CEC31

BASIC CONCEPTS OF COMMUNITY DEVELOPMENT

COURSE BOOK

Centre for Vocational and Continuing Education

The University of the South Pacific

Contents

Course Overview

Welcome to CEC31 *Basic Concepts of Community Development.*

If you are thinking of making a career in Community Worker, then you have enrolled in the right course! CEC31 is a beginner's course in Community Development which is one of the liberal arts that will prepare you for a lifetime of change. This course will help you develop and appreciate the **basic characteristics** of community development, how **social, economic, political and governance** factors affect and impact community development, and how gender issues and climate change affect community development.

Course Learning Outcomes

After completing this course you should be able to:

‣ Describe how the resources and services available in your community enhance physical and cultural development.

‣ Analyse how the social, economic, cultural, political and governance factors affect community development.

‣ Apply the knowledge of environmental factors that affect community development.

‣ Evaluate gender issues in recognition of your own culture.

Course Structure

This course is made up of four units which you will study throughout the semester. Each unit may take one or two weeks to study depending on the length and the amount of reading it requires you to complete.

The print course materials for CEC31 comprise one Course book and an Introduction and Assignments book.

Using your Course book

The concept map

You will find this at the beginning of each unit. This gives an overview of all the topics/concepts and the relationship between them. Frequently refer to this while studying each unit to form a link between all the topics/concepts covered in the course.

Study organiser

This is given as a table at the beginning of each unit. This will help you organise your study time with respect to the topics of study and the requirements of each to meet the objectives of that unit.

A c t i v i t i e s / R e a d i n g s

It is important that you complete the readings provided in each unit as they contain information essential to issues and concepts that you are studying in CEC31. Activities based on the readings will help you to consolidate your understanding and the notes you make will be useful when you prepare for your assignments. This is how an activity looks.

Activity 1.1

R e a d i n g

This indicates that you are required to do a reading.

R e f l e c t i o n s

These are activities that allow you to reflect on your learning and relate the content of the course to your local context or to communicate with others in the course.
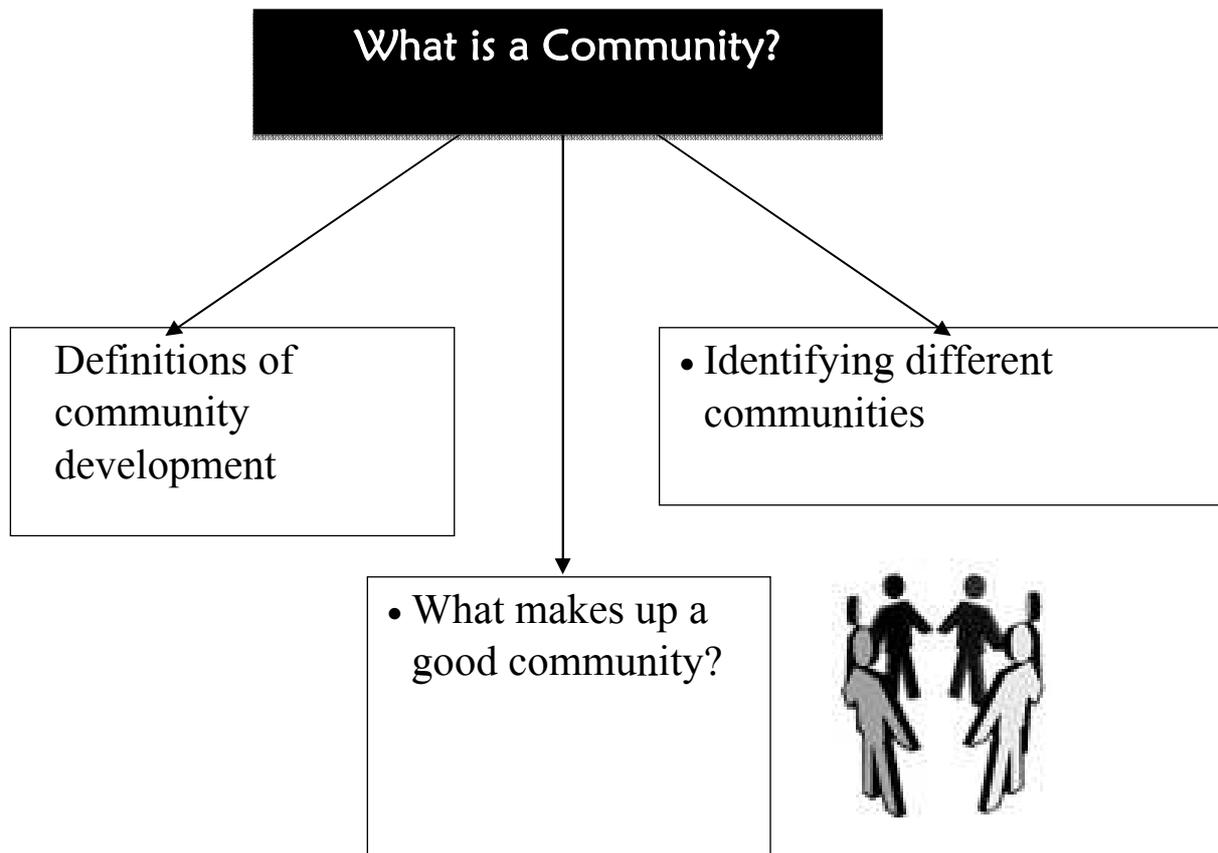
We hope you will enjoy your learning journey in this course.

The CEC31 course team for 1/2014

What is a Community?

What is a Community?

Definitions of community development

- Identifying different communities

- What makes up a good community?

Unit 1 concept map

This map represents the core concepts that we'll be covering
in this unit, and the relationships between them.

Study organiser

Before you begin this unit, please check through your study organiser. It shows the topics that we'll be covering, the skills you need to acquire (the learning outcomes) and the activities you'll do to help you acquire these skills.

Topic	Learning Outcomes	Activities/Readings
What is a Community?	• describe and discuss what is community	Activity 1.1
How Do Communities develop?	• Identify the developments in your community	Activity 1.2/Reading 1.1

You should spend approximately 2 hours a day on this unit.

What is a Community?

Let's begin by testing your prior knowledge of the meaning of community? How do you define community? Write your definition in the space below.

_____

_____

_____

_____

Introduction

There are many different ways of identifying communities. The following definitions and examples will give you an idea about the various ways we use the term community.

