!

Evaluation should occur throughout the project. It's important to reflect on how it is progressing, and identify what changes need to occur to improve the project along the way.

2. OUTCOME EVALUATION

Is anyone better off?

Anyone = an individual, so what we are measuring is something meaningful and relevant to a person

Better off = a positive change

We want to know if a person has experienced a positive change, relevant and meaningful to them, because of what we did together in this project?

By asking some simple questions of participants, partners and yourselves, you will get a good idea of how, and in what ways, your work is impacting on people and the community.

Questions might include:

- What did you get out of being part of 'the project'?
- What will be different/what changed for you because of 'the project'?
- Are you more confident/skilled/connected because of 'the project'?

Measuring change involves trying to get a sense of what has shifted for participants. Knowing the difference you are trying to make at the beginning means you can identify measures that you want to explore with participants. Ideally you could ask people to make ratings at the beginning of a project and then at the end.

There are resources on the NHT website to help with this including:

- An easy partner survey
- How to do a snap-shot survey
- Participant outcomes interview — example
- Semi structured interviews — examples of questions
- Case studies

BRINGING PROCESS AND OUTCOMES EVALUATION TOGETHER

There are many different forms of evaluation, but Neighbourhood Houses have adapted Results Based Accountability™ (by Mark Friedman & Associates) which is outlined on page 32.

When an evaluation activity is planned — eg a group discussion at the end of a six-session course or a more formal survey of partners or participants involved in the project, it is important to cover “How well did we do it” AND “Is anyone better off questions”. Data on “How much did we do?” is usually generated through purposeful counts of participants, attendance, numbers of activities, numbers of partners etc.

The Tasmanian Government Commissioning for Outcomes Model was established in 2014, striving for high level health and wellbeing outcomes for Tasmanians — known as Population Outcomes. The local work of Houses contributes to these Outcomes.

For example:

Population Outcomes:

- reduce smoking rate
- reduce obesity levels

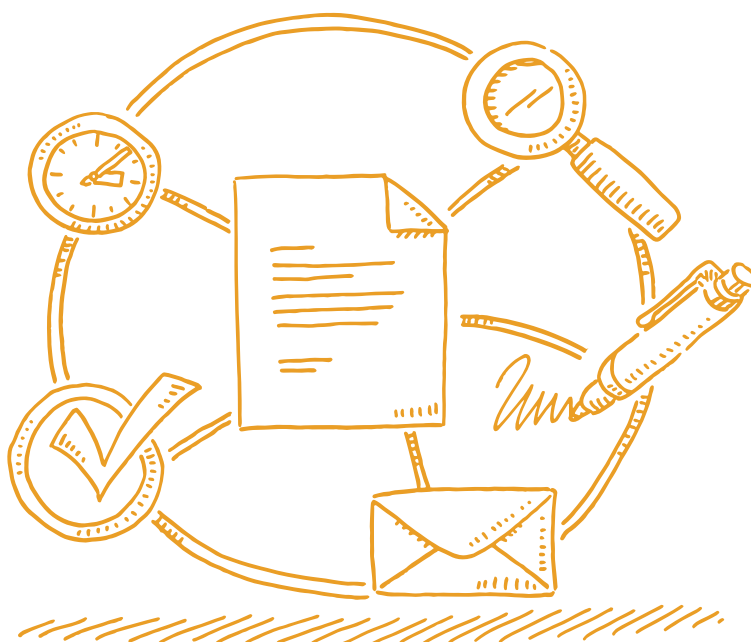
House contributions:

- host a QUIT smoking program
- run a weekly walking group

REMEMBER WHY EVALUATION IS IMPORTANT

Evaluation is a valuable and important process that assists with insight into the work, its impact and reach. It is important so you can measure if you achieved what you set out to do.

Evaluation is important to funding bodies, our communities and our own management, because it demonstrates that we are considered, reflective and thoughtful about our work and its aims. Good evaluation proves that CD works!



