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The School of Public Leadership (SPL)

Stellenbosch University

Integrated Community Development Planning

INTRODUCTION

Accreditation:

This 12-credit HEQF level eight short course covers knowledge of a postgraduate programme formally approved and quality controlled as required by the South African Qualification Authority (SAQA) and the Higher-Education Qualification Committee (HEQC).

Aim and premise of the course:

This course is aimed at locating the principles and strategies for **Integrated Community Development Planning (ICDP)** in people-centred sustainable development at grassroots. The point of departure is that empowering sustainable development starts with grassroots facilitation processes (programmes and projects) through which the intended beneficiaries of development *influence*, *direct* and *own* their own development at grassroots, or community level. This hypothesis is explored in a participatory and inter-active manner with course participants with regards to how **ICDP** should be planned and facilitated in general as well as in their particular areas of community facilitation. In this regard the following statement on **ICDP** acts as point of departure, i.e.

> *"Grassroots community development facilitation, within the context of people-centred development, is an essential part of human growth, i.e. the development of self-confidence, pride, initiative, responsibility and cooperation among community members. Without such a bottom-up development process among the people themselves efforts to alleviate poverty and capacitate community-building will be more difficult, if not impossible. This social learning process, whereby people learn to take charge of their own lives and solve their own problems, is the essence of empowering and sustainable people-centred development".*

This course is committed to the international *principles*, *theory* and *strategies* for **ICDP** as a foundation for people-centred development; community development facilitation and enablement; community empowerment and good governance in general and Developmental Local Government (DLG) and Integrated Development Planning (IDP) in South Africa specifically.

Target Participants:

This course deals with some of the knowledge and skills requirements for selected levels of development facilitation and enablement through **ICDP** at grassroots. The course content was designed in adherence to contemporary South African legal and policy requirements as well as internationally recognised best community development practice. Both the general and specific focus of the course endeavours to focus on **ICDP** as facilitated by grassroots, community-based change agents (Theron 2008: 1-22) [**see: Course notes**). In this regard local government officials (*inter alia* housing/social welfare/health/community development and specifically Community Development Workers and Ward members); Community Police Forum members; NGO's; CBO's; civil society community groups and organisations and lay persons interested in participation in community work through community development, will have an interest in the course.

Course objective and outcomes:

The overarching objective of the course is to equip participants with knowledge and skills for facilitating **ICDP** to ensure that social capital and local knowledge skills of community members are invested to its full potential. Based, inter alia, on pre-course experience and in-course dynamic interaction and mutual social learning among participants, this **ICDP** course *could* ideally result in the following mutually reinforcing social learning and empowering outcomes:

Outcome 1:   To understand the context of **ICDP** and the most relevant principles and theories to later integrate with appropriate **ICDP** strategy underlying authentic and empowering community-building and enablement at grassroots

Outcome 2:   To become familiar with the **ICDP** contexts (more so community development through DLG and IDP) to later integrate with appropriate **ICDP** strategy at grassroots

Outcome 3:   To be able to identify and assess an "appropriate mix" of relevant **ICDP** strategies through which to implement the building blocks of development (i.e. community participation; mutual social learning; capacity-building; empowerment and sustainable development) at grassroots

Outcome 4*:*   To be able to provide assistance and participate as community change agents during the planning of **ICDP** programmes or projects at grassroots [Post-course capacity-building and networking initiatives and communication with participants]

Assessment and credits:

After attending this course, participants should be able to fulfil the following assessment criteria through the indicated methods of assessment:

Assessment criteria:

Each participant must, through the assessments, provide proof that he/she has acquired a satisfactory level of knowledge and that he/she has mastered the practical applications for **ICDP** to the extent that it can be applied to relevant **ICDP** challenges and responsibilities.