A community may be a:

1. group of people living in a particular local area of which they have common ownership. This type of community includes villages and districts where a particular clan of people holds communal ownership of the land and its resources. Another example of this type of community is when a group of people purchase and/or obtain land and live on it as a community sharing its resources and governed by an agreed set of rules and principles to ensure peace and order within the community. An example of this type of community is the group of Banabans who were relocated to the island of Rabi in Fiji from their home, Ocean Island, because it was depleted by phosphate mining;

2. a group of nations having common interests e.g. the Commonwealth of nations which consists of 54 nations voluntarily agreeing to be a community of nations with common interests;

3. residential district where people live in private residences. This residential district is usually a small town or part of a city that is composed mostly of residents. The latter is commonly referred to as a residential suburb and may consist of a diverse ethnic population and people of all walks of life and religious beliefs;

4. group of organisms sharing an environment.

Important features of a community

1. Community commonly consists of individual persons who, although are separate human beings, are interconnected and interdependent in various ways and often have similar values and aims. In this way, a crowd or established group can operate together as a community separately from the life of each of its members. That is, a community is as much the collective of individuals who make it up, as well as the separate lives of the individuals within it.

2. Community may create a bond between some people and excludes others. Thus community implies and creates a boundary between us and them, inside the group and outside the group.

3. This boundary is usually marked in symbolic ways. There are many types of symbols or features which mark the boundaries of community - flags, tribal totem (or sign), provinces, dances, languages and so on. We have the Samba community, the Tanna community for example.

Different Communities

When we think about communities most people think about a particular place or a geographical location for the community. The geographical community can be a town, a suburb, or even a small section of a suburb. There might be a few communities in the same town. There are other times when a town might be only part of a community, such as when the community includes the rural areas outside town, or two towns are closely linked.

All communities are dynamic in nature. They act, interact, evolve and change as a result of larger political and economic forces as well as internal and external forces. A community and its meaning might vary with each member's unique understanding. There can be many kinds of community such as:

1. Local community
2. Ethnic community
3. Community of scholars, intellectuals
4. Community of values
5. Professional community e.g. Legal community; medical community
6. International community
7. Religious community
8. Polynesian/Melanesian/Micronesian community
9. Political community

Activity 1.1

Geographical Community Observation

In the space provided, conduct a mapping exercise of your community. All you need to do is to go for a walk around your community at different times of the day and observe. Follow the checklist provided on the next page.

1. **Example:** Trees and Hills.
2. **Example:** Parks, Community centre.
3.
4.
5.
6.
7.
8.
9.
10.

Checklist

1. What are the natural features of the area?

2. Are there any key landmarks or points of reference?

3. What is the population density?

4. What groups of people live there? Note their caste, religion, language, ages and other diversities that you notice?

5. What level of activity do you notice on the street? Do people sit out on front steps, public benches, sit under trees? Where do children play?

6. Where do people gather?

7. Are there schools, post office, grocers, banks, medical/health facilities, and parks?

8. What transportation options are available? Are there adequate roads, bus, boat and taxis available? How do residents get around?

9. Do residents have access to adequate food and shelter? What kind of housing do people have?

10. What does the community look like? Is it clean or dirty, old or new?

How do Communities develop?

In the past and to a large extent today, communities were and are developed by their governments and leaders, that is, in a top-down way. For example, in Tonga, the monarch constitutionally exercises the power to dictate policy and purpose throughout the Kingdom. Through appointments to the Cabinet, who are ex-officio members of the Legislative Assembly, he is not only able to implement his agenda, but can also create and change law. Even the powerful Tongan nobility is subservient to the King because he has the power to dissolve their representation in the Legislative Assembly and fill their ranks with members who are loyal to him.

Tonga's social structure is essentially broken into three tiers: the king, the nobles, and the commoners. Between the nobles and commoners are *Matapule*, sometimes called "talking chiefs," who are associated with the king or a noble and who may or may not hold estates.

Obligations and responsibilities are reciprocal, and although the nobility are able to extract favors from people living on their estates, they likewise must extend favors to their people.

Bottoms up or grassroots approach

Status and rank play a powerful role in personal relationships, even within families. Communities are now increasingly developed in a **bottom-up or grassroots approach**. In this approach, individuals and communities **participate and take responsibility** for improving their lives. People are not seen as **passive members** but rather as **active agents**.

Community development therefore can be seen as a process that **allows people to decide** for themselves what they need and what they are capable of, then to implement a collective plan of action, and to monitor and evaluate the results. The ultimate aim is to empower the community to develop long term results and rely upon themselves.

Reading 1.1

Now turn to Reading 1.1: Community Development: What is it? Reading 1.1 provides a detailed and clear discussion of community development.

You will note from Reading 1.1 the comment that "…community development has to look both ways: not only at how the community is working at the grassroots, but also at how well do key institutions respond to the needs of local communities". This can be in the form of community development facilitators such as community nutritionists, health workers, environmentalists, agricultural extension workers and so on, who provide the link between communities and government departments or other community development agencies.

Another significant point made in the reading is that "Community Development is about the active involvement of people in the issues which affect their lives. It is a process based on the sharing of power, skills, knowledge and experience" to improve the conditions in a community.

Strengths of the Community

In the past, when we addressed issues, we typically focused on "the problem" or what is lacking or needed. But an important element of community development is to be aware of the capacities (what they can do) within the communities, not just its needs and problems. When working with individuals, this is called a strengths-based approach. This approach focuses on developing the skills and qualities of the individuals to enable them to cope with their problems and challenges in meeting their goals in life in a constructive and positive way. In the same way the strengths-based approach works with individuals, it can also work with communities by building on their collective strengths, how they view the situation and their preferred solutions.

Activity 1.2

What is a Community?

1. Now that you have done your reading, look again at the definitions of community above, and compare them with your own idea of community. What **kind** of community is your community?

   _____
   _____
   _____
   _____
   _____

2. The word 'development' means 'to improve from one state to another' in some form. What is your idea of **development** especially within a community?

   _____
   _____
   _____
   _____
   _____
   _____

3. List 5 **features or characteristics o**f a community from the reading?

   _____
   _____
   _____
   _____
   _____

4. List 5 different **types** of community?

   _____
   _____
   _____
   _____
   _____

Summary

In this unit you learnt about communities and their various features. It examined how communities are different including your community. There were various features of community that existed in the past but are no longer there. These changes are a result of development within the community. Many things continue to need to be developed and changed to cope with the changed needs of life now.

References

A Statement from the Community Development Foundation (UK). Community Development: What is it? [Online]
Available at: http://maaori.com/development/commwhat.html
[Accessed 18 August 2013].