SAMPLE NEIGHBOURHOOD HOUSE PROGRAM EVALUATION QUESTIONS IN AN RBA FRAMEWORK

(You would not ask all of these questions but a few in each category)

*Anywhere Neighbourhood House
Play Group Project*

How much did we do?

People:

- > # participants from a CALD background
- > # participants aged X-Y
- > # participants who were men/women

Activities:

- > # people completed the program
- > # people enrolled
- > # people regularly attended
- > # guest speakers/excursions or activities

How well did we do it?

- > % of people rating the program or activity highly on feedback forms
- > % of people who said they felt welcomed and comfortable
- > % of people who said the program was worthwhile
- > % of people who said the venue was accessible
- > % of people who enroll in another program

Is anyone better off?

- > #% people who said they felt the program helped them feel part of the community
- > #% people said they felt more confident
- > #% people said they now have greater awareness of available choices
- > #% people who learned a new skill
- > #% people who said the program gave practical skills they now use at home.

How much did we do?

People:

- > 14 Parents – 10 females, 4 males
- > 9 of these were aged from 17-25 years

Activities:

- > 14 parents enrolled
- > 11 parents completed the program
- > 11 parents regularly attended
- > 6 specific sessions on parenting topics held over six months of weekly play group

How well did we do it?

- > 80% of people who said they felt welcomed and comfortable
- > 70% of parents want the program to continue

Is anyone better off?

- > 70% of parents said they now feel more a part of the community
- > 80% people said they felt more confident as parents
- > 80% people said they now have greater awareness of available choices
- > 90% people who said the program gave practical skills they now use at home.

Key: # = number, % = per cent

Notes

A series of horizontal dotted lines for writing notes.

SECTION THREE

Community Development Resources



Some 'How To's

RULES OF THE GROUP

When bringing a group of people together to workshop an idea, run a brain storming session etc, it is good to set some ground rules.

Discuss these before the session begins, and agree on the key ones that the group identifies as important.

These can be written up on a board or piece of butchers paper so they can be referred to during the session if need be.

Rules may include, but are not limited to:

- Be open to listening
- Respect others in the room
- Be present and participate
- Everyone has the right to speak
- There is no right or wrong, only opinions and viewpoints
- Everyone is treated equally
- Appreciate and respect the individuals in the room
- Confidentiality of the group will be respected
- There is the right to 'park' a topic or issue if it is not relevant to the current discussion

WORLD CAFÉ

Café is quite an informal word for such a highly praised learning and change-management tool. Indeed, the concept is actually and practically very simple. But the World Café has produced dramatic and profound outcomes

What is the World Café and why is it needed?

The World Café is a user-friendly method for creating meaningful and cooperative dialogue around questions that count. As an organizational or social design process the World Café offers a practical way to enhance the human capacity for collaborative thought. Born out of the worldwide interest in dialogue methodologies and readily applicable to organizations and communities, it catalyzes dynamic conversations and opens new possibilities for action. In a World Café dialogue, small, intimate conversations link and build on each other as people move between groups, cross-pollinate ideas and make new connections around questions that really matter to their life, work, or community. As this living network of conversations evolves through several rounds of exploration, knowledge-sharing grows, a sense of the whole becomes more visible, and innovative possibilities evolve.

People want to contribute, engage, and act. If an organization provides a credible space for focused intention and shared learning, as well as acknowledging and appreciating everyone's contribution, individuals develop a strong commitment to their common pursuits.

The key purpose of any World Café is to think together and innovate collaboratively in order to open up new visions and possibilities for solutions, rather than guiding people to adapt to 'pre-scribed' existing knowledge.

How does the World Café work best?

Over the years, people have written a great deal about how the World Café works. Certainly there are an infinite number of ways to run a successful Café. However, seven simple design principles have proven their value over the past years. When they are used in combination the likelihood for thinking together in innovative ways through dialogue is enhanced, whether or not a formal World Café methodology is employed.