Assessment methods:

Performance of participants will be assessed by means of an in-course *group* assignment and a more detailed post-course *individual* assignment:

- **In-course group assignment [*a group mark is allocated*]:** Overnight Assignment (see Day 4): Groups must allow sufficient time at the end of Day 2 & 3 to consider their points of departure, methodology and strategy as well as time-management for feedback during the morning of Day 4. Plan a Power Point or a flip-chart presentation, presenting your feedback in as much detail as possible. Participants will be asked (working as teams consisting of 6-8 individuals maximum) to critically reflect upon strategic **ICDP** considerations towards planning a community development project from scratch. The following is your brief, i.e.

1. **Goodwill**, a USA faith based NGO donated R 2 million to your community development group, called **Helping Hand**, to develop an integrated community development plan towards establishing a **Multi-Purpose Community Centre (MPCC)** in a rural village called **Forgotten** (Goodwill has specifically requested the establishment of a MPCC).

2. **Forgotten**, a former mining town (the mine is now defunct,) is a poor village of 450 people of all races (of whom 50% are children; many elderly and more woman than men – most men migrated to urban areas to earn an income). The HDI is very low. The community is frustrated due to poor service delivery by the Forgotten Municipality. Alcohol abuse is high as is the level of violence and child abuse. Teenage pregnancy is also high. The community lacks propper housing and infra-structure with regards to electricity connections, tapped water, medical facilities (only one municipal clinic). There is one poorly equipped primary school.

   The above multi-causal nexus of poverty has led to high unemployment resulting in a feeling of hopelessness at **Forgotten**. The only employee in **Forgotten** is Red Stone Bricks. There are three different church organisations; a Shoprite store; Forgotten Agricultural Store; a satellite SAPS office and a Dutch NGO which specialises in HIV/AIDS.

   3. To warrant the donation, **Helping Hand** has to abide to the following conditions set by **Goodwill**:

      3.1   conduct a stakeholder analysis and appoint a project planning team to plan the **Forgotten** MPCC

      3.2   following 3.1, conduct a SWOT analysis towards planning the **Forgotten** MPCC

      3.3   indicate the planning process to be followed for the **Forgotten** MPCC

      3.4   following the above steps, write a project proposal for the **Forgotten** MPCC to present to a **Goodwill** deputation who wants to assess the level of local public participation before committing themselves to the project donation

- **Post-course individual assignment [*an individual mark is allocated*]:** You are welcome to use the assignment topics below as point of departure, or alternatively formulate your *own topic* under the following conditions: (1) it must relate to **ICDP** principles and strategy and (2) analyze the outcome of **ICDP** strategies base on a real life case study of your choice. **Format:** 5-6 *typed* pages, with title page (name/topic etc.); table of contents; a body with relevant sub-headings; conclusions and recommendations, as well as a reference list (You are welcome to add attachments, i.e. relevant newspaper articles etc.). On request, the Project Manager can suggest a technical format for the assignment at the end of the course.

- **Suggested assignment topics:**

1. You are a community development official at a small urban municipality with a keen interest in **community meetings as participation strategy**. The newly appointed (from a municipality in another province) municipal manager, a manager who wants to make a fresh start in your community, asks you to act as the chairperson for a community meeting to be held in 3 weeks' time. The aims of the meeting will be to activate residents to be "more involved" in municipal affairs, specifically you're IDP. Compile a checklist of activities to be addressed during the meeting in order to ensure a successful public meeting during which community beneficiaries feel free to participate in discussions. Explain your strategic points of departure and planning steps; aims and expected outcomes for the meeting of which your act as the chairperson. Also compile an agenda for the planned meeting

2. Draw from your own working environment and **experiences regarding an ICDP case study** of your choice and evaluate it on the basis of the below-mentioned aspects after having given a general overview on the nature of the case, programme or project:

    2.1 issues discussed
    2.2 strategies used (what worked well and what not and why?)
    2.3 what would you have done differently and why?