Feedback on Selected Activities

Feedback on Activity 1.1

3.   List 5 features that makes up a community

- A group of people living in a particular local area of which they have common ownership.
- A group of people live in a community sharing its resources and governed by an agreed set of rules and principles.
- A group of nations having common interests e.g. the Commonwealth of nations.
- A residential district where people live in private residences.
- In biological terms, a group of organisms sharing an environment.

4.   List 5 types of communities

- Ethnic community
- Community of scholars, intellectuals
- Community of values
- Professional community e.g. Legal community; medical community
- International community
- Religious community
- Polynesian/Melanesian/Micronesian community

Glossary

Start to develop your own glossary in this unit by completing the following table, filling in the terms that relate to the given definitions. Some terms are defined for you but you can try the rest.

Key terms	Definitions
Bottom-up or grassroots approach	where individuals and communities participate and take responsibility for improving their lives
Community	
Community development	

Reading 1.1
Community Development: What is it?

"Community development is a structured intervention that gives communities greater control over the conditions that affect their lives. This does not solve all the problems faced by a local community, but it does build up confidence to tackle such problems as effectively as any local action can. Community development works at the level of local groups and organisations rather than with individuals or families. The range of local groups and organisations representing communities at local level constitutes the community sector.

"Community development is a skilled process and part of its approach is the belief that communities cannot be helped unless they themselves agree to this process. Community development has to look both ways: not only at how the community is working at the grass roots, but also at how responsive key institutions are to the needs of local communities".

A Working Statement on Community Development.
This is adopted as a move towards our understanding of Community Development.
- *Community Development is crucially concerned with the issues of powerlessness and disadvantage: as such it should involve all members of society, and offers a practice that is part of a process of social change.*
- *Community Development is about the active involvement of people in the issues which affect their lives. it is a process based on the sharing of power, skills, knowledge and experience.*
- *Community Development takes place both in neighbourhoods and within communities of interest, as people identify what is relevant to them.*
- *The Community Development process is collective, but the experience of the process enhances the integrity, skills, knowledge and experience, as well as equality of power, for each individual who is involved.*
- *Community Development seeks to enable individuals and communities to grow and change according to their own needs and priorities, and at their own pace, provided this does not oppress other groups and communities, or damage the environment.*
- *Where Community Development takes place, there are certain principles central to it. The first priority of the Community Development process is the empowering and enabling of those who are traditionally deprived of power and control over their common affairs. It claims as important the ability of people to act*
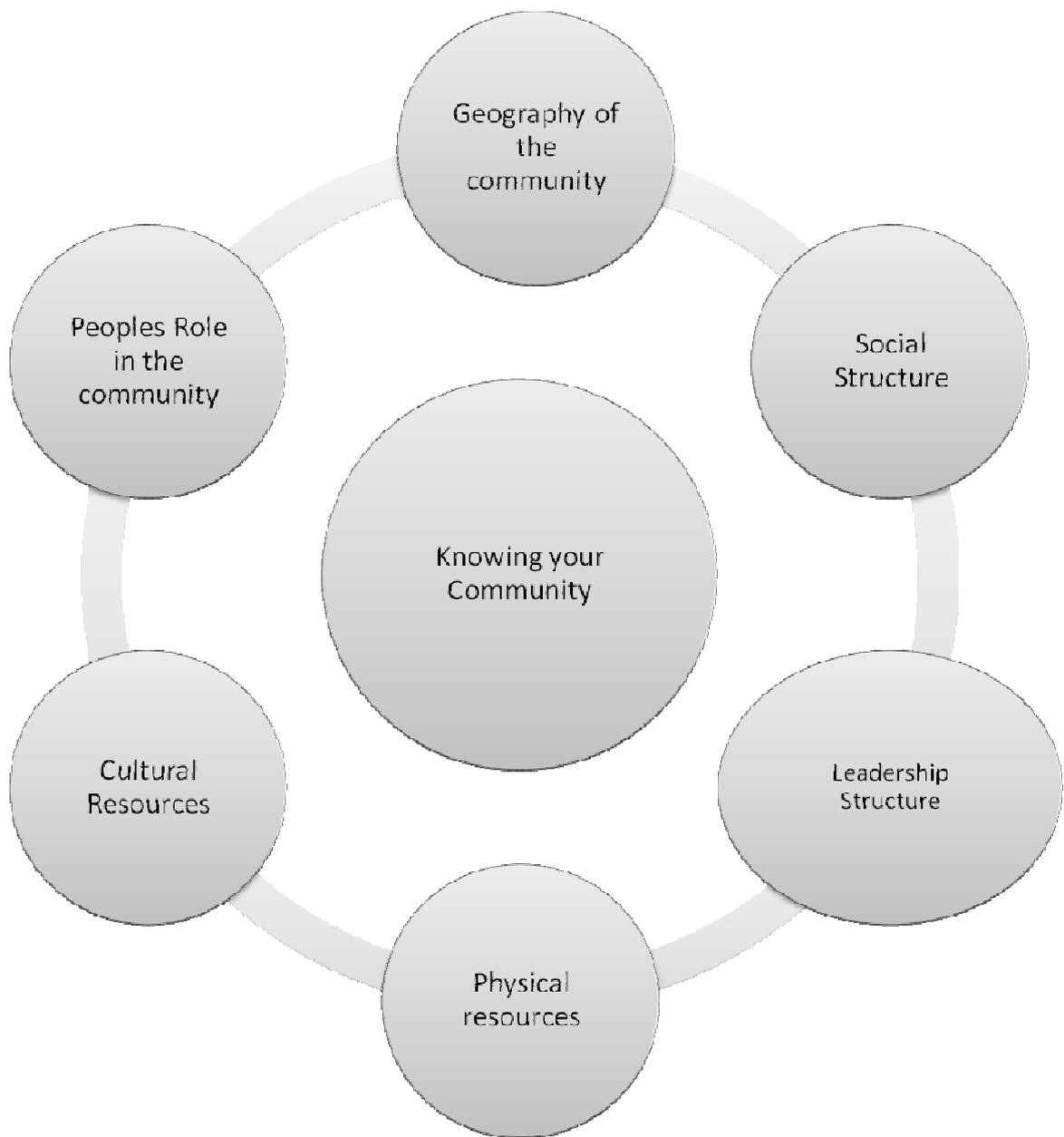
together to influence the social, economic, political and environmental issues which affect them. Community Development aims to encourage sharing, and to create structures which give genuine participation and involvement.

