

Community Development Strand

Unit 1: Introduction to Community Development

## **Module: 1.1 Understanding Community Development**



**Lecturer Support Material**

## Acknowledgements

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## Unit outline

Unit	#	Modules
Unit 1  Understanding Community Development	1.1	Introduction to Community Development (Core)
	1.2	Community Development Skills (Core)
	1.3	Community Resources (Core)

## Icons



Read or research



Write or summarise



Activity or discussion



Suggestions for lecturers

## Table of contents

<b>Module 1.1: Understanding Community Development</b> .....	<b>1</b>
<i>Objectives</i> .....	1
<i>Topics</i> .....	1
<i>Teaching strategies and activities</i> .....	2
<i>Suggested assessment activities</i> .....	2
<i>References</i> .....	2
<b>Introduction section</b> .....	<b>3</b>
<i>Objectives</i> .....	3
<i>Resources</i> .....	3
<i>Why we study Community Development</i> .....	3
<b>Topic 1: What is Community and What is Community Development?</b> .....	<b>5</b>
<i>Objectives</i> .....	5
<i>Resources</i> .....	5
<i>Scope</i> .....	5
1. What is community? .....	5
2. Different Communities that we belong to .....	7
3. Communities - a sense of belonging .....	8
4. Communities – what we value in a community .....	10
5. What is Community Development? .....	11
6. Characteristics of Community Development .....	13
7. Different views on development.....	16
<b>Topic 2: Principles of Community Development</b> .....	<b>19</b>
<i>Objectives</i> .....	19
<i>Scope</i> .....	19
Principles of Community Development .....	19
<i>Participation</i> .....	19
<i>Sustainability</i> .....	20
<i>Equity and Social Justice</i> .....	21
<b>Topic 3: Introduction to Sustainable Development</b> .....	<b>22</b>
<i>Objectives</i> .....	22
<i>Resources</i> .....	22
<i>Sustainable Development and resource use</i> .....	22
Development goals .....	23
Factors which sustain development .....	25
Sustainable rainforest products in Papua New Guinea .....	28
<b>Additional Activities</b> .....	<b>31</b>
<i>Development and personal change</i> .....	31
<i>Development and change</i> .....	32
<i>Non-timber forest products</i> .....	33
<b>Glossary</b> .....	<b>36</b>
<b>Appendix 1: Teaching Techniques</b> .....	<b>38</b>
Round robin .....	38
Male and female brainstorming .....	39
Triad.....	39
Buzz groups.....	40
Circle word game.....	40

# Module 1.1: Understanding Community Development

This is the FIRST module of the Community Development Strand and the most important because it lays the foundation on which all other Community Development activities are based.

During this module students will be challenged to further develop their philosophy of community development in the same way they will be forming their philosophy of teaching.

This material has been written as a series of connected lessons. You can follow these directly or you may choose to use the main ideas and develop your own lessons.

## Objectives

**By the end of this module students will be able to:**

- Explore the concepts of community and community development.
- Describe important aspects of community and community development.
- Express opinions about the different types of community development in Papua New Guinea
- Describe the important principles of Community Development
- Discuss the term sustainable development and how it applies to community development
- Discuss and give examples of the different types of sustainable development.

## Topics

1. What is Community and What is Community Development?
2. Principles of Community Development
3. Introduction to Sustainable Development



## Teaching strategies and activities

Each topic includes a range of activities to develop skills and a depth of practical understanding that will be useful for beginning teachers' in their communities.

Suggested teaching strategies include:

- Lecture
- Structured group discussions and feedback

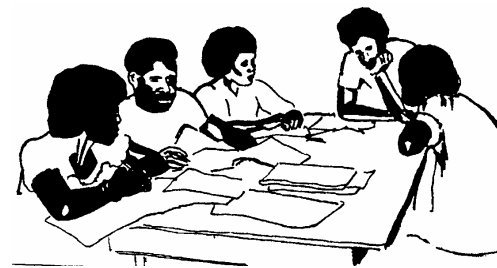
Appendix 1 suggests a number of teaching techniques which you may wish to use.

## Suggested assessment activities

Where possible, each assessment task should assess more than one objective, and should require students to apply their learning in a relevant context.

Assessment tasks may include:

- Essay
- Checklists
- Role-plays



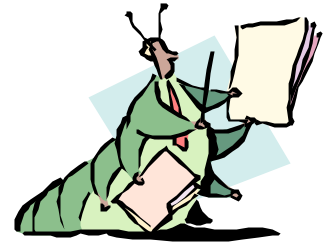
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# Introduction section

## Objectives

- To introduce the students to the Community Development Strand.
- To familiarise the students with the **Student Support Material Book**.



## Resources

Individual copies of the "Student Support Material" book.

**i** Give the students an outline of the unit 'Introduction to Community Development' and discuss the modules that will be covered during the unit. Highlight the main ideas that will be developed and respond to any questions from students.

Hand out copies of the **Student Support Material** and explain how the resource will work.

Discuss the assessment tasks for the semester.

Discuss with the class the reasons for teaching Community Development and read 'Why we study Community Development'.

1.1.Activity 1 will provide you with an opportunity to find out what students already know about community development.

## Why we study Community Development

This module offers a brief introduction to a course, which is as broad as life itself. You will be introduced to concepts such as participatory development, sustainable development and you will be asked to think about good development for your community. Throughout the unit Introduction to Community Development, your understandings and skills in community development will be sharpened. By the end you will have a number of useful skills and activities to share and work with in your communities.

You are being offered this course because you will become leaders in your communities and will be expected to contribute to their development. Community development is about bringing positive change, which improves the lives of the people in the community without destroying the environment. You are being prepared to help this process.

 **1.1 Activity 1**

*In small groups, discuss examples of community development projects which you are familiar with.*

*What do you see as the main reasons for these projects?*

*Why is it important for you as a future teacher to learn about community development?*

*Record your ideas and be prepared to discuss these with the class.*

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# Topic 1: What is Community and What is Community Development?

## Objectives

- By the end of this topic, students will be able to:
- Explore the concepts of community and community development
- Describe important aspects of community and community development in Papua New Guinea.
- Describe important principles of community development.

## Resources

Paper for drawing

## Scope

This topic asks the students to reflect on what community means (to them) and what aspects of culture they value in their communities. It explores the idea of community development and looks at different options for Papua New Guinea.

### 1. *What is community?*

The word community comes from the *Latin* word, ‘*communitas*’ which means as common. A group of people sharing common living accommodation and goods. For our purposes, a community is a group of people living in the same area or having the same religion or race. In Papua New Guinea, communities are often family groups which form villages. Many of these communities share a common language, which helps the people identify with their community.

*‘How would you define your community?’*

**i** Ask the students to form into their cultural or regional groups and complete 1.1 Activity 2. They will need to discuss the illustration of a community in Kairuku-Hiri District and then draw an example of a village or community from their area. Encourage students to use words, symbols and illustrations to identify significant community features, resources, and people.

Ask students to discuss the questions in 1.1 Activity 2 in their group.

You will need to organise the following resources

- paper for drawing.

## 1.1 Activity 2

Work in your cultural or regional groups. Consider the drawing at Figure 1 of a community in Kairuku-Hiri District. Discuss what information the drawing tells you about the community.

Draw an example of a village or community from your area. Who are the significant people and what are the significant organisations in your community? Use symbols, pictures and key words to illustrate these on your drawings.

What makes your community unique from other communities?

What does 'community' mean to you?

Discuss these questions with your peers and be prepared to share your work with the class.