1. Clarify the context
2. Create a hospitable environment
3. Explore questions that matter
4. Encourage everyone's contribution
5. Cross-pollinate and connect diverse perspectives
6. Listen together for pattern, insights and deeper questions
7. Harvest and share collective discoveries

The World Café process provides a real opportunity for any organization or group of people to build community, to share learning and to develop new ways of thinking and acting collaboratively. The World Café process has demonstrated a remarkable capacity to foster authentic conversation and knowledge sharing among people of varied backgrounds – even if they have never met or had formal dialogue training. When it is well designed and hosted, The World Café works effectively in diverse situations and cultures because participants resonate with the same design principles for creating conversations that matter.

The preparation of the World Café, especially the design, is the most important phase. If enough attention has been paid to this phase, often supported by members from different levels within the organization or the group who take ownership for the Café process, a strong base is laid for a successful Café.

www.theworldcafe.com



BRAINSTORMING

Brainstorming can be used as part of mind mapping or as a stand-alone activity. It is a great way to explore issues, ideas and solutions.

Brainstorming is the free, uninhabited generation of ideas. The key to a successful brainstorm is to provide an environment free of criticism, where each person can present or state their opinions.

A brainstorm is used to explore or develop ideas and can be used at all levels from kindergarten to executive level. It's a great way to break away from old ideas and to explore new thinking.

Why brainstorm?

This tool is a simple strategy, which:

- Can produce a large number of ideas in a short time
- Encourages inclusiveness by enabling everyone to have an equal say, including shy individuals
- Encourages creativity through stimulating the expansion of ideas by 'piggybacking' on the ideas of others
- Ensures a sense of ownership as all participants will see their ideas included in the list

When used during problem solving, brainstorming brings team members' diverse experience into play. It increases the richness of ideas explored, which means that you can often find better solutions to the problems that you face

It can also help you get buy-in from community participants for the solution chosen — they are likely to be more committed to an approach if they were involved in developing it. What's more, because brainstorming is fun, it helps participants bond, as they solve problems in a positive, rewarding environment.

While brainstorming can be effective, it's important to approach it with an open mind and a spirit of non-judgment. If you don't do this, people "clam up" and the number and quality of ideas may plummet, and morale may suffer. Any existing disputes, feuds and ideologies should be left at the door!

Tips

- Make it playful and maintain a lively tempo
- Keep to a short time frame and don't let it drag on. 5–10 minutes is ideal
- You can brainstorm for intense short periods of time to achieve a great deal
- Don't dismiss anything — only one idea at a time
- Be open to all contributions
- No critical remarks allowed
- Give the idea only — explanations come later
- Record all the ideas given
- Anything goes — wild ideas are great!

www.bankofideas.com.au

How to brainstorm

1. Have a whiteboard of butchers paper available to write all ideas on
2. Appoint a facilitator to lead the session
3. A time limit is set (10 mins max)
4. Participants are invited to give their ideas. This can be done in a structured manner where each person is asked to contribute or to PASS if they cannot think of an idea when it is their turn, or alternately participants can freely call out their ideas
5. ALL ideas are recorded and displayed exactly as they have been stated
6. No judgments (neither positive or negative) are allowed by either the facilitator or other participants
7. After the brainstorm, go over the list to make sure that everyone understands the ideas. Remember this is only a clarification time not an opportunity for comment or discussion
8. Collate all ideas into statements, eliminating any duplication

Below is an example of brainstorming session using images and words, undertaken by two different Neighbourhood Houses during community development training. In Diagram A, the focus was on what the project could look like, while in Diagram B, the group brainstormed their understanding of community development.



Diagram A



Diagram B

MIND MAPPING

Mind mapping is a simple technique for drawing information in diagrams, instead of writing it in sentences. The diagrams take the same basic format of a tree, with a single starting point in the middle that branches out, and divides again and again. The tree is made up of words or statements connected by lines. The lines that connect the words are part of the meaning.