- *Community Development is about developing the power, skills, knowledge and experience of people as individuals and in groups, thus enabling them to undertake initiatives of their own to combat social, economic, political and environmental problems, and enabling them to fully participate in a truly democratic process.*

- *Community Development must take the a lead in confronting the attitudes of individuals and the practices of institutions and society as a whole which discriminates unfairly against black people, women, people with disabilities and different abilities, religious groups, elderly people, lesbians and gay men, and other groups who are disadvantaged by society. It also must take a lead in countering the destruction of the natural environment on which we all depend. Community Development is well placed to involve people equally on these issues which affect all of us.*

Community Development should seek to develop structures which enable the active involvement of people from disadvantaged groups, and in particular people from Black and Minority Ethnic groups.

U2

Knowing your
Community

Unit 2 concept map

This map represents the core concepts that we'll be covering
in this unit, and the relationships between them.

Study organiser

Before you begin this unit, please check through your study organiser. It shows the topics that we'll be covering, the skills you need to acquire (the learning outcomes) and the activities you'll do to help you acquire these skills.

Topic	Learning Outcomes	Activities/Readings
Community Map	• draw a map of your community • list and describe the resources and services available in your community • discuss how these resources & services enhance development – physical, cultural, knowledge-based resources and services • identify the social structure or governance arrangements of your community	Activity 2.1 Activity 2.2
Social Factors	• identify the social, economic and cultural factors or features of your community • demonstrate how these factors affect community development	Reading 2.1 Reading 2.2 Reading 2.3 Activity 2.3 Activity 2.4 Activity 2.5
Women's role in development	• identify the roles of women in the community • describe the difference between women's role and gender	Activity 2.6 Reading 2.4 Activity 2.7

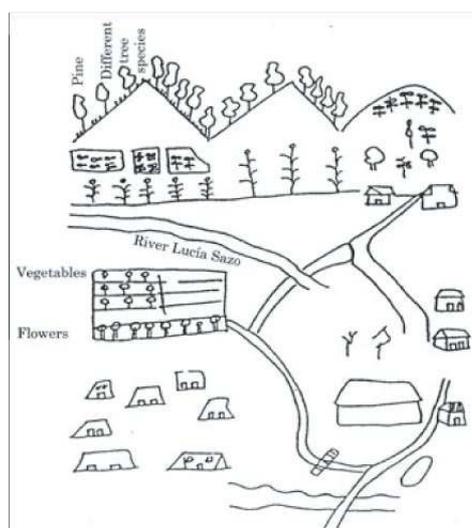You should spend approximately 2 hours a day on this unit.

Introduction

In this unit you will learn more about the nature of a community so that you are familiar of the different aspects of a community that you will work in. Failure to understand a community will deny you credibility and make it difficult for you both to connect with community members and to communicate and implement community initiative or intervention. Therefore it is very important that before you start with any community assessment, it is important to start finding out as much as possible about the community you will work in. You won't necessarily look for this information in the order given here, although it's a good idea to start with the following:

> Its physical and geographical characteristics, social structure, governance structure, cultural factors, economic capabilities and resource available to name a few.

Apart from the information that you will gather from the results of the physical resources as mentioned above, anything we do in a community requires us to be familiar with its people, its issues, and its history. Carrying out an intervention or building a coalition is far more likely to be successful if you are informed about the culture of the community and an understanding of the relationships among individuals and groups within it. In this unit you are also going to learn about the roles of women in the community and an understanding of gender roles and how it can contribute to community development..

Community Mapping

In Unit 1 we noted that the village was a type of community. It is the most common type of community to be found among the Pacific islands. Unfortunately, it is rare and difficult to find up-to-date maps of villages as there did not seem to be a need to produce them in the past. Maps of the world, the continents, countries and big cities have been developed mainly for commercial reasons. If we want development at village level, then maps are essential for various purposes.

A single map of a single village can give us its geographical and spatial arrangements and uses. If such entities as the churches, rivers, farm sites, houses, community hall, shop and bus shelter of the villages are included, the situation and circumstances of the village become very clear. An overall impression of the village situation can then be revealed and formed.

Maps will also help us to learn about the resources that are available in and around our community. In this way they are useful in helping us to plan for further and future developments with regard to site and suitable locations for these development activities. Mapping also helps our visitors to become familiar with our village site, location of the various houses and other building structures and other important information needed to provide the right directions to the village.

Look at the map Namelimeli village on the next page. This village is located in the province of Namosi on the main island of Viti Levu in Fiji. On the map you will note various important features of the village that will give you an idea of the physical and social make up of the community:

Namelimeli Village in the province of Namosi, Vitilevu, Fiji
Source*: Community Education Training Centre students worksheet*

Activity 2.1

Map of your community

With reference to your findings in Activity 1.1, sketch the map of your community in the space provided.

What is a community asset?

A community asset (or community resource, a very similar term) is anything that can be used to improve the quality of community life. And this means:

- It can be a *person* -- The stay-at-home mom or dad who organizes a playgroup. The church member who starts a discussion group on spirituality. The firefighter who's willing to risk his life to keep the community safe. These are all community assets.

- It can be a *physical structure or place* -- a school, hospital, church, library, recreation center, social club. It could be a town landmark or symbol. It might also be an unused building that could house a community hospice, or a second floor room ideal for community meetings. Or it might be a public place that already belongs to the community -- a park, a wetland, or other open space.

- It can be a *community service* that makes life better for some or all community members - good public transportation, early childhood education center, community recycling facilities.

- It can be a business that provides jobs and supports the local economy.

- You and everyone else in the community are potential community assets. Everyone has some skills or talents, and everyone can provide knowledge about the community, connections to the people they know, and the kind of support that every effort needs - making phone calls, stuffing envelopes, giving people information, moving equipment or supplies - whatever needs doing. This suggests that *everyone in the community can be a force for community improvement if only we knew what their assets were, and could put them to use*.

Why should you identify community assets?

- They can be used as a foundation for community improvement.

- External resources (e.g., federal and state money) or grants may not be available. Therefore, the resources for change must come from within each community.

- Identifying and mobilizing community assets enables community residents to gain control over their lives. People can become active shapers of their own destinies, instead of passive clients receiving services from a variety of agencies.

- Improvement efforts are more effective, and longer-lasting, when community members dedicate their time and talents to changes they desire.

- You can't fully understand the community without identifying its assets. Knowing the community's strengths makes it easier to understand what kinds of programs or initiatives might be possible to address the community's needs.

- When efforts are planned on the strengths of the community, people are likely to feel more positive about them, and to believe they can succeed. It's a lot easier to gain community support for an effort that emphasizes the positive - "We have the resources within our community to deal with this, and we can do it!" - than one that stresses how large a problem is and how difficult it is to solve.

Community Social Structure

You would by now have a fair idea on how things are being organized or run in your community. This is what the term 'being governed' means. It also refers to the social structure of the community. The process of how the community is being organized/structured and run is called 'governance'.