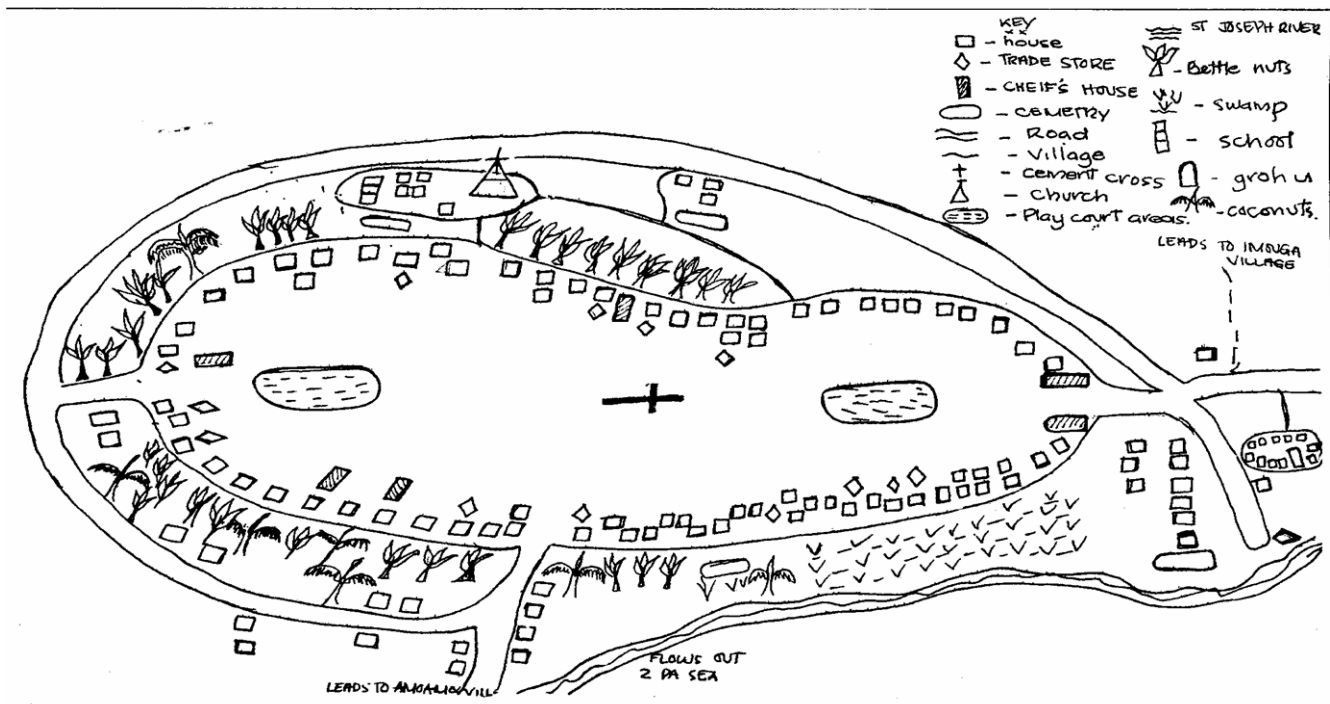


Figure 1 Example of a community in Kairuku-Hiri District, Central Province. Source: Papua New Guinea Human Development Report, 1998.

**i** Allow groups plenty of time to discuss and record their ideas and then as a whole class share the different understandings of community. Display drawings and develop a class definition of the term 'community'.

## 2. Different Communities that we belong to

You may come from a village, town or city. Within each of these communities you belong to smaller communities the most obvious being your family. The family is the most important unit in the community - the extended family is the foundation of the community. The family is where you begin your education – to speak, count, walk, build and so on. You learn the values and acceptable behaviours and rules of the group. You take on roles such as hunter, teacher, baby sitter, gardener, cook and responsibilities. You are socialised into becoming a worthwhile contributing community member.

There are many other communities, which we all belong to and each of these has different requirements or roles and responsibilities for the members. Each group we belong to whether it is a church group, a sporting group or a school is a community and has different ways of socialising us to be useful members.

**i** During this session students will consider the idea that we are members of many different communities and that communities exist within communities. For example within the college community, there are different groups or communities which exist, and we can be a member of a number of these, e.g. the student community, the church community and the sporting community.

Encourage students to think about what different communities do and the roles they play in our society. Also, focus students on how a person can take on different roles and responsibilities depending on what community they are in e.g. the role a woman plays in her village community may be different from the role she plays in the workforce.

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### 1.1 Activity 3

*Working in a small group, think about the different communities which exist within the college. Make a list of these communities and consider what roles these different communities play. Work together to create a mural which illustrates the different college communities and the roles they play.*

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**i** Ask the students to study the diagram below, which shows a family and some of the important groups in a modern society. Ask students to complete 1.1 Activity 4 where they are asked to consider the diagram and think about what roles these groups play in the community, and the role we play in these various communities.

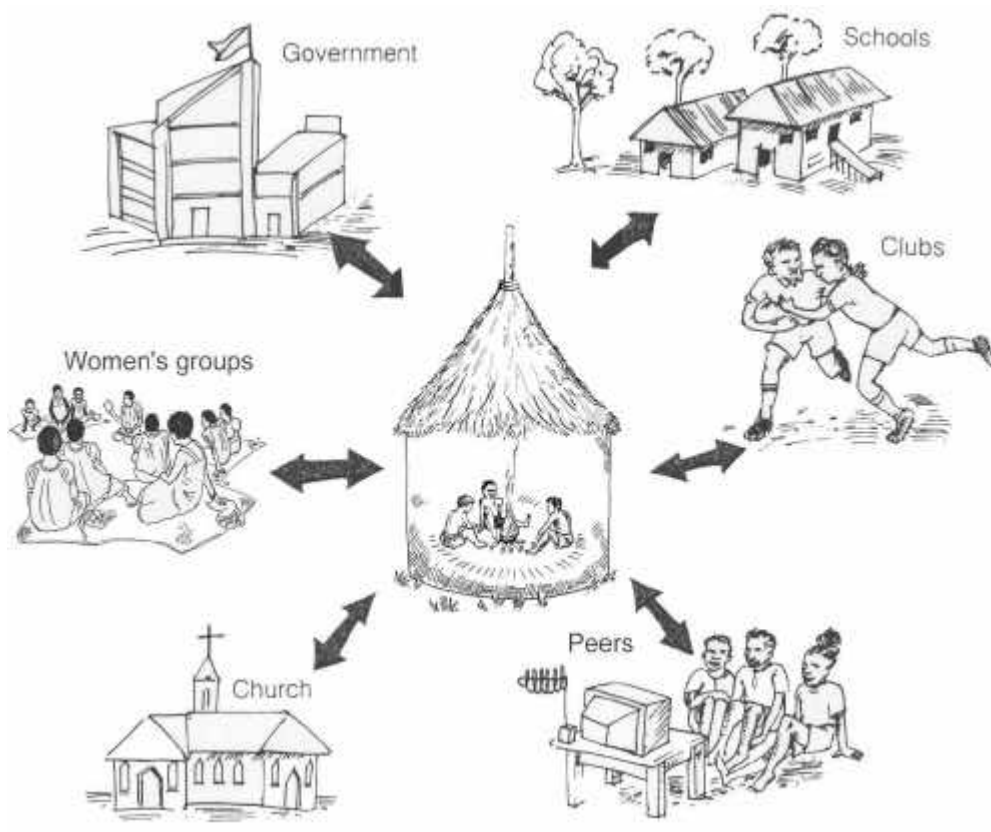
Conduct a class discussion where students can share their ideas.

## 1.1 Activity 4 - Discussion questions

Study the diagram below and discuss the following questions with a peer

- What roles do these groups play in the community?
- What role do you play in these different communities?

Be prepared to share your ideas with the class.



### 3. Communities - a sense of belonging

**i** Refer students to this section in their Support Material. Before reading, ask the class to sit in their regional or cultural groups.

The sense of belonging is important in communities, and is also important in the nation as a whole. The feeling of belonging in a community is helped by a number of things, such as:

- knowing what we expect of others and what they expect of us,
- knowing who our community leaders are and how we can have some say in choosing them, and
- knowing how the community is organised so that we feel safe and secure at all times.

All of these experiences help us to develop a feeling of belonging to our communities.

**i** Ask students to consider the different communities which they are part of and how they feel about being part of these communities. What is it about these communities that gives people a sense of belonging? Allow students time to write down their own individual ideas before providing an opportunity for people to share their ideas in small groups. Have students complete 1.1. Activity 4. Some of the responses you may expect from students are:



## 1.1. Activity 5

*Working in small groups consider the diagram below. What is it about communities that gives us a sense of belonging? Discuss your ideas and fill in the blank squares with your responses. Be prepared to share your ideas with the rest of the class*



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#### **4. Communities – what we value in a community**

When we understand what communities are and what we value in a community we can work to maintain and strengthen these important aspects.

As we will see, development brings change, which hopefully will improve the lives of community members. During any development, we must hold tight to what we value in our community and not let it be lost.

**i** Brainstorm with students the aspects of community which they think are important and value. Make a list of the student responses on the board.

Some of the responses which you may expect from students include:


- Respecting community leaders.
- Resolving conflicts and solving disputes
- Opportunities to practice religion and beliefs
- Having rights and responsibilities
- Maintenance of traditional lifestyle
- Opportunities for sport and recreation
- Making a living and meeting needs
- Improving living standards
- Good health care and education.

Ask the students to refer to the 1.1 Activity 6 in their "**Student Support Material**". Explain that this activity is to help clarify what we value and think are important aspects of community.

## 1.1 Activity 6

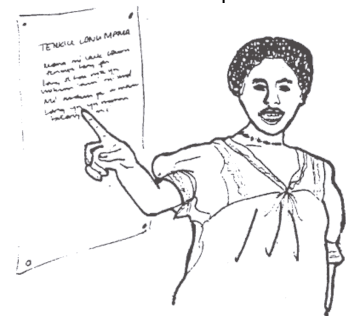
*Work with a group of your peers.*

*As a class we have made a list of the important aspects of community that we value. Working in your group re-arrange this list, prioritising it according to the aspects which you consider to be the most important to the least important. Be prepared to discuss the reasons for your priorities.*

 Call on each group to share their lists and allow other groups to challenge their priorities.