Why trees? Trees reflect how our minds work, because we always seek patterns and trees encourage and capture this thought process efficiently and clearly.

Tips for mind mapping

- Make mind mapping interesting by
- using colour, pictures, shapes and
- symbols
- Stick to key words
- Emphasise links and connections
- Encourage input from everyone in the group and clarify points if need be

Benefits of mind mapping

- Allows planning before writing
- Focuses on the main themes and ideas
- Captures a lot of material on one page
- Doesn't waste time
- Allows ideas to flow
- Additions can be made easily

How to mind map

1. Write or draw your main idea in the middle of the page.
2. Draw a branch off your main idea and write or draw a topic related to that idea.
3. Draw more branches, one for each new topic.
4. From your main topics, branch off with sub-topics
5. Continue to add more details — you are free to add more topics, sub-topics or any other items

Look for relationships

To show connections between ideas, use:

- > Branches
- > Arrows
- > Colours
- > Groupings

Leave lots of space

This makes it easier to add more later.

BUMPING SPACES

Bumping spaces are, quite literally, where people bump into each other such as at the local shop, schools, playground, sports fields. They are where 'accidental encounters' can happen and conversations are encouraged, creating connections and relationships between people.

Where are the bumping spaces in your community?



Community is built on relationships and people develop relationships through frequent contact with others. So, if you want to build community, you need places to bump into other people."

JIM DIERS

The diagram features a central orange circle with a dashed border containing the text 'PUT MAIN IDEA IN THE CENTRE'. Two dashed orange lines extend from this central circle to two other dashed orange circles. The upper circle contains the text 'Draw quickly' followed by 'Use unlined paper or a chalk/white board so there are no boundaries. This is a brainstorming activity, so ideas are expressed quickly.' The lower circle contains the text 'Use CAPITALS' followed by 'Use of capital letters helps some people concentrate on writing key points.'

Draw quickly

Use unlined paper or a chalk/white board so there are no boundaries. This is a brainstorming activity, so ideas are expressed quickly.

Use CAPITALS

Use of capital letters helps some people concentrate on writing key points.

**PUT MAIN
IDEA IN THE
CENTRE**

Community Consultation and Engagement Tools:

The best way to find out what communities want or need or how they feel about an issue is to ask them. The challenge is to find the best approaches that fit your community. Consider how members of your community access information, where they gather and what is important to them.

Example:

A health project wanted to access the men in the local community, but believed that if they advertised a health forum to consult with local blokes, the men would probably not come. The town has a local football club with a strong local following, so the Neighbourhood House contacted the President of the club and asked if they could have a display and informally interview men on site during an upcoming game. The club agreed. The consultation was very successful with the crowd and it became an annual event with additional health awareness conversations.

Neighbourhood Houses don't have time to be aimlessly undertaking consultation. It is important to consider what is the intention of the consultation; what do you need to know?

Discuss what approaches are most realistic and appropriate and factor it into your regular planning. It is better to schedule 2-3 different approaches over a year and do it very well.

A series of one-on-one interviews, linked with a broader annual survey and/or an annual community workshop may be a good option in some cases.

There are various community consultation methods, with some outlined here. Consider your community before deciding which approaches to take.

DISCUSSION GROUPS AND WORKSHOPS

This involves participants who are either selected randomly or who represent a particular demographic, region or interest. It can draw out a range of opinions and views and these workshops usually do.

Tip

- Value your participants by making it inviting, interesting, comfortable, at a convenient time and remember to feed people

Strengths

- Targets specific groups
- Can be structured in a number of ways to achieve a range of outcomes
- Harnesses community energy and knowledge to generate innovative options
- Can build capacity, consensus, ownership and relationships
- Can develop and evolve in scope over the course of a project

Weaknesses

- Participants may not be representative of the wider community
- Produces qualitative not quantitative information which may not be easily understood or valued
- Consideration regarding the collection and analysis of qualitative data is required, and may sometimes require skilled expertise in qualitative analysis

SURVEY RESEARCH

Surveys involve posing a standard set of open and/or closed questions to a range of people.