Activity 2.2

C o m m u n i t y   S o c i a l   S t r u c t u r e

Social structure of Savu village in the province of Tailevu, Fiji

Turaga ni Yavusa -Chief		Mataqali/Clans
↓		
Matanivanua/Spokesperson	→	Rokatabutabu
↓		
Cola Sau/Warlords	→	Burenivalu
↓		
Bete/Priests	→	Nabulula

Source: CETC Students Community Outreach files

Study the social structure of the Savu village and answer the following question.

1. Identify who has the most power or who makes key or important decisions in Savu village?

_____

_____

_____

_____

_____

2. The four level structures gives a fair idea that decisions can be made at these levels. The arrows only go in one direction that is from top to bottom.

   Does this mean that those at the bottom cannot direct decisions to those above them?

_____

_____

_____

_____

_____

3. In the space provided, draw the social structure of your community beginning with the most senior person or persons, and showing how they, and the rest of the community link up together to form a social structure. As you are drawing your diagram, make notes about the relations and responsibilities of community members based on age, gender and social status.

4. Is there a difference in your community social structure to that od Savu village?

_____

_____

_____

_____

_____

Social Factors

We live in a society where many factors affect our life style. These factors are called *Social Factors*. Some are more specific and are referred to as socio-cultural or socio-economic, socio-demographic, or socio-political factors. In this unit, we refer to them as social factors.

Some important social factors are:

1. Religion
2. Ethnicity – culture and traditions
3. Family
4. Physical attributes (Skin color, Body type etc)
   Economic Status
5. Education
6. Locality (where you live, type of neighbors etc.)
7. Life Partner and Children
8. Political System (Democratic or Socialist etc)

Some social factors can be the cause of biased or unacceptable behavior like treating people based on their religion, gender or ethnicity etc. Some of these factors will be discussed briefly in the next two units.

Reading 2.1 and 2.2

Now turn to Reading 2.1: Increasing social problems in urban areas in the Pacific and Reading 2.2: Socioeconomic factors.

Activity 2.3

The following question is based on Reading 2.1 and Reading 2.2.

1. List and explain social and economic factors that affect community development.

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_____

_____

_____

_____

_____

_____

Cultural Factors

Culture encompasses the set of beliefs, moral values, traditions, language, and laws (or rules of behavior) held in common by a nation, a community, or other defined group of people. Culturally determined characteristics include: the language spoken at home; religious observances; customs (including marriage customs that often accompany religious and other beliefs); acceptable gender roles and occupations; dietary practices; intellectual, artistic, and leisure-time pursuits; and other aspects of behavior. For example in Fiji and in other nations with different immigrant populations, there is a wide range of cultural diversity, religious beliefs, customs, and values, reflecting the scattered origins of its people with considerable variation still remaining distinguishing i taukei (native Fijians) and Indo-Fijian (Indian origin), Christians and non-Christians etc.

Reading 2.3

Now turn to Reading 2.3: Culture and Conflict. (LeBaron, M., 2003)

The young men in this photograph are mixing kava which is used by many Pacific Islands for formal ceremonies such as the welcome of important visitors to the community or the installation of a chief or village leader

Source: CETC community Outreach photos

Activity 2.4

Cultural Traditions

1. Identify some of the more prominent/popular cultural traditions in your community.

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_____

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_____

_____

2. External influences can break down the local cultural traditions, and it often requires a deliberate community strategy if they are to be retained. As with other aspects of community development, there can be no simple recipe of how this can be achieved.

   Identify and list the significant components of your cultural heritage that you feel is disappearing and worthwhile to be preserved. Talk to other people in your community especially the older members and ask them what they feel about traditions that are now at risk because of the impact of outside forces and modern developments. Which of these do you think need to be preserved and why?

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3. List and discuss cultural factors that affect community development

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   _____
   _____

Economic features of a community

Every community engages in some form of economic (or money-making) activity in order to survive and to earn money for commodities (goods) and services that they are unable to produce or provide in the community such as clothes, certain processed food items such as sugar and flour, and services such as education and health. Some of these activities are run by families or by private companies or at times by some government funded enterprises. Some economic activities use natural resources belonging to the community or use assets or people from the community.

Activity 2.5

Economic Features

1. What commodities (goods) and activities (services) bring money into your community/country?

   _____
   _____
   _____
   _____
   _____
   _____
   _____

2. What is the main economic activity in your community/country?

   _____
   _____
   _____
   _____
   _____
   _____
   _____

3. Identify the key people (men, women, overseas groups, family group) involved in key economic activity in your community. Do you notice anything about the people who are involved? Are they mostly women? Are they from a family group, a particular race, or are they from different levels of your community?

   _____
   _____
   _____
   _____
   _____
   _____
   _____

4. In your community, list and discuss economic factors that affect and promote community development in your community.

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

5. Use the table below to make a list of resources that are found in your community (under the headings of "natural" and "human". Also make a list to determine whether they should be goods or services.

Type of economic activity	Resources	
	Natural	**Human**
Goods	E.g. Local crops – taro, cassava Sell in local and regional market	
Services		E.g. Church youth group providing land mowing for a fee

6. Describe how these resources are used for the benefit of the community. For example; local crops can be sold in the local and regional markets.

_____

_____

_____

_____

_____

_____

7. What services or goods or other factors that is missing but do affect economic development in your community?

_____

_____

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_____

_____

_____

In response to the answers to Activity 2.4, you may list factors that contribute and negatively affect the economic development of your community. You may have come up with factors that affect women's role in community development.

The next section deals with women's role in community development. Women's role in community development is important because a community is only fully empowered if all its members are empowered, supported and acknowledged.

Women's role in development

Women have been a largely untapped resource within development spheres, particularly their economic contribution to Pacific Island economies. Much of the work carried out by women occurs in the home and/or community setting and often goes unrecognised and unrecorded in national planning and statistics. The majority of business enterprises, which women undertake, are labour intensive, with little profits.

Women often face difficulties in juggling their reproductive, economic and social responsibilities and there is little opportunity to improve this situation. Unless women are healthy and able to cope with their daily burdens their contribution to their family and the nation is severely limited. Therefore, there is a large percentage of the region underutilised economically, with few opportunities for improvement.

However, women's roles are changing and they have to become more involved in the cash economy, especially as governments are undergoing structural changes with job opportunities becoming less. As women are natural producers and marketers, there is a need to focus resources on improving the situation of their capacity to produce and generate income to contribute to the standard of living of their families, to the community and generally to the development of the country. This is termed the *economic empowerment* of women. There is a need to offer opportunities to women who have a diverse contribution to make to families, communities and the economy.