Discuss the data together to identify such things as:

- what students rate as the most important aspects of community that are valued and why
- what is seen as the least important aspects of community that are valued and why
- any difference between what male and female students considered to be the most important aspects of community that are valued.



## 5. What is Community Development?

There are fundamental values and needs which bind people together in a community. e.g. a need for friendship, security, employment, spiritual and cultural values and needs. These valued aspects of community may be challenged by community development – which is a process of change! How communities participate in and manage change is an important part of community development.

 Introduce this topic by explaining that everyone has his or her own opinion and view of what community development is. Have students complete 1.1.Activity 7 with the 'Development for' diagram it might be best to draw it on the board and encourage student to complete the empty boxes.

Refer to Appendix 1 The Circle Word Game – Community is... Development is.... This is a good technique for building vocabulary and exploring beliefs.

## 1.1. Activity 7

Read the following statements and discuss them with a peer. What do they tell you about 'community development'? Study the diagram below and add to it your ideas on community development

**Community development is...**  
change which improves the lives of community members, disadvantages no-one and is sustained and managed by the community.

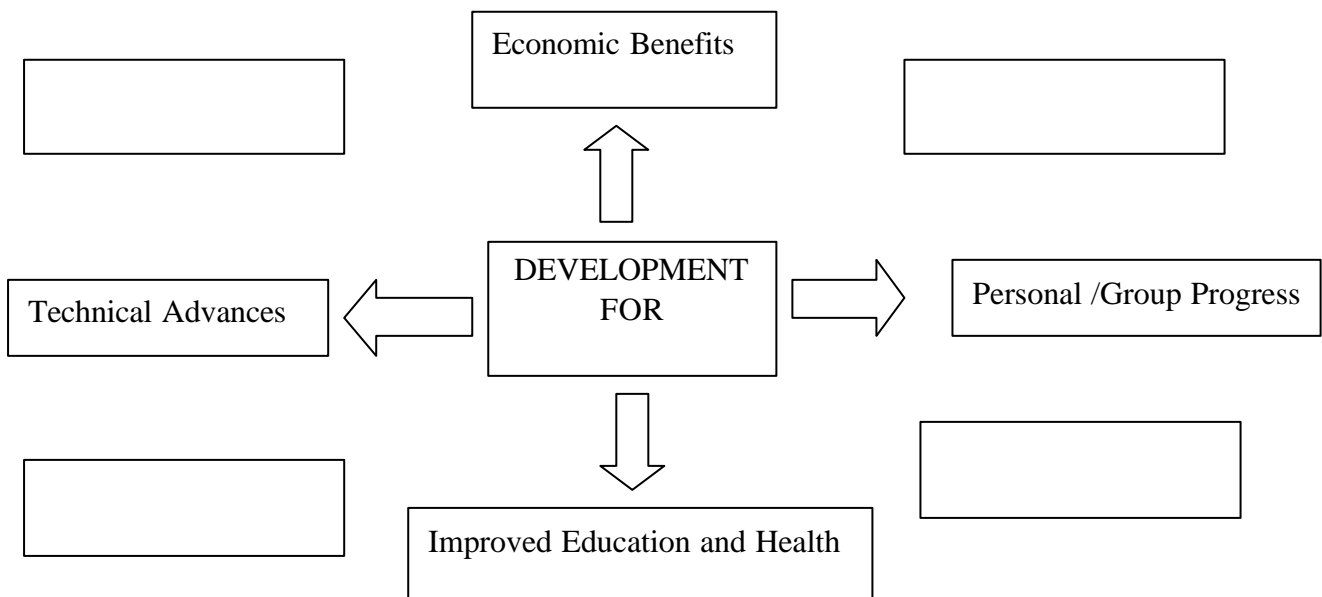
**Community development means...**  
the community identifying a problem or need and implementing change to solve the problem or meet the need.

**Community development is...**  
about people participating in their own development and deciding their preferred future.


**Community development is**  
often about getting the patronage of a 'big man' to support his people.

**Community development occurs best when...**  
the people of the community are involved throughout the development from deciding what they need and how they want to achieve it.

What do you think development is for? Add your own ideas to this diagram






 Ask the students what they think community development is about. Together as a class, develop a definition of 'community development'

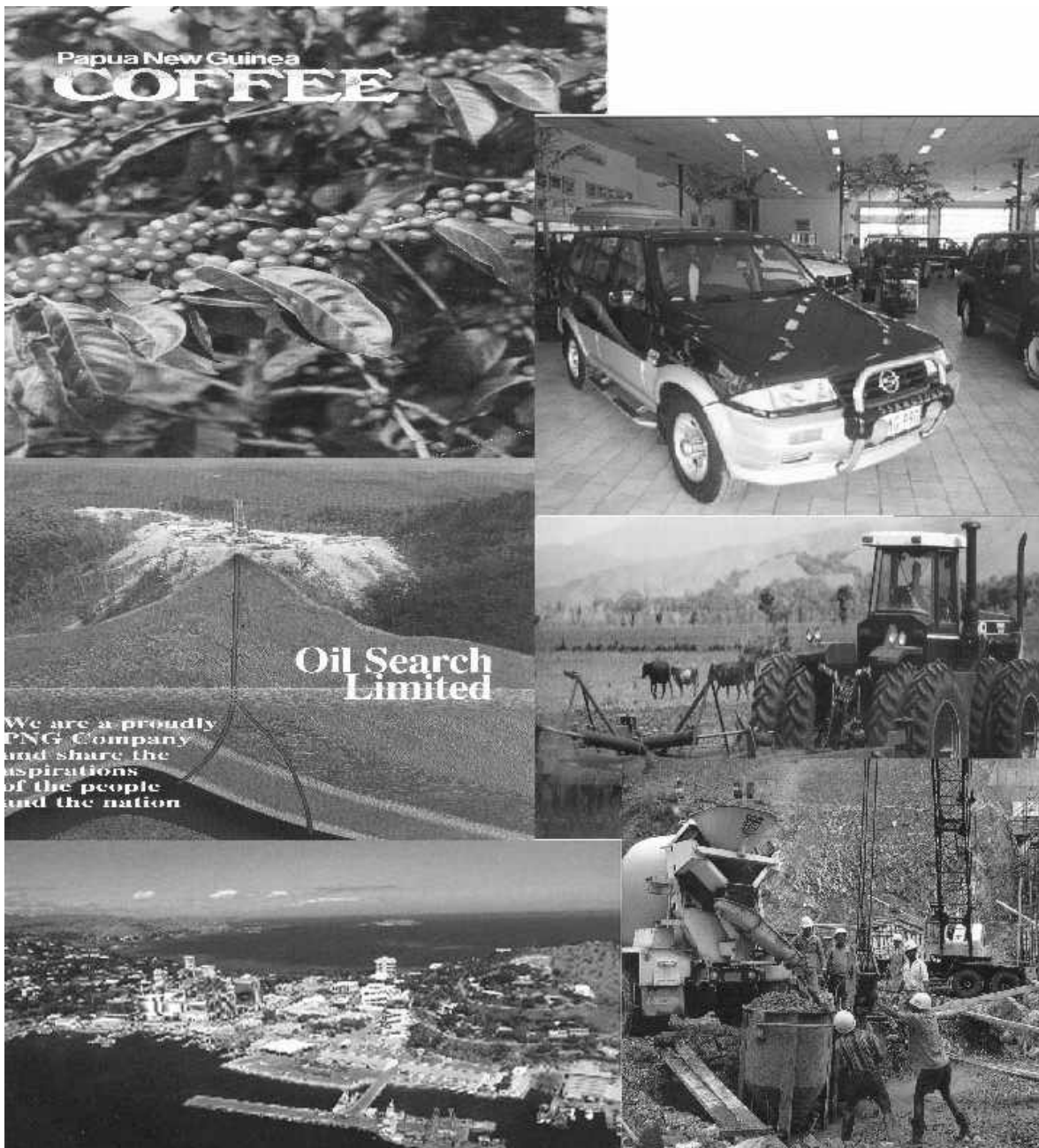
## **6. Characteristics of Community Development**

Community development which improves the lives of the community has many characteristics which are universal. Some of these characteristics are:

- all people affected by change should be involved.
- respect local knowledge and use local talent
- sustainability – people feel more attached to a project they have helped in. They will therefore manage and maintain it better.
- build local capacity – long-term community sustainability depends on developing human and social abilities.
- effective, transparent communication.

 Ask the students to look at the photographs of different types of community development on the following two pages. In pairs or in small groups have students discuss the questions.