3. You have been appointed as an external consultant to inform a mayor and municipal manager of a large municipality about **an ICDP issues in a future planned low - cost housing project** (or other project/issue of your choice). Outline your strategic and operational plan and advice to the mayor and municipal manager, as well as the future beneficiaries of the project, by using strategic community development planning and project management principles

4. You have been appointed to **manage an ICDP process** in a recent flood disaster area where 200 households are left homeless. Your task is to facilitate dialogue with the homeless regarding alternative accommodation. Compile a community development project team and draw up a work breakdown structure as well as your public participation strategy with/for the affected community. Explain your options and strategies in detail

5. Critically evaluate, in a case study format, the **principles of ICDP**; what it is supposed to achieve and how it will influence the quality of life of the community, by assessing the role of participatory community development planning in this regard. During this process, inter alia identify the benefits of community development and the cycle of community development planning. Conclude by indicating the potential pitfalls to community development

6. Against your understanding of **ICDP**, argue the following statement by integrating theoretical and practical points of departure, if possible by using a case study and applying your skills and experience in community development planning in development projects: **"Through**

their participation in community development, communities, as the intended beneficiaries, will determine the process whereby a community can *influence*, *direct* and *own* local development"

7. Following the principle of an "appropriate mix" towards identifying strategies for **ICDP**, select any two (2) from the list below, and explain in detail how it can be employed as a **community-building approach**:

7.1 a community radio

7.2 a community newspaper

7.3   community organizations (i.e. Police Forum; community watches; Lions; Round Table; Rapportryers; school governing bodies; church groups; woman groups, clubs, etc.)

7.4 municipal structures (i.e. Ward Committees)

7.5 local knowledge and social capital community groups (i.e. stokvels; burial societies; retired professionals, etc.)

7.6 specialist CBO's and NGO's in your area

7.7 local universities/colleges in your area

8. Critically reflect upon the **definition of community development [see Glossary]** and consider its philosophical; theoretical; strategic; management and policy implications towards facilitating **ICDP** in a case study well known to you

Course structure and daily programme of activities:

The course structure and programme is as follows:

Times	Day 1 ICDP principles, concepts and context	Day 2 Theory building and analytical framework for ICDP	Day 3 ICDP strategies – from principles, through models towards appropriate strategies	Day 4 Interactive ICDP case study – from ideal to reality: a participatory action-reflection learning experience	Day 5 Drawing learning lessons from ICDP towards reflection and action: what difference can I make as a community change agent?
08:00	Registration/tea/coffee	Tea/coffee	Tea/coffee	Tea/coffee	Tea /coffee
08:30 to 10:30	**Welcome and introduction to course:** 1. *SPL programmes and capacity-building networks; 2* Course objectives and points of departure; 3. Learning outcomes; 4. Teaching and learning methodology to be employed; 5. Time management and planning; 6. Course assessments and evaluations; 7. Course material and networks; 8. Post-course "hotline" and capacity-building networks **Team building: interactive "ice break"- gallery round-table activity and introduction by participants and facilitator**	**Round-table reflection on Day 1:** **Construction and theory building for ICDP:** 1. the interrelated ICDP environmental context 2. understanding ICDP holistically 3. an interdisciplinary approach towards ICDP 4. appropriate social research methodology for ICDP **What works for you? What fails and Why in your context? How will you plan and facilitate differently in future ICDP facilitation?**	**Round-table reflection on Day 2:** **ICDP: towards local community planning partnerships** 1. ICDP theory 2. ICDP stakeholders as participants 3. ICDP process and cycles 4. ICDP communication 5. ICDP facilitation and mobilisation 6. ICDP implementation 7. ICDP monitoring and evaluation	**Round-table reflection on Day 3:** **1.Group work feedback:** based on the in-course overnight group work project [**Forgotten MPCC** case study] – a critical and comprehensive reflection within group (2 groups) context [An as close to reality, interactive, holistic and interdisciplinary planning activity] 1. interactive discussion between groups and facilitator 2. reflection and integration by facilitator	**Round-table reflection on Day 4:** **Programme conclusion and mutual interactive learning:** 1. **Becoming a community change agent:** What have I learned which will allow me to practice ICDP differently? – round-table feedback and assessment 2. **Group work activity:** Designing an ICDP project through employing the most appropriate community development planning principles and strategies
	Break	**Break**	**Break**	**Break**	**Break**
11:00 to 13:00	**Principles, context and concepts for ICDP: Part One: Round-table interactive workshop:** the realities and expectations of ICDP: open group discussion by participants based on their individual and group experience and capacity with regards to community development	**Contextualizing ICDP in practice (Part 1):** 1. stakeholder analysis – coordinating and integrating ICDP 2. ICDP principles and the building blocks of	**Contextualizing ICDP through stakeholder participation; capacity-building & empowerment:** 1. Participatory stakeholder planning *principles*	**2. Continuation of group work feedback**	**Group feedback and assessment based on no. 2** **Interactive ICDP Internet capacity-building workshop** (Computer Laboratory)