Women's role and Gender

Gender: is a term which refers to the characteristics and roles that society defines for men and women. It determines how we are perceived and expected to think and act as men and women because of the way society is organised, not because of our biological differences.

Gender includes:
Roles   - What we think men and women should do?
Stereotypes   - What we think men and women should be like?
Values   - What we think is good for a women or man?

You would already have some understandings of the difference between 'gender' and 'sex'.   Read the summary of the difference in the caption below:

GENDER	SEX
Socially constructed	Biological
We are not born with it; hence it is Interchangeable & varies among Cultures	we are born with it, hence it cannot be changed
Gender roles are not fixed	Sex roles are fixed – e.g. men cannot bear children

Gender Roles

The cultural beliefs and values in the Pacific which are closely identified with the people are used to maintain law and order, influence gender roles. For example, men are traditionally assumed to be the breadwinners and women to remain at home and take care of children and the household.

Changing roles and values have emerged especially with contact to other countries. Understanding the issue of gender will help realise that this understanding will enhance and strengthen the culture and values, as it considers and strengthens the relationships between men and women and the family.

To empower women does not mean reducing the traditional powers of men; it means working alongside men, without discrimination or victimisation. Empowerment can be facilitated through the consideration and integration of gender dimensions into development processes.

Types of Gender roles

Gender Roles are grouped into three types:

- Reproductive roles – as it is women's biological capacity to give birth, it is often assumed that child rearing and household maintenance is also women's role;

- Productive roles – informal economic activities often carried out by women, are often not considered productive, yet they contribute to society;

- Community roles – social or leadership/membership roles of women and men in the community. Men usually dominate in leadership and political roles, whereas women usually perform service oriented or cultural activities.

The key to discussion of gender roles is the *gender division of labour* – noting the different tasks carried out by men and women. This differs between cultures, and even within cultures, such as from rural to urban communities, e.g women's role in farming across the Pacific differs, role of women in the city is different from in the rural areas and outer islands.

Gender Roles in your Community

1. Women's traditional roles included housework, collect herbal medicines, plant crops (in some cultures), make handicrafts and on-shore fishing.

    Can you identify what some of these traditional roles are in your community? In the table below, identify new roles that women play now in your community under the words 'traditional' and 'new roles'?

Traditional Roles	New Roles

2. From the list and your understanding, explain how your culture influences some of the gender roles in your community and other Pacific islands?

_____

_____

_____

_____

_____

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_____

_____

_____

Gender issues

Gender issues are issues which consider the conditions and position of men and women in society. If there are differences in opportunities, roles and situations between men and women, including participation in decision making in your community, **gender issues arise.**

These issues are influenced by:

*   **Unequal access and control** over **resources** such as land, education and training, decision making and finances;
*   **Unequal access and control** over **benefits** generated from resources and development initiatives;
*   Gender **division of labour** within families and communities→ influence health, social and economic conditions of men and women;
*   **External factors**, which influence gender relations and access and control over resources and benefits.

Reading 2.4

Now turn to Reading 2.4: An Outer Island Community Story

Activity 2.7

The following question is based on Reading 2.4.

1. What could be the reasons that did not enable the women to meet their commitments?

_____
_____
_____
_____
_____
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_____

2. Relate this story to your own experiences.

_____
_____
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_____
_____
_____
_____

Summary

In this Unit, we focused on how communities are organized, within this organization, members have responsibilities based on their gender, age and social status. These responsibilities contribute to the development of the community especially in how resources are used for economic benefits. In this way, the community is able to survive, to grow and to develop as a community.

We also identified various social and cultural and economic practices that affect community development. We also identified those practices that are hindrances to the development of our community and discussed whether these should continue to be preserved in the interest of progress given the realities of life today.

References

Increasing social problems in urban areas in the Pacific. [Online]
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Definition of socioeconomic factors eHow.com . [Online]
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[Accessed 18 June 2013].

LeBaron, M., 2003. *Culture and Conflict* [Online]
Available at: *http://www.beyondintractability.org/essay/culture_conflict/*
[Accessed 17 August 2013].

Activity 2.2

Social Factors:
Religion
Ethnicity
Family
Physical attributes (Skin color, Body type etc)
Economic Status
Education
Locality (where you live, type of neighbors etc.)
Life Partner and Children
Political System (Democratic or Socialist etc)

Activity 2.3

1. Samoa –tattoo, Vanuatu –land diving, Fiji – fire walking, Solomon – Dowry system

2. Gender inequality which allows only men to speak during community meetings and decision making process.

Activity 2.4

Natural – land, sea, forest,
Human – labour, management/skills, capital
1. to develop and export products made from these resources to fund development activities and projects for the people
2. infrastructure (road, power, bridge, buildings), post office, police posts, communication, transport, shipping, shops, schools, hospitals, etc

Glossary

Start to develop your own glossary in this unit by completing the following table, filling in the terms that relate to the given definitions. Some terms are defined for you but you can try the rest.

Key terms	Definitions
Cultural factors	the set of beliefs, moral values, traditions, language and laws held in common by a community or nation.
Gender	is a term which refers to the characteristics and roles that society defines for men and women.
Gender division of labour	noting the different tasks carried out by men and women.
Gender roles	what we think men and women should do
Gender stereotypes	
Gender values	

Reading 2.1
Increasing social problems in urban areas in the Pacific

Available at: http://www.unescap.org/huset/pacific/pacific1.htm#1g
[Accessed 18 June 2013].

Various institutional, cultural and social factors affect the nature and pace of the adaptation from village to town living. The national development process in the Pacific involves the movement of people from villages and outer islands to urban or town centres.

In urban areas there is a lot of pressure on the traditional social value systems developed over centuries. These traditional leadership structures continue to serve well in the rural areas but in the urban settlements family and clan-based authority systems are breaking down. The social disruption caused by the division of families between urban and rural areas and the loss of traditional "safety nets" has contributed to higher levels of divorce, single parent families and a rise in domestic violence. Insecurity and rapid urban growth have caused tensions even conflicts between migrant groups, landowners and urban authorities.

Unemployment is one of the major problems associated with urbanization in the Pacific. Many employment policies and programmes stress formal sector jobs instead of improvements in the subsistence or informal sectors in local communities. The growth potential in the small business sector remains undeveloped. In Port Moresby, up to one third of the urban population is seeking work and in other urban centres of Papua New Guinea unemployment is more than 10 per cent. The numbers of the unemployed are rising as new batches of the younger generation join the workforce (Connell, 1999). Unfulfilled expectations of the urban settlers have spawned alcohol and drug abuse, family violence and -- what has become the most publicized social problem amongst youth gangs in most of the Pacific urban centres. Unemployment is also one of the causes of the rising incidence of crime in the large cities.