## 👉 1.1 Activity 8 - Large scale commercial development



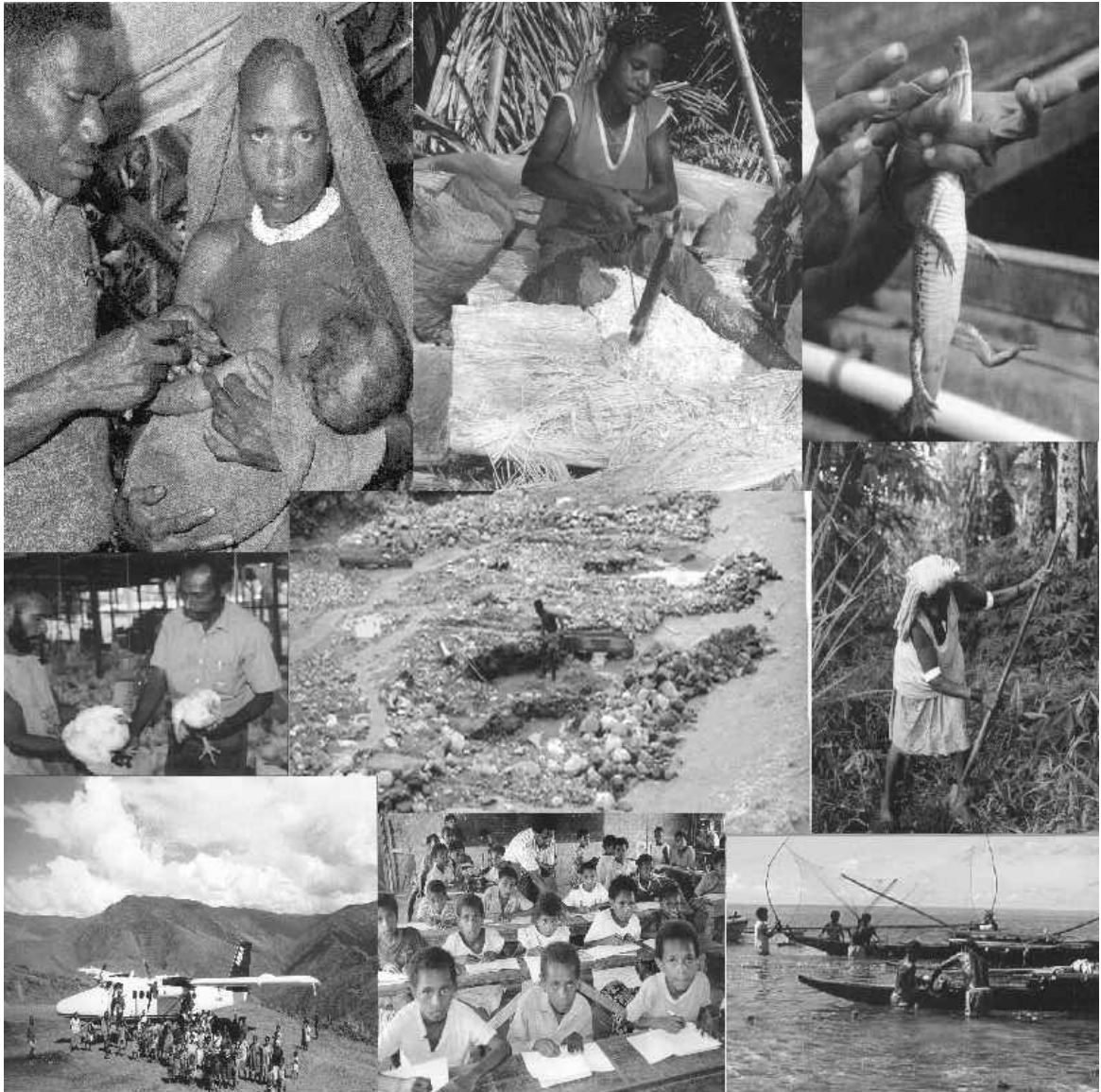
*The photographs above represent different types of development all of which have been and continue to be important to the development of Papua New Guinea.*

*What types of development do you observe in these photographs?*

*How appropriate are they?*

*What are the benefits and disadvantages of these types of development for communities in Papua New Guinea?*

## 👉 1.1 Activity 9 - Small scale community development activities



*These photographs represent smaller community development activities, which are common in many parts of Papua New Guinea.*

*What types of development do you observe in these photographs?*

*In what ways are they different from the previous photographs of development?*

*In your opinion, what type of development is best suited for Papua New Guinea?*

*What do you think development is for? Add your own ideas to this diagram*

*Floodgates of a cash economy have been opened in Papua New Guinea, what options are available?*

*What is the world you are preparing your students for going to look like and what information and skills will they need to survive?*

**i** Discuss with the students the concept of economic development and how it is needed to sustain a cash economy. Have the students complete 1.1 Activity 10.

## **1.1 Activity 10**

Look at the drawing of the Kina, which shows how people are drawn into a cash economy. The consumer society is based on the cash economy.

What is a consumer society?

In your opinion what are some of the negative and positive consequences of the cash economy?

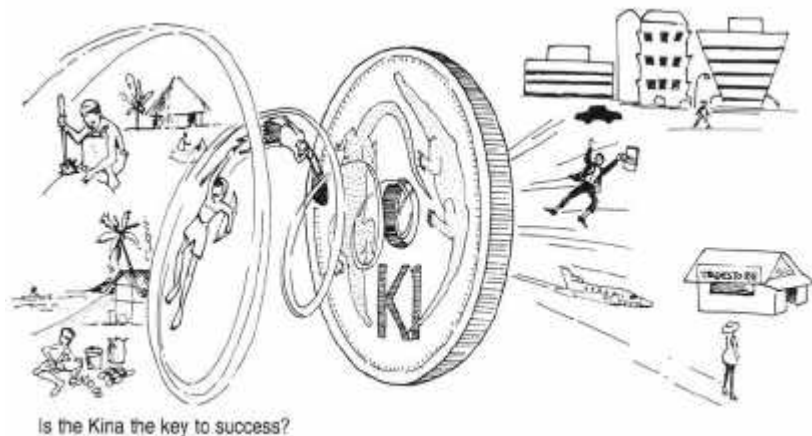


Figure 2: The cash economy.

## **7. Different views on development**

One of the great problems with community development is that people have their own view about what is good community development and what is best for their community's progress. This often sees traditional beliefs clash with modern /western values.

**i** Refer the students to the following Section entitled: **Different views on development.**

Ask the students to read both carefully and then in small groups to complete the follow-up activity.

As they read the passage by the Pastor, ask the students to think of how they would respond to this respected elder if he were a member of their village.

Encourage students to stand and respond in the language of their choice.

Below are two articles which discuss the development of the Purari hydro-electric power project. The first article was written by a pastor who lived in the area that was to be used for the power project. The second article presents a scientist's view of the changes that would occur if the power project went ahead.

I have been listening to the government officers and radio with interest about what will happen here. Sometimes I wonder how the whiteman will be able to close our river to make power for Papua New Guinea. Many of us believe that they will not be able to succeed in their attempt to close the river. To us it is a sacred place. The whole Purari, and especially up stream, is so sacred because that is where our ancestors came from. The trees, animals, birds, and even rivers are the product of our ancestors. If the whitemen close the river it will be only a short period of time before our ancestors will spoil their work and open the river once more. How can our Black government ignore our beliefs?

What is more important, is it money or is it our traditional beliefs and values? I have spent the young years of my life in Port Moresby. I have seen it developed from a little mission station into a city. I have seen many Motuans lose their hunting grounds and gardens. Motuans can no longer hunt or dig the soil for gardens. Instead they have turned to the government for work in office buildings. I do not want this to happen here or to our children.

The land was given to us by our ancestors and we have every right over the land. This also applies to the river. I would like my children to know that the river is part of our life. What will happen to us when the clever men close the river?

Source: *Purari-Overpowering PNG?*, International Development Action, Melbourne, 1978, p. 1

**Extract:** The following are: ... to be included as unavoidable impacts [of the Purari project].

Impacts related to the flooding of forest and riverine areas,

Loss of vegetation, historical or archaeological sites, flooding of the villages of Ururu, Kairuku and Tatu and the displacement of these people to other areas.

Impacts related to the creation of new aquatic habitats. Aquatic weed problems...

Impacts related to the artificial barrier across the river. Disruption of fish migration, river travel...

Impacts related to the river flow and water quality downstream. Productivity changes in the delta,... dynamic changes in erosion patterns and salinity intrusion.

Impacts related to the power lines and service roads. Settlements along the roads, increased travel and disease transmission, erosion from road cuts etc.

Impacts related to the industrial complex, port and township. Water and air pollution, uncontrolled resource exploitation, loss of land for agriculture, urban problems etc.