	Day One	Day Two	Day Three	Day Four	Day Five
	planning	development 3. the features and aims of ICDP 4. defining the "community" as main actor in ICDP 5. characteristics of ICDP change agents	2. Participatory stakeholder planning *models* 3. Participatory stakeholder planning *strategy* (World Bank and IAP2 toolboxes for participation) – i.e. community meetings		
	Lunch	Lunch	Lunch	Lunch	SPL Braai and concluding function
13:45 to 15:45	**Principles, contexts and concepts for ICDP: Part Two:** 1. Continuation of Part One 2. The ICDP conceptual "maze" – critical reflection on analytical key concepts 3. Linkage to Day Two: theory building and analytical framework for ICDP **General discussion and conclusion for Day One**	**Continuation of the above (Part 2)** **General discussion and conclusion for Day Two**	Orientation and expectation regarding overnight group work project (see in-course overnight project): i.e. allocation of groups and group work towards planning and presenting feedback on Day 4 **General discussion and conclusion for Day Three**	**3.Continuation of the above and conclusion by facilitator** **General discussion and conclusion for Day Four**	**Integrating Day 1-5: course conclusion and future capacity-building and empowerment options for course participants in partnership with SPL**
15:45 to late	**Individual and small group reflections and work in own time**	**Overnight group assignment – plan strategy and work in groups overnight**	**Overnight group assignment – plan strategy and work in groups overnight**	**Critical reflections on learning outcomes; future options and course assessment**	**End of programme and departure**

Glossary:

1. ***Community development:*** "To connote the process by which the efforts of the people themselves are united with those of governmental authorities to improve the economic, social and cultural conditions of communities, to integrate these communities into the life of the nation, and to enable them to contribute fully to the national process. This complex of processes is, therefore made up of two essential elements: the participation of the people themselves in efforts to improve their level of living, with as much reliance as possible on their own initiative, and the provision of technical and other services in ways which encourage initiative, self-help and mutual help and make these more effective" (UN Department of Economic and Social Affairs 1963:4) ***and***

   "Development as an increase in the capacity to influence the future has certain implications. First, it means paying attention to *capacity*, to what needs to be done to expand the ability and energy to make change. Second, it involves *equity*; uneven attention to different groups will divide peoples and undermine their capacity. Third, it means *empowerment*, in the sense that only if people have some power will they receive the benefits of development. And finally it means taking seriously the interdependence in the world and need to ensure that the future is *sustainable*" (Bryant & White 1982:15).

2. ***Social learning approach:*** Participants in the community planning (and building/enablement) process learn from each other in a mutually beneficiary manner, integrating grassroots social capital inputs with external (change agent) technical knowledge, thus establishing a change agent-project beneficiary partnership in community planning and development (Theron 2008:41-75)

3. ***Community capacity-building:*** The level of influence and ability that people have to determine their own future, including their self-esteem and their ability to invest their social capital in caring about and shaping their own future (Bryant & White 1982:15).

4. ***Community empowerment:*** Development includes acquiring leverage for the poor. People need to have influence; the ability to raise issues; to direct these issues towards change and to own the change. The fact that those who are poor are also the powerless has a great deal to do with the amount of inequality (Bryant & White 1982:16).