Reading 2.2
Socioeconomic factors

Definition of socioeconomic factors eHow.com . [Online] Available at: http://www.ehow.com/about_5370269_definition-socioeconomic-factors.html#ixzz15 [Accessed 18 June 2013].

Socioeconomic factors are the social and economic experiences and realities that help mould one's personality, attitudes, and lifestyle. The factors can also define regions and neighborhoods. Law-enforcement agencies throughout the country, for example, often cite the socioeconomic factor of poverty as being related to areas with high crime rates.

Education- *Among socioeconomic factors is education. One's level of education can shape how he or she views the world and can contribute to social growth. It can lead to increased earning capacity, which in turn can contribute to quality-of-life issues. Education also can contribute to decision-making processes that alter the paths people take in life.*

Income and Occupation- *One's income and occupation are factors that can contribute to socioeconomic status. A career in medicine, for example, places a person in a higher income bracket, while also making that same person part of a social class of doctors, nurses and other medical-profession peers. In society, we often are judged by what we do and what we earn. When getting to know someone, the question of what we do for a living often is among the first addressed.*

Place of Residence *-From the type of house we live in to the region and neighborhood in which we reside, place of residence is another leading socioeconomic factor. For better or worse, neighborhoods often group us socially among people with similar incomes and often similar backgrounds. For instance, at points in history, entire neighborhoods have been established around factories or mills for purposes of housing employees. The city of Gary, Indiana, for example, rose to prosperity around the steel mills on the shores of Lake Michigan. And when the steel industry began to take a turn for the worse in the late 1970s and early '80s, the neighborhood structures of Gary began to crumble, and poverty and crime set in.*

Culture/Ethnicity *-Culture and/or ethnicity also are socioeconomic factors that can contribute to our thoughts and attitudes. Both can have an impact on how people are raised, their core values, and their sense of family and tradition. The history of one's ethnicity, special holidays, and cultural beliefs are all things that can be passed down between generations and shape individual identities.*

  Religion -*Often closely tied to culture is the socioeconomic factor of religion.*

Whole social networks are built around churches, temples and mosques. From church barbecues and football games to overseas missionaries and outreach groups, religion plays an important social role in the lives of many.

Reading 2.3
Culture and Conflict

LeBaron, M., 2003. *Culture and Conflict* [Online]
Available at: *http://www.beyondintractability.org/essay/culture_conflict/*
[Accessed 17 August 2013].

Cultures are like underground rivers that run through our lives and relationships, giving us messages that shape our perceptions, attributions, judgments, and ideas of self and other.

Cultures are more than language, dress, and food customs. Cultural groups may share race, ethnicity, or nationality, but they also arise from cleavages of generation, socioeconomic class, sexual orientation, ability and disability, political and religious affiliation, language, and gender -- to name only a few.

Two things are essential to remember about cultures: they are always changing, and they relate to the symbolic dimension of life. Cultural messages from the groups we belong to give us information about what is meaningful or important, and who we are in the world and in relation to others -- our identities.

Cultural messages, simply, are what everyone in a group knows that outsiders do not know. They are a series of lenses that shape what we see and don't see, how we perceive and interpret, and where we draw boundaries.

How culture works
Each of us belongs to multiple cultures that give us messages about what is normal, appropriate, and expected. When others do not meet our expectations, it is often a sign that our cultural expectations are different. We may mistake differences between others and us for evidence of bad faith or lack of common sense on the part of others, not realizing that common sense is also cultural. What is common to one group may seem strange, counterintuitive, or wrong to another.

Cultural messages shape our understandings of relationships and of how to deal with the conflict and harmony that are always present whenever two or more people come together. Writing about or working across cultures is a challenge, but not impossible. Here are some challenges in working with cultural dimensions, and the implications that flow from them:

Culture is multi-layered -- what you see on the surface does not tell the differences below the surface.

Culture is constantly in flux -- as conditions change, cultural groups adapt in dynamic and sometimes unpredictable ways. *Any attempt to*

---

understand a group must take the dimensions of time, context, and individual differences into account.

Culture is elastic -- knowing the cultural norm of a given group does not predict the behavior of a member of that group, who may not conform to norms for individual or contextual reasons. *Therefore, comments such as "Fijian thinks this way," or "Samoans prefer that" have limited use, and can lead to error if not checked with experience.*

Since culture is so closely related to our identities (who we think we are), and the ways we make meaning (what is important to us and how), it is always a factor in conflict.

Reading 2.4
An Outer Island Community Story

Community Education Training Centre lecture notes.

Ha'apai is one of four main islands in Tonga, where approximately 8% of the population reside across several islands and hundreds of kilometres of sea.

This island group has the second lowest per capita income in Tonga, with a heavy reliance on remittances from relatives overseas as well as donor assistance for economic development and improvement in the standard of living.

With consideration by Government to improve the situation of the outer islands of Tonga through improving the capacity to trade, both nationally and internationally, efforts were made to boost farm based enterprises for commercial purposes. This was carried out through community based workshops involving the Trade Office and the Ministry of Agriculture and Forestry (MAF). A mentoring program continued through MAF extension support.

Women were encouraged to make handicrafts in response to developed market outlets. AUSAID provided a building for handicraft making and a shop for display was already available. Commitments were made by the Ha'apai women to provide specific items for sale at particular times and the women were keen to produce their handicrafts. The women forgot that they also had to cook, look after their families and had other commitments to the church and the village. They also needed other members such as the males to help in the harvest and preparation of the pandanus leaves which is a long and tiring process. The men did not see these as priority and spent a lot of time drinking kava or talking in village halls. Also, two different groups of women began in conflict with each other's achievements, petty jealousies and squabbles began to undermine activities.

As the time for the different market connections arose, no handicrafts were available for sale. After the proposed periods of sale, a few poor quality products were sent from Ha'apai for sale.

What Makes a Good Community?

Community
Roles

Community
Features

Good
leadership
and Good
Governance

What makes
a good
Community?

U n i t   3   c o n c e p t   m a p

This map represents the core concepts that we'll be covering
in this unit, and the relationships between them.

Study organiser

Before you begin this unit, please check through your study organiser. It shows the topics that we'll be covering, the skills you need to acquire (the learning outcomes) and the activities you'll do to help you acquire these skills.