Impacts related to comprehensive development. Loss of natural vegetation, increased erosion, pesticides and fertilizer usage, possible over-fishing...

Impacts related to construction. Foreign labour problems, introduced diseases, destruction of natural areas during construction, barge travel up the Purari, social disruption etc.

We feel these are all unavoidable impacts, although there are more.

Source: Purari Overpowering PNG? International Development Action, Melbourne, 1978, p. 47 in **Economics for the Developing Nation**, 1992

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## 1.1 Activity 11

Consider the two articles above which both express opinions about the Purari hydro-electric power project. Write down in your own words:

- *what you believe the pastor feels about the project and the reasons given*
- *what you believe the scientist feels about the project and the reasons given*

Discuss with your peers:

- *what you think the pastor and the scientist agree on*
  - *what differences of opinion you think they may have about the impact of the project*
- 

 Refer to Appendix 1 Teaching Techniques and 'Circle Word Game'

**Community is.. Development is...**

## Topic 2: Principles of Community Development

### Objectives

By the end of this topic students will be able to:


- Describe important principles of community development
- Apply these principles to community development projects.

### Scope

This topic is a brief introduction to three important principles of community development:

- sustainability
- participation and
- equity and social justice

These principles are expanded and explained in greater detail throughout this course.

 After reading the Scope, refer the students to the heading Principles of Community Development.

Explain that three broad principles will be discussed:

- sustainability
- participation and
- equity and social justice

Read through the principles and allow the students to complete the activities independently or in groups.

## ***Principles of Community Development***

Successful community development depends on certain basic principles being followed. Just as with building a house you must establish a strong foundation or the whole thing will later collapse community development also needs a strong foundation. The principles described briefly below apply to community development in any community and in any context.

### Participation

Participation or participatory development is the first basic principle of community development. It means listening to the voice of the people and assisting them to develop their own community, in a way that they want it developed. It means finding appropriate ways to involve people if they choose to become involved. Sustained community development ultimately depends on people participating in their own development from the early planning stages through to completion. By doing this people are more likely to manage and maintain their new development.

Some important principles of participation include:

- listening
- questioning
- respecting local knowledge
- using local talent

(Refer to Module 2.1 Participatory Development)

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## 1.1 Activity 12

*If you were involved with a community development project at a primary school, what actions would you take to ensure that the project followed the principle of participation? How would you try to get affected community members participating actively? Discuss your ideas with a group of your peers.*

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## Sustainability

The principle of sustainability or sustainable development is a basic principle of community development and often very difficult to achieve. When change is introduced to a community, it is hoped that the community will manage or maintain it.

Sustainability can be achieved with outside support or without outside support.

Whether it is a new primary school library or water-well if it cannot be maintained or managed by the community members it will fail.

Some principles of sustainability include:

- active participation of community members in all aspects of the project.
    - identification of problems/needs
    - planning
    - implementation
    - monitoring and evaluation
  - use of appropriate technology that can be maintained and serviced locally.
- 
- 

## 1.1 Activity 13

*Consider the following projects and list the ways they can be sustained from within the community without outside support. Try being as specific as you can.*

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Project	How sustained from within the community.
1. Community water scheme	
2. Library books for a school	
3. Computers for a college	

## Equity and Social Justice

The third principle of community development is equity and social justice. What do these terms mean?

In terms of community development the principle equity and social justice means:

- all community members, regardless of culture, religion, sex or age, having the opportunity to participate actively in their community.
- availability for peoples' access to information that is presented in ways they can understand
- fairness in peoples' access to and use of community resources.
- community members not being disadvantaged or denied their democratic rights by any form of community development.

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### 1.1 Activity 14

*Write a slogan or a song that promotes equity and social justice in community development. It could be used to educate and inform people about their roles and responsibilities in a community development project.*

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## Topic 3: Introduction to Sustainable Development

### Objectives

By the end of this topic, students will be able to:

- Discuss the term sustainable development and how it applies to community development
- Discuss and give examples of the different factors which sustain development.

### Resources

- Articles in Student Support Material Book
- Readings in Library

### Scope

This topic examines the principles of sustainable development and the factors which sustain development. The Eight Point Plan for the development of Papua New Guinea is examined as it is still a relevant reminder of the types of development envisioned for this country.

**i** Refer the students to the Topic 3: **An Introduction to Sustainable Development** in their Support Material.

Read and as a class or in groups discuss the following illustration and the questions posed.

### Sustainable Development and resource use

For many years people believed that natural resources such as oil, iron ore, and timber were unlimited – that they would never run out. Forests, fisheries, animal products etc., if properly cared for, are theoretically renewable. Other resources are clearly limited. Once used, they can never be replaced.

The following illustration at Figure 3 shows some of Papua New Guinea's natural resources.

*How many natural resources can you identify in this picture? What natural resources do you have in your own community? Make a list of which of these resources are renewable, and which resources can never be replaced?*



Figure 3 The resources of Papua New Guinea. Source: *Economics for the developing nation*, 1992

**i** Ask each student to write down independently what they think the term sustainable development means.

Share definitions with the whole class and develop a shared understanding.

We developing a class definition consider sustainability of activities as well as the sustainability of resources (human and physical).

Read the following section together with the class. Stop and discuss the questions posed. You will need to refer to the National Goals and Directive Principles.

Try to create a lively debate.

Papua New Guinea like any country must take into account present and future needs when deciding how to use its resources. Use of resources should bring satisfaction and maintain a harmony with nature. People need to decide whether the immediate benefits of using resources are sufficient to justify the cost.

What are some of the benefits and costs associated with developing the timber and oil and mineral resources of PNG?

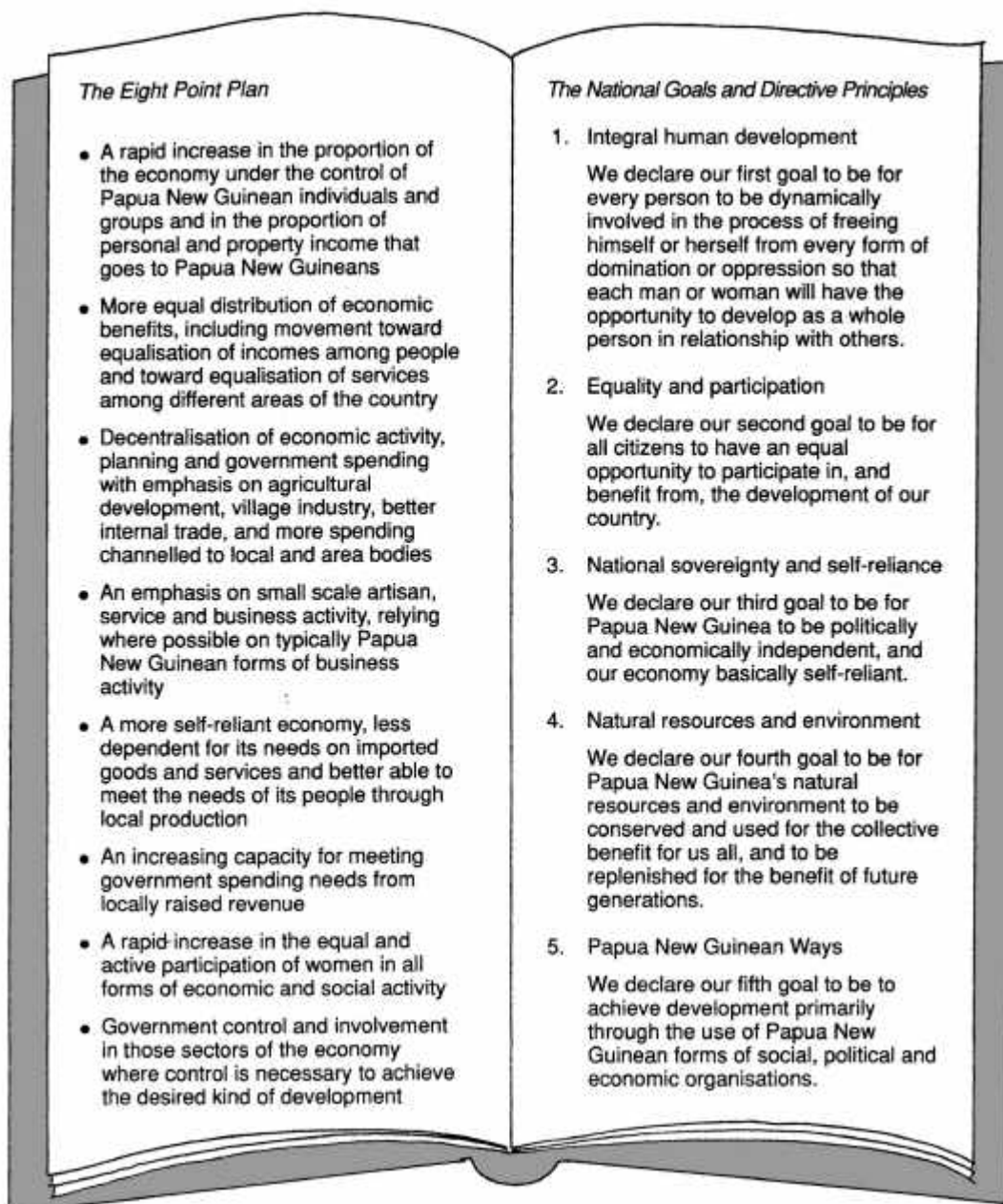
## ***Development goals***

It is important for individuals and societies to have clear development goals, which state exactly what they hope to achieve.