5. ***Public participation:*** The social learning and empowering participatory planning process through which the efforts of the people themselves [bottom-up approach] to *influence*, *direct* and *own* development are united with those of government and officials [top-down approach] to improve the political, economic, social, cultural, environmental and psychological contexts of people and beneficiary communities to build self-reliance and capacity through enabling and empowering them to contribute to sustainable development (Adapted from UN Department of Economic and Social Affairs 1963:4 in Theron 2009:115).

6. ***Sustainable development:*** Development that meets the needs of the present without compromising the ability of future generations to meet their needs (Brundtland Commission 1987).

7. ***The building blocks of development:*** The functional, mutually reinforcing relationship and logical sequence of participatory planning through which government (officials) as change agents (See Theron 2008:1-22) and local community beneficiaries (based on their social capital and ingenious knowledge systems) engage in and facilitate (1) public participation; (2) engage in and facilitate a mutual social learning participatory planning process; (3) build capacity among each other; (4) empower each other and eventually experience mutual beneficiary sustainable community development (See Theron 2008:229-232 and Theron 2009:121-125).

8. ***Project planning:*** A continuous process which involves decisions, or choices, about alternative ways of using available resources (including human social capital), with the aim of achieving particular goals at some time in the future (Conyers & Hills 1990:3)

9. ***Development change agent:*** Based on humanist thinking and people-centered development approaches, the principle that government officials should ideally act as participatory (grassroots) *facilitators* and *enablers* of development. This entails departing from "power over beneficiaries" (ala Chambers 2005 and Theron's 2008:222-238 "development themes") towards local settings and arenas in which "power with" and "power sharing" takes place. This is a social learning process through which both officials and beneficiaries are empowered [as equal planning partners] to engage in participatory planning regimes. This process entails radical "shifts in thinking" in our understanding of development planning, DLG and IDP and our approach towards both (See Theron 2008:1-22).

10. **Development beneficiaries:** The local people, community members at grassroots (micro-level) who, often lack power to negotiate (i.e. to *influence*, *direct* and *own* development "service delivery" which is often still "top-down" and "prescriptive" in nature), but who mostly, "know what they want", and who possess local social capital and indigenous knowledge which is crucial for the ideal development context, i.e. participatory and empowering development planning partnerships (Theron 2008:41-75).

11. **A holistic and interdisciplinary approach:** Due to its complex nature, *holistic* development thinking, planning and implementation (Kotze & Kotze in Theron 2008:76-99 and Theron 2008:226-228) entails a *"big picture"-* understanding of the mutual influences among economic, political, environmental, social, cultural and psychological development contexts. To enable change agents to grasp this "meaning giving context" and multi-dimensional reality, development facilitation and enablement requires an *interdisciplinary approach* (we need to "marry" the hard [i.e. engineering] and soft [social development] planning disciplines in reaching towards participatory planning partnerships).

12. **Appropriate social research methodology:** Those engaging in development grassroots facilitation can only do well (see Theron 2008:17-20; 238 and Theron 2009:155-171) if we expose ourselves to "alternative" *qualitative* social research methodology (See Babbie & Mouton 2008:313-323) like *Participatory Action Research* (PAR) and *Participatory Learning and Action* (PLA). Through this radically different approach to social research, the social research process is "democratized" – the researcher (outsider) forms a research partnership

with the "researched" (insider) through which (1) we get closer to local (grassroots) realities and solutions; (2) the empowerment of both parties (outsider and insider) and (3) the integration of two knowledge systems, that is: outsider (technical in nature) and insider (social capital and indigenous knowledge) knowledge systems.

13. **Good governance:** A process by which public institutions conduct public affairs, manage public resources and guarantee the realisation of human rights; a process which inter alia incorporates predictable, open and enlightened policy-making, a professional ethos and acting in furtherance of the public good, the rule of law, transparency and a strong civil society participating in public affairs [10 core values can be identified: participation; transparency; effectiveness and efficiency; responsiveness, accountability; consensus orientation; equity; inclusiveness and the rule of law] (See Batho Pele principles).

14. **Batho Pele Principles:** 8 principles on which *good governance* should ideally be based in South Africa, i.e. consultation (rather: participation); service standards; access; courtesy; information; openness and transparency; redress and value for money (See White Paper on Transforming Public Service Delivery 1997).