They are a popular method of collecting qualitative and quantitative information from a population at certain a point in time. Surveys can be conducted through face-to-face interviews, self completion, written forms, over the telephone, or electronically via the internet or email. SurveyMonkey is also a good online tool for this.

Questions must be clear, impartial, easily understood, and unambiguous, and should be trialled before the survey is distributed. Care should be taken when using self-completing, telephone or computer-aided techniques as they may bias a sample by excluding people such as those with low literacy, no telephone or low computer skills.

Tips

- Careful planning is needed for surveys to be successful. It may be helpful to seek assistance in designing a survey tool to ensure that it generates useful and reliable information
- Check that the right questions are being asked

Strengths

- Can be used to gain feedback from large and diverse groups of people
- Can often be produced and distributed in large quantities relatively cheaply
- Enables comparison between groups in the community, or between different stages of the process
- Can provide large amounts of qualitative and quantitative data

Weaknesses

- Many groups in the community may feel they have been over-consulted in the past and may react negatively to being asked to complete 'yet another survey'
- May not be accessible for people with limited literacy, English as a second language or with visual impairments without translation or adaptation
- Analysing the data provided via surveys requires time, resources and skill which may not be available.
- Collects information on a limited number of predetermined topics



ONE-ON-ONE INTERVIEWS

One-on-one interviews involve a person who has been thoroughly briefed on their task posing a standard set of questions to individuals within a community.

One-on-one interviews can be conducted in public places, at events, via telephone and door knocks, talking with a cross-section of people. Interviewing provides important qualitative information at a level of detail that is difficult to obtain any other way.

Tips

- When selecting the interviewer and interviewee consider their role and influence in the community, other time commitments and personal circumstances. During an engagement process run over an extended period of time there may be a need to conduct a round of interviews near the beginning of the process to gather information, and one or two at key points in the process to inform progress
- Providing opportunities for community members to act as paid or voluntary interviewers can be an important capacity and relationship building strategy
- More in-depth interviewing, carried out on a one-to-one basis over a period of one to two hours, can provide a more detailed understanding of people's thoughts, feelings, and behaviour on important issues. The aim of in-depth interviews is to explore the reasons underlying a problem or practice in a target group and to gather ideas and information

Strengths

- People will often provide much more detailed information in a one-to-one interview or discussion than they will in a public forum
- Is useful to gain views on sensitive or complex issues
- Can be conducted in languages other than English
- Is effective when working with people with limited literacy
- Has the ability to be empowering and/or therapeutic for the participants because of the narrative response

Weaknesses

- Expertise in qualitative analysis is required to produce a quality report
- You need to find interviewers with the required skills
- It is generally not possible to interview all community members
- Can be resource intensive
- Transcribing takes time

OTHER METHODS OF CONSULTATION

- Open days
- Polls at events
- Roadshows
- Web-based consultation utilising social media, websites and blogs
- World Café Conversations

CHOOSING ENGAGEMENT METHODS

| | Objective | Promise to stakeholders | Methods |
|--------------------|--|--|---|
| Inform | To provide the stakeholders with clear, balanced, objective and relevant information to assist them in understanding the issue, alternatives or solutions | We will keep you informed | <ul style="list-style-type: none"> • Presentations • Media briefing • Public notices • Website • Print • Exhibitions and other promotions • Facebook |
| Consult | To obtain stakeholders feedback on analysis, alternatives, or decisions | We will keep you informed, listen to and acknowledge your concerns, and provide feedback on how stakeholder input influenced the decision | <ul style="list-style-type: none"> • Citizens' panel • Consultative meetings • Focus groups • Public meetings • Surveys • Networking • Needs analysis • Interactive website |
| Involve | To work directly with the stakeholders throughout the process to ensure that public and private concerns are consistently understood and considered | We will work with you to ensure that your concerns and issues are directly reflected in the alternatives developed and provide feedback on how stakeholder input influenced the decision | <ul style="list-style-type: none"> • Facilitated events • Stakeholder forums • Networking • Games and simulations |
| Collaborate | To partner with the stakeholders in each aspect of the decision including the development of alternatives and the identification of the preferred solution | We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible | <ul style="list-style-type: none"> • Advisory committee • Facilitated events • Collaborative design events • Policy round table • Search conference |
| Empower | To place final decision making in the hands of the stakeholders | To place final decision making in the hands of the stakeholder | <ul style="list-style-type: none"> • Citizen jury • Search conference • Joint venture |