Some years ago not long after independence, an **Eight Point Plan** and the **National Goals and Directive Principles** were written. The Eight Point Plan was basically a set of economic and social development goals for a rural emphasis on development, and the creation of self-reliant rural communities.

The Eight Point Plan and the National Goals and Directive Principles are set out below.

*The Eight Point Plan and National Goals and Directive Principles*



Source: *Economics for the Developing Nation*, 1992



## 1.1 Activity 15 - Discussion questions

*In what ways do the Eight Point Plan and The National Goals and Directive Principles try to ensure sustainable use of natural resources?*

*Explain what you think self-reliant development is? Give examples from your place.*

**i** Explain that there are different approaches to sustainable development.

Refer students to '**Factors which sustain development**'.

Stop at the end of each section and discuss the key questions. Alternatively, encourage groups to discuss these questions and then report back to the whole class.

## ***Factors which sustain development***

### **Social Factors**

Social Structures which sustain development

This stresses social structures and needs of society. This type of sustainable development puts basic human needs first as the most important function of sustainable development.

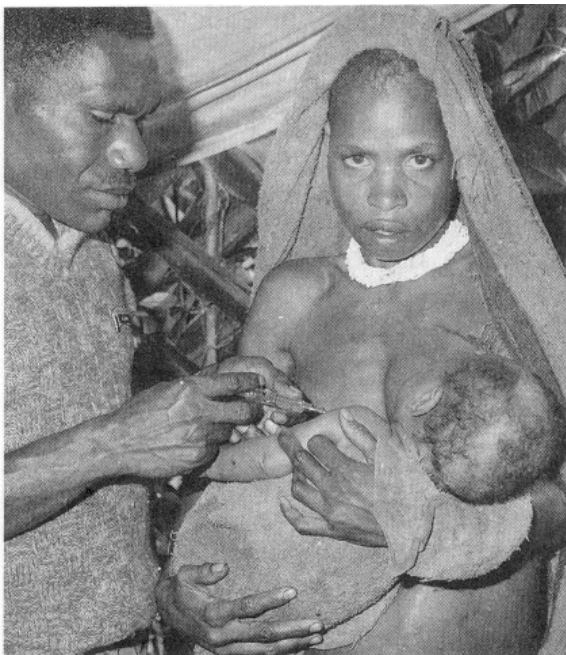
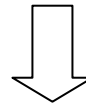
#### **Key elements include:**

Grass roots participation of people in all stages of the development process

Meeting basic needs through self-reliance. E.g. having your own garden, self-study. Refer to the Eight Point Plan

The use of appropriate technology and indigenous knowledge

**Examples:** The development of a community health clinic, which uses traditional and modern medicines



### **Key questions:**

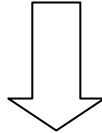
1. *Think of the issues of working together as a community, the importance of organisation and cooperation within a sustainable community development project.*
2. *What social skills are important and necessary in organising sustainable community development activities?*
3. *List examples of social sustainable development from the Eight Point Plan.*

## Economic Factors

### Economic development

Often economists talk about sustainability in relation to the economy but what they are really talking about is sustainable economic growth. This refers to the situation where an economy is growing over a period and surviving times of relative depression. Tied up with this idea of development – people are encouraged to buy and spend more. This consumer activity creates more economic growth and demand. However not everyone in PNG is a consumer in the cash economy.

**Examples:** Wokabout somil bought by the community will provide cash income for the community. Selling vegetables in the market.



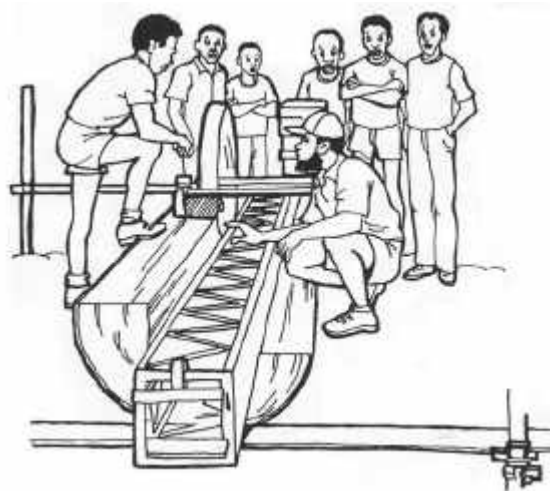
### Key questions:

1. *Often economic growth is measured by a continual rise in GDP per capita. What is GDP?*
2. *Why is GDP an inappropriate measure of wealth of Papua New Guinea?*
3. *How can dependency on cash and consumer buying lead to unsustainable development?*
4. *List examples of economic sustainable development from the Eight Point Plan.*



## 1.1 Activity 16

*Put yourself in the position of the people in these two different situations. The vegetable seller and the wokabout somil operators. What does each need to know about money management?*



### Environmental Factors

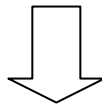
Environmental sustainable development

This type of development puts emphasis on the natural environment and ecosystems and sees their preservation as fundamental to the future of the human race. Any community development project must not harm or compromise future generations use of the environment.

**Key elements include:**

Ecosystems, the biosphere: the earth as an ecosystem, natural production, carrying capacity, physical laws, natural cycles and humans as important parts of the environment.

**Examples:** Eco-forestry development, such as, selective logging, eco-tourism, fish farming and butterfly farming.



### Key questions:

1. *Why is sustainability considered such a big issue for development?*
2. *What is conservation?*
3. *Why is it important to plan the use of community resources?*
4. *How does this planning contribute to sustainability?*

## 1.1 Activity 17




This photograph shows a small-scale fish farming business established in the Madang Province. Fish farming conserves wild fish stocks by growing barramundi in sea pens. In this photograph breeding stock are kept in land-based tanks. Eggs are removed and baby fish are raised on specially prepared food. Dinner plate sized barramundi sell for 8-10 Kina. One fish farm can handle up

to 50 000 fish.

*Explain why this could be a good example of sustainable environmental development for a community?*

*This fish farm cannot sustain itself. There are outside inputs needed to make it sustainable. List what you think they are.*

 Refer to the article on sustainable rainforest products.

Ask the students to read the article and to think of their home place and the remaining forests there and how they are managed. Ask them to read it in groups and to answer the questions cooperatively.

## ***Sustainable rainforest products in Papua New Guinea***

Adapted from WWF sources

Sustainably harvested rainforest products are goods that can be replenished such as fruits, nuts or oils. These products are collected from the forest in a manner that does not degrade the forest ecosystem. Sustainably harvested products are being examined as an economic alternative to non-sustainably harvested products such as timber.

*Can you think of examples from your community?*

**Subsistence agriculture** - Although there is growing replacement of subsistence goods with trade items, almost 84 per cent of the adult population of Papua New Guinea continue to depend directly on the environment for their livelihood either through the subsistence production of food and/or for the supplementary production of food crops for sale at local markets (National Statistics Office 1995).

*Survey five friends to see if they can name different subsistence forestry products from their province.*

Earlier studies have identified uses for 1,035 species of plant across Papua New Guinea for food, medicine, fibres and ropes, stimulants, building materials, personal ornament, art utensils and canoes and rafts (Powell 1976). In times of drought and other stresses, these wild forest foods provide the primary source of sustenance for many communities (Bourke 1998).



Family based agriculture is equally an important source of income for rural communities with annual sales of food and betel nut averaging K1 75 million or K250 per house- hold in the early 1990s (Bourke 1993 cited in Filer and Sekhran 1998).

*How much money do you think the average betelnut and mustard seller makes in:*

*- 1 day, 1 week, 1 month, 1 year?*

*Do some research and calculations*



Figure 4: Betelnut sellers. Source: Kaindi Snaps

## Conclusion

Traditionally, Papua New Guineans have always tried to manage their rain forests in a sustainable way. Even subsistent farming and gardening was based on a cycle of fallow and cultivation of 20-30 years to allow the land to recover.