Notes:

References:

1. Theron, F (Ed.) 2008. **The development change agent. A micro-level approach to development.** J.L. van Schaik, Hatfield. See **Chapter 1:** *The development change agent – a micro-level approach to development*, pp. 1-22 and **Chapter 10:** *Key themes, reflection and action for development change agents – a call for a change agent-beneficiary partnership*, pp.220-259 *[Copy supplied in course pack]*

2. Swanepoel, H & De Beer, F 2006. **Community Development. Breaking the cycle of poverty** (4th edition). Juta, Cape Town. See **Chapter 4:** *The principles of community development*, pp. 26-35 and **Chapter 5:** *The features and outcome of community development*, pp. 36-42 and **Chapter 6:** *The community as main actor in community development*, pp. 43-48 and **Chapter 7:** *The place and role of community development workers*, pp. 49-56 *[Copy supplied in course pack]*

3. De Beer, H & Swanepoel, H 1998. **Community development and beyond**. **Issues, structures and procedure**. J.L. van Schaik, Hatfield. See **Chapter 4:** *Community development project management*, pp. 49-60 *[Copy supplied in course pack]*

4. The Barefoot Collective 2009. **The barefoot guide to working with organisations and social change**. www.barefootguide.org [The SPL acknowledge the contribution of this free publication and declare that it shall be used for academic training purposes only]

5. See relevant South African Acts (See Government websites)

6. See relevant South African newspaper reports (See SABINET/SA Media)

7. See IAP2; Idasa; HSRC; World Bank on participation; Eldis and many other

8. DPLG 2007. **National policy framework for public participation**. RSA, Government Printer, Cape Town

Facilitator:

Francois Theron is an Anthropologist and Social Development consultant. As a senior lecturer he teaches Development Studies/Management at the School of Public Leadership, Stellenbosch University. He holds a BA (Social Sciences), BA. Honours (Social Anthropology) (*cum laude*); BA Honours (Development Studies) (*cum laude*) and MA (Social Anthropology) (*cum laude*) from Stellenbosch University. He is a member of professional organisations and has contact with national/international development related organisations; acts as an external examiner/moderator in Development Studies/Management for different universities in and outside South Africa; sits on the editorial advisory board for Africanus (Journal of Development Studies, UNISA) and coordinates a major faculty based academic orientation programme for new students at Stellenbosch University. Theron participates in numerous workshops/conferences regarding development planning/management and related fields, specifically the International Winelands Conferences in Public Management and Planning; delivered 9 papers/posters at national/international conferences and on the request of scientific journals, wrote 25 book reviews.

As a participant in development planning and management interventions, Theron's fields of interest/research/teaching/consultation/publications relate to grassroots community development issues, specifically development theory and planning; poverty analysis; social housing; integrated urban/rural development strategies and social forestry. In this regard, he currently specifically focuses on public participation; social learning processes; capacity-building; empowerment; indigenous knowledge systems/social capital and sustainability. He has a strong interest in action research methodology and co-facilitates one nationally accredited training short course programme on public participation and capacity-building for local government officials.

Theron has extensive scientific publications to his name in development management and related fields. In this regard he has published 27 articles in accredited scientific journals and edited/co edited 13 academic books, himself contributing 22 chapters. He supports interdisciplinary research which leads to community capacity-building projects; training short courses; consultation and supervision of master's students, of whom he has supervised 62 students and acted as internal supervisor/examiner for 53 students.

Theron has been involved in numerous community capacity- building programmes over many years, inter alia the Forum for Community Development. His main involvement in the latter regard currently is the multi-cultural community centre, the Breytenbach Centre, Wellington.

Theron's latest work is *The Development Change agent. A micro-level approach to development* (2008) (Van Schaik). His previous co-published book, Participatory *Development in South Africa. A Development Management perspective* (2005) (Van Schaik), is now republished as a 2nd and reworked edition (2009). Both these publications are widely prescribed at South African and Namibian universities.

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