Important Points About Facilitation

WHAT IS FACILITATION?

Facilitation is an art.

Facilitation is a collaborative process in which a neutral and objective person seeks to assist a group of individuals to have a discussion and to reach resolution about important issues that concern them.

That neutral person – the facilitator – takes responsibility for managing the 'process' of the conversation, while others contribute the content.

The facilitator is at the service of the group.

A good facilitator is someone who:

- Brings out the full potential of working groups
- Provides processes, tools and techniques that can get work accomplished quickly and effectively in a group environment
- Keeps a group meeting and agenda on time and on track
- Allows conflict to come out in a healthy way, and helps to resolve it while never taking sides
- Respectfully manages participation ensuring reasonable space to all voices
- Makes sure that the goals of the meeting are met
- Provides structure to the work of a group
- Identifies and highlights when things may be hidden intentionally or otherwise
- Can question and guide a group without having to be the 'expert' on the subject matter
- Focuses on how people participate in the process, not just on what gets achieved

Signs that someone is not facilitating well:

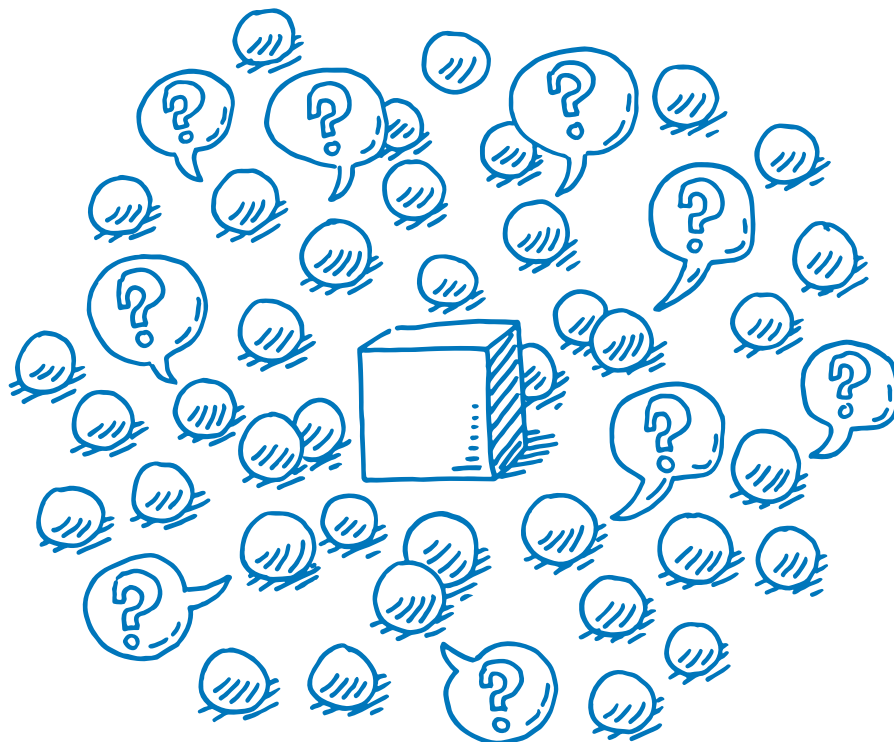
- Changing the wording of a participant when writing it up on a board
- Refusal to record the contribution of a participant
- Being overly involved in the content of the group work
- Being emotionally attached to outcomes
- Judging comments of the group, liking some ideas better than others
- Changing the agenda of the group without the permission of the group
- Manipulating people and behaviours
- Monopolising or leading conversation
- Taking sides on issues or between people
- Being closed to group suggestions about the process
- Trying to have all the answers
- Telling the group what to do