*What are the challenges to these forms of sustainable living?*

(Refer to Agriculture module 1.4 Sustainable Agricultural Systems)

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## 1.1 Activity 18

Read the following letter to the Editor, 'Loggers play their part in development' which appeared in 'The National' newspaper 28 February 2000. It argues for a continuation of logging practices.

As you read it, think of the issues of sustainability of natural resources.

Identify the facts from the opinions and make a list of each.

Decide whether the argument is supported by facts.

**A letter sent to the editor****Loggers play their part in development**

I am a forester on the street and would like to comment on the National Government's freeze on all new logging licences or operations. In my mind, this is a short sighted anti development policy.

It is definitely not in the interests of Papua New Guinea.

Revenue being generated from logging into the public purse at the moment is believed to be second only to mining and petroleum. Forests like marine and agriculture are renewable resources and can benefit both current and future generations. Landowners should have the power to cut their timber as they wish and provide for the well being of the present generation. Revenues from forestry are needed to help with the development of our country. It is not progress to keep the forests as they were. People's needs and the economy have changed. Traditional ways of managing forests are no longer economic and do not provide the returns commercial logging does.

Every timber concession has a permit or documented proposal to be implemented at one stage or another during the life span of each project. The same document also stipulates control to environmental damages and conservation of areas of unique importance. It is possible to protect the environment and log – in most cases; it is in the national interests to replant forests with cash crops such as oil palm and coconut.

One only needs to travel to areas where logging has brought developments to communities such as the establishment of roads, medical facilities and schools and compare these areas with communities where the forests are not logged. It is easy to draw a sound conclusion on this matter.

Most logging operators have mechanical, technical and financial capabilities to make these things happen, generate revenue for the State and landowners and, most importantly, operate in a sustainable manner for the best interest of our environment and for the benefit of the future generation.

Street Forester

Source: *The National*, Monday 28 February 2000

*What do you think of this argument? After having read the article on Sustainable use of Papua New Guinea Rainforests write a reply to Street Forester expressing your support or disagreement with his arguments. Back up your opinions with facts.*

## Additional Activities

**i** These additional activities can be used to support the main body of the module. They may be photocopied and used as individual research or homework. They could also be used for an assessment task.

### Development and personal change

**i** When examining development and change, it is often useful to consider the individual and how she/he adapts to, embraces or is affected by change. Use this section with your students if you wish to explore the effects of development change on the individual. All the activities are used in community development work to help communities take charge of their own development.

Encourage the students to read the following paragraph and complete the activities.

Think about these questions and the types of development you support and the possible consequences this development will have for you and your community. Look at the mango tree drawing which is a metaphor for healthy community and development. Use the diagrams at Figure 5 to help you make your decisions.

*Who are you and what is your culture?*

*What are the signs that mark you as being unique from other cultures?*

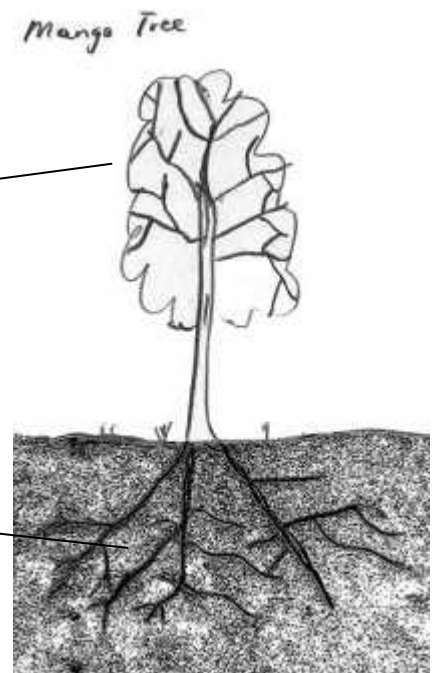
*In what ways do you know and practice your culture?*

*What part of your culture gives you strength?*

*List five important things that you believe in that are part of your culture that you would protect during any community development activity.*

New growth = positive change and good development

Strong roots = strength to change and grow because we know who we are and are strong in our culture. Change is built on the shoulders of the ancestors.



## Development and change



Figure 5: Development and change. Source: *Race for the Rainforest II*, Bismarck Ramu, ICAD.

**i** Explain to the class that forestry as practiced now by most commercial loggers is one of the least sustainable industries in the country. Have the student read the article entitled Non – Timber forest products which looks at alternatives to commercial logging.

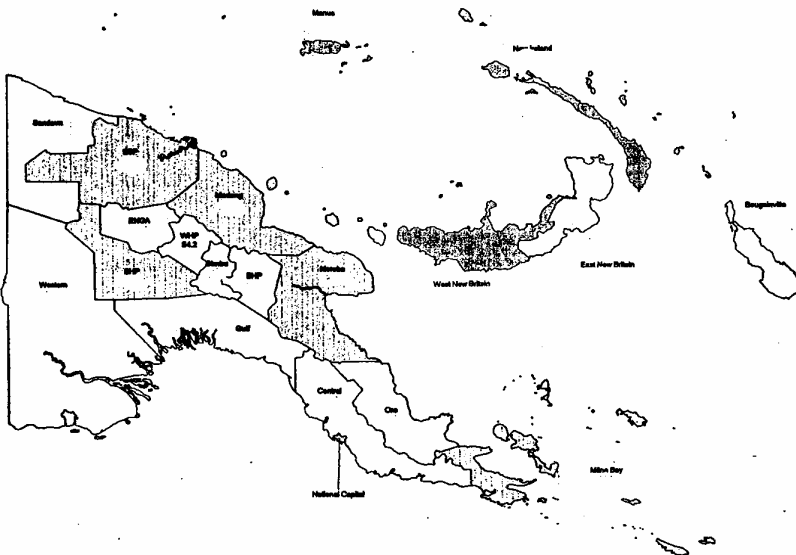
Explain 1.1 Activity 20 and 21 and ask the students to complete these independently. Encourage peer sharing at the end of the activities.

## Non-timber forest products

Non-timber forest products are those, which are available naturally in the forest. They are products that the owners of the forest know about and know how to use.

We can now add knowledge about business and marketing to this wisdom. At the same time, we need to think about the wise use of the products so that our forests, and all the many different plants and animals in them, remain for the future.

*Conduct an informal class survey to find out what if any sustainable uses are made from forests in different provinces in PNG. Present findings on a class map.*



### Why not cut down a tree for timber?

The trees in the forest, which are wanted by loggers for timber, are usually trees, which take a long time to grow. It is possible that the same kind of tree will grow back again in that place, but it will be many years before it becomes a mature tree, may be even as long as 40 or 50 years.

There are two kinds of logging done in Papua New Guinea. The most destructive kind is **'clear-felling' or industrial logging**. In this kind of logging all the trees and other plants growing in the forest are destroyed, and the forest will usually not grow back. Anything that was useful to use in that forest has gone forever.

- *List as many points for industrial logging and as many against as you can think of. When considering the points in favour try to think why communities would be forced to consider clearing their forests.*

The other kind is **'selective logging'**. In this kind of logging, the loggers try not to damage the forest too much. They take only fully grown trees, and only cut down the particular kind of trees they want. Some of the large companies do this. An example is the Gogol Timber Concession. Local people who use 'wokabaut somils' carefully should also be encouraged to practise selective logging.

#### **What about our future and our children's future?**

Many things might tempt us to cut down the trees for timber, even if we know what it means for the future. We know that we will be given money, and maybe the logging company has said it will provide things like roads, clinics, and schools.

Perhaps our area has not had much in the way of development before.



## **1.1 Activity 19**

*Look carefully at this drawing, discuss the following questions:*

What is happening in this drawing?

What are the two different expectations?

How do you think these different expectations came about?

In what ways do you think that you could be useful in this situation?

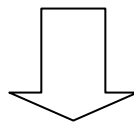
The decision not to allow the trees in the forest to be cut for timber is a very difficult one. We have to weigh up the advantages of getting a lot of money quickly, against getting a smaller amount of money for a longer time. This is where **sustainable thinking** and practice are important.

Papua New Guineans do not need to cut down trees and turn them into timber to make money from the forests. There are many trees, plants, and animals in the forest that can be used today, just as the ancestors used them. Some of the other ways that trees, plants and animals can be used are also economic – that is, the products can be exchanged for money.

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 **1.1 Activity 20**

*Read the following information and convert into a chart using drawings and symbols.*



Forest products other than logs and sawn timber play an important role in community forest enterprises. Minor forest products include resins, oleoresins gums, food materials, oils, essential oils, tannins, fibres, cork, medicines and dye material. Some of the better-known forest products harvested and/or exported from Papua New Guinea have included sandalwood, rattan and dammar hire or Surest gum. The sago palm is of economic importance to the country as a staple starch for many communities and nypa palm has economic potential for alcohol production. The extensive ti-tree forests in the Western Province have been investigated as the basis for a distilled ti-tree oil industry. Other forest dependent industries include insect and butterfly ranching, orchids, crocodiles, deer, fish and cassowary production. The value of these industries has been estimated by Sekhran (1996) as - insects and butterflies K344, 000 (1993); crocodiles K1, 673,000 (1993); rattan K200, 000; handicrafts K318, 000 (1992). Other industries such as tourism depend to a significant extent on the quality of the local forest environment and landscape.

*Source; World Wildlife Fund for Nature, 1999.*

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# Glossary

<b>Agencies</b>	groups / network agents
<b>Communication</b>	passing messages from one person to the other by phone, letters, oral, etc
<b>Community calendar</b>	activities in the community in a year
<b>Community development</b>	people living together making choices based on the needs of the community
<b>Community development workers</b>	facilitators of development in the community
<b>Community leader</b>	a leader in the community, usually elected by the people
<b>Community Conflict resolution</b>	a group of people living together or have something in common to be able to discuss and find solutions to problems
<b>Culture</b>	traditions, society, beliefs, art and language of a group. Is changing all the time
<b>Developed countries</b>	countries with high standards of living usually judged by the level of GDP
<b>Developer</b>	one who develops
<b>Developing countries</b>	countries still under developed low levels of GDP, and high levels of poverty
<b>Development</b>	people making choices based on values and merits of change
<b>Donor agents</b>	organizations which help financially or with resources for those in need
<b>Environment</b>	surroundings or things that are around us - can be natural or created
<b>Environmental sustainable development</b>	preservation of environment for future use
<b>Equality</b>	having an equal amount, being equal
<b>Facilitation</b>	the process to be able to lead, guide etc
<b>GDP</b>	Gross Domestic Product - the value of all goods and services produced for final consumption and for investment within an economy during a year
<b>Infrastructure</b>	roads, electricity and water supply, health services, etc, which are necessary for the efficient operation of the economy
<b>Leadership</b>	someone who has status and qualities of being a leader
<b>Media</b>	information usually offered to the community through newspapers, television and radio
<b>Mediation</b>	liaise with developers or different groups of people about common problems
<b>Network</b>	sharing ideas or different ways of communicating



<b>NGO</b>	Non-Government Organisation
<b>Participation</b>	actively involve in any development or decision-making
<b>Participatory development</b>	to be able to contribute ideas/ decision-makings in the development of a community
<b>Poverty</b>	lacking or not having enough to sustain basic human basic needs
<b>PRA</b>	Participatory Rural Appraisal - method or series of approaches for working with communities
<b>Problem identification</b>	to be able to identify problems
<b>Problem solving</b>	to be able to solve problems which often involves a process or types of thinking
<b>Prosperity</b>	richness and success
<b>Relationship</b>	sense of belonging, identification
<b>Research</b>	to find out problems and make solution
<b>Resource</b>	anything that can be used to help satisfy needs and wants. These include natural resources (such as land), human resources (labour and enterprise) and manufactured resources (capital and consumer goods)
<b>Role</b>	duty statement or tasks
<b>Sense of belonging</b>	a sense of identity
<b>Sovereignty</b>	countries or people which have powers over certain things
<b>Subsistence</b>	to sustain or to maintain or to uphold
<b>Sustainable economic development</b>	income generating projects for future use
<b>Sustainable</b>	to be able to look after now for future generations
<b>Third World</b>	developing countries
<b>Under-development</b>	countries still developing

# Appendix 1: Teaching Techniques

## Round robin

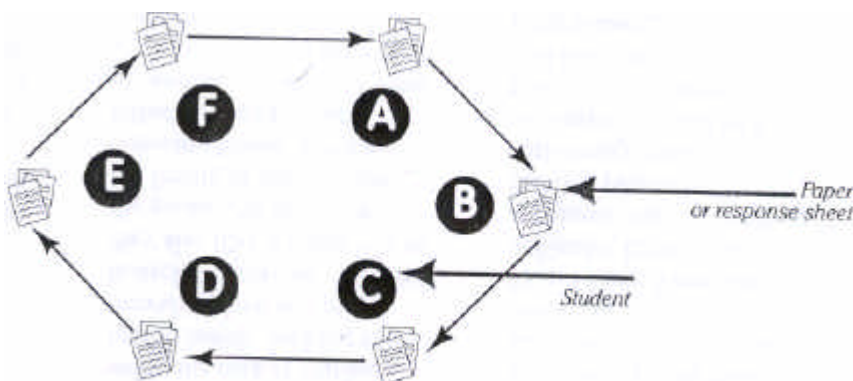
### Purpose and application

- Brainstorming
- Full participation
- Gathering information
- Developing new ideas
- Beginning a topic

This is one of the most effective strategies for cooperative learning. It avoids several of the disadvantages of a whole-class brainstorm and is highly productive. The **Round Robin is a valuable strategy and** can be used at the start of any lesson or module since it allows the teacher to discover the general level of knowledge of the class.

### How to set up a round robin

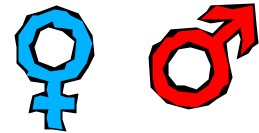
1. Split the class into the groups of about 3-6 students. Each student is to have a response sheet and a pen/pencil.
2. Each student is given the same problem or task; e.g. a focus question
3. At a given signal, each student begins to write responses on their own piece of paper. No talking takes place. After one to two minutes, give a signal to change sheets. Each student passes their paper to the person on their left, reads the new sheet, and then continues to write more ideas on that piece of paper but may not repeat what was written on the first paper and may not repeat what has just been read.
4. Repeat the swapping of response sheets until one's own sheet is returned or until ideas dry up. This occurs every 30 seconds to two minutes or longer, depending on the question and level of consideration.
5. Each group can then discuss their findings, make a collated report on paper and report on the best one, two, three or four ideas.



## **Male and female brainstorming**

### *Purpose and application*

- Male and female independent participation and comparison
- Generating new ideas
- Gathering information



### *Procedure*

- The same as regular brainstorming except choose two students, one female and one male to record ideas from males and females in the class.
- You can encourage friendly rivalry to make it more fun
- After the lists have been completed, the class should have generated plenty of good ideas.
- Compare lists to check out any major differences between the groups.

## **Triad**

### *Purpose and application*

- Small group discussion
- Listening, reporting & recording skills
- Feedback
- Full participation

### *Procedure*

Students get into groups of 3 and name themselves A, B or C

A and B sit opposite each other with knees almost touching.

A has to speak slowly to B giving her / his opinion and knowledge concerning the topic chosen.

B must pay close attention and try to keep eye contact

C records everything said by A. After a minute or two B may ask A a question to help keep the flow of ideas coming.

C records each question and answer

When the conversation dries up, A and B turn to look at C who reads the notes. There may be a short discussion to check on what was said and heard.

A now moves into the Recorder's chair, B moves to the Speaker's chair and C becomes the Listener.

Continue swapping roles until everyone has had three changes.

### *Comment*

- It is not always necessary to have all three rounds
- Give the groups three different topics to discuss. This will keep their attention and stop them getting bored

## Buzz groups

### *Purpose and application*

- Buzz groups are flexible and easy to organise, and may take as little as 30 seconds of class time depending on their objective.
- Groups can be from 2-6 students who discuss issues or problems for a short period within the lecture or lesson.
- Students can turn to face the person sitting beside them or a whole row of students can turn to face the row behind them.
- Tasks given should be specific. . eg: ‘List 3 reasons for...’ and not ‘ Why do you think..?’
- It pays to set a time limit for discussions.

### *Possible objectives for using buzz groups*

1. Clarification
2. If you think that you may not have got your point across – set a problem or task for the students to work at in 2’s or 3’s. The problem should be simple and test application of the point being taught.
3. Feedback
4. Move around the class and talk with groups who may be having difficulty with the buzz group task.
5. Consolidation of understanding
6. Buzz groups take place immediately following a teaching point and so student understanding can be increased with discussion that helps them think about the topic. It also helps with remembering.
7. Release tensions

## Circle word game

### *Materials*

- 1 object for each group to throw and catch

### *Method*

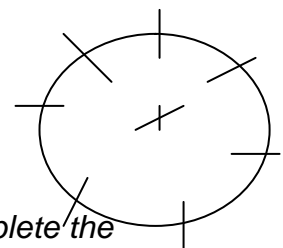
- Divide the class into 2 – 3 groups
- Groups to stand in a circle
- One person in the middle with an object that can be used as a ball
- The middle person throws the object to people around the outside and says:

**Development is**

**or**

**Community is ...**

- The person who has the ball passed to them must complete the sentence
- The game must be played quickly



- *People must say the first word that comes into their mind*
- *Allow the game to go for 2-3 minutes.*
- *Stop the game and ask each group to come up with a definition of community development*
- *Share with the whole class.*