What is the difference between training and facilitation?

| Training | Facilitation |
|----------------------------------|------------------------------|
| Content expert | Process expert |
| Lecture | Engagement |
| Controlled, delivered by trainer | Shared, drawn from the group |
| Passive recipient | Equal Contributor |

PRINCIPLES OF FACILITATION

- Prepare prepare prepare:
 - The space
 - Your agenda
 - Your resources (white board/ butchers paper etc)
 - Know the outcomes the group wants
- Create the space – an open space without a table will draw much more open discussion
- Be clear on the purpose of the session
- Be clear on how the session is going to be conducted – any necessary guidelines are made clear
- Manage the process, while the group considers the content of the discussion
- Work with all that is in the room – the energy, body language, the unseen and unsaid
- Trust that the knowledge/solution is in the group
- Be aware
 - Of how you are and what you need to do a good job
 - Of the people in the group and what they need or don't need
- Accept and value difference and diversity
- Facilitation can be messy – and that is okay
- Remember, everyone just wants to be respected as an equal member of the group
- The path to good facilitation is self-awareness. Good self-awareness requires good self-care



How to sustain yourself

BURN OUT

Burn out can be a major issue for individuals working in community. Often community workers and volunteers find themselves in the centre of a project, feeling the pressure to make it work and taking on too much responsibility. There can be a reluctance to delegate or ask for help. But remember, working with a CD approach involves building relationships and connecting people with common concerns or interests. Ask yourself – where is the triangle, the minimum of three people to join together to run with an idea? Where is the community ownership of the project? Give yourself permission to step out of the centre and join with others in a balanced, shared approach to the project.

Other reasons to do this include:

- If others aren't given a share of the responsibility or the opportunity to contribute then nothing will change and that one person in the centre will continue to bear incorrectly the weight of responsibility
- No one else gets a chance to learn or expand their own skills
- If people don't feel genuinely involved they will drift away
- If there is one person central to the success of a project and they leave then chances are the project will fall over
- The project misses out on the opportunity to include the skills, experience and resources that others could contribute

TAKING ON TOO MUCH

Ask yourself a few questions before you start something new:

- Is it manageable – have we bitten off more than we can chew?
- What sort of impact is it going to have on existing projects?
- Are we expecting things to happen too quickly?

New projects should not drain existing healthy projects of people or resources. If both can be accommodated through the sharing of resources and operate effectively – great! But if a big new idea puts pressure on another project then this puts both projects at risk. Take time to consider how something new will impact on the bigger picture of what your House offers. Is this impact acceptable?

SELF-CARE

Self care is necessary and important to sustain and energise yourself. Some ideas include:

- Have a buddy system at the House so that everyone has one or two people they can talk openly to about issues and debrief
- Encourage each other to look after themselves – don't encourage the 'suck it up' or martyr mentality
- Celebrate wins as a House, no matter how small, and make them fun
- Take time to reflect on failures or challenges and celebrate the learning from them
- Do the pamper stuff, the fun stuff together –foot massages, a walk, throw the frisbee, share a delicious lunch
- Get out of the House. Neighbourhood Houses are all about community, so get out and about and chat with the locals, other organisations and businesses

Wrap-up and Resources

We hope you have reached the end of this Handbook understanding a bit more about community development; feel motivated; had an ah-ha moment or two, and that you will pick it up over and over to flick through in the future.

Community development is global, practised around the world in communities everywhere. And here in Tasmania through Neighbourhood Houses, people follow the principles of community development in their everyday work in their own local communities.

Community development is wonderful. The people working in Neighbourhood Houses are wonderful. Together we achieve awesome outcomes!



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