Topic	Learning Outcomes	Activities/Readings
What makes a good community?	• Identify the characteristics of a good community	Activity 3.1
Political factors affecting community development	• List the political factors that affect community development	Reading 3.1 Activity 3.2
Governance and Community development	• Identify the governance factors that affect community development	Reading 3.2 Activity 3. 3

You should spend approximately 2 hours a day on this unit.

Introduction

In Unit 1 we defined community and looked at various types of communities. A significant aspect of community is that it constitutes a group of people who have many things **in common**: they live in the same area or location, share common principles and values such as those embodied in culture, are involved together in joint economic, social and other activities, share commonly owned resources, and work together to identify health, education, social and other development needs. Within this cultural, geographic, economic and political context there is opportunity for **communal** or **joint community planning** action that will improve the quality of life of the whole community.

In Unit 2, we looked at the different features of a community both physical, social and demographic (people related). We identified some important resources, traditions, and processes that contribute to the strengths of a community, that is, on what make it a good community. In this Unit, we will continue along a similar focus but we will look at the **political**, **governance** and **environment** factors.

Let's begin by looking at your community. Do you think it is a good community? Why?

_____

_____

_____

_____

_____

_____

_____

What makes a Good Community?

The first attribute of a good community is that it will have a leader to guide and lead in community decision-making, policies, planning and development activities. In a village, this leader would be the chief of the village. A good leader or chief is one that encourages co-operation among members of the community that will facilitate working together by its members. This cooperation would be underpinned by respect and consideration for one another in the community and also for the rules and policies that ensure that the community live and work together in peace and harmony.

Characteristics of a good community

Below is a list of characteristics or attributes that the community should have in order to live together effectively both now and in the future. They help the community to meet diverse needs, are sensitive to their environment and contribute to a high quality of life. They are safe and inclusive where the community is made up of people with diverse cultures, well planned, built and run, and offer equality of opportunity and good services for all.

- Accept, respect and understand differences especially culture and language among members of the community
- Good, exemplary and easily identified leader(s)
- Co-operation and team spirit in the pursuit and nurture of common interest
- Plans ahead in all its projects
- Responds positively to constructive criticism
- Respects, observes and obeys community rules, roles and authority
- Good and open communication among members
- Learns from mistakes and benefits from them
- Socialises together
- Show respect for one another
- Maintains a clean environment
- Cares for the elderly, widows and other disadvantaged groups in the community
- Prioritises family and their needs

How can you contribute to your community?

In living together, sharing and developing common resources, and aiming to constantly improve the quality of life of the community, each member will be expected to have certain attributes and responsibilities, and make relevant contributions towards these common goals. Some of these are listed below but you can add other attributes and responsibilities that you have found to be relevant:

- Sharing knowledge, information and skills with the community to ensure effective planning, development and completion of community projects
- Being accountable to the community
- Treating each member of the community with respect especially their right to privacy
- Observing and maintaining proper standards of practice and behaviour
- Ensuring that each member has a voice in community discussions and decisions
- Respect for spiritual values and enshrining these in community policies and practice
- Supporting one another
- Maintaining a clean and sanitary environment at community and family levels

Contributing to the development of the community and improvement of quality of life for all in a community requires commitment, patience and loyalty to the common good. It also requires the ability and will to work together as a team with dedication and respect. Here are behaviours that can facilitate cooperation and participation from community members:

- A strong shared feeling of the community and common interest.
- Willingness to share and contribute knowledge, information and skills as needed by community projects and activities
- Strong team spirit in supporting and accomplishing a project
- Cooperation in fundraising where necessary to ensure the availability of facilities and resources to support the goal of a project
- Preparing an action plan and the timetable activities

Activity 3.1

Characteristics of your community

Look around your community. Do you think your community has characteristics that will enable people working together to engage community activities? If so, list the characteristics of your community?

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_____

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_____

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_____

Political factors affecting community development

Simply, these are practices or policies by ruling authorities (e.g. government or a town council or village chiefs) that can have an effect on the way things are run or done. For example, most business operators will keep an eye on any political factor, such as new legislation or regulatory shifts, which could have a substantial impact on how their company operates.

Although national politics or government seems to be remote from the community and its existence, many of the policies of the government affect and impact on developments at community level. Governments decide on laws and regulations that determine relevant factors such as costs, activities that are permitted or not permitted, processes in obtaining required resources and facilities etc. It is therefore important that communities are aware of what these political factors are in your country and how they affect development possibilities in your community.

Reading 3.1

Now turn to Reading 3.1.

Activity 3.2

The following questions are based on Reading 3.1.

1. Make a list of the political factors in the article.

_____
_____
_____
_____
_____
_____

2. Do you think there are similar factors in your community? Reflect on these factors in your country that you believe have an impact on the development of your community.

_____
_____
_____
_____
_____
_____

Governance and community development

Governance refers to how a community is run, directed and controlled. Good governance means an effective organisation of a community.

How does governance link with political factors?

Governance is basically about the process of leadership and how responsibilities are being organized, carried out and accounted for within an organized setting.

In our discussion above about attributes and characteristics of a good community you will be aware that perhaps the most significant factor of all is how the community is governed and what kind of leader(s) and leadership qualities.

Without good and proper leadership and governance, many of the developments of the community will not be given the planning, support and resources they need to be completed. As well as this, every community needs a leader who is respected and has the confidence of its members before they can expect the cooperation and teamwork needed for community development.

Reading 3.2

Now turn to Reading 3.2: Good Governance

Below is an interesting article which explains the roles of traditional justice. Read it before answering the questions in Activity 3.3

Role of traditional justice in Pacific highlighted by academic

23 APRIL 2012 SUVA (RNZI) ---- An Australian academic says international agencies and governments shouldn't overlook the work of local leaders in keeping the peace in Pacific communities.

A University of Queensland researcher, Morgan Brigg, said research in Timor Leste, Papua New Guinea's Bougainville, Solomon Islands and Vanuatu shows peace and order is most often dealt with at grass roots levels.

He says community leaders have the capacity to manage conflict on a day-to-day level, avoiding needless escalation of disputes.

He said they need more support.

"The formal justice system is often remote from people, police may be a long way away, it may be difficult or expensive to get access to the court system, so it's actually chiefs and church leaders predominantly, we've found, who are often doing a lot of the everyday conflict management work."

Dr Brigg said his work was presented at a UNDP workshop in Suva recently and it was good to see there is support for this approach to peace and order in Fiji.....

Source: *http://www.unescap.org/pdd/prs/ProjectActivities/Ongoing/gg/governance.asp*

Activity 3.3

The following questions are based on Reading 3.3 and the article on the "Role of traditional justice in Pacific highlighted by academic".

1.   Reflect on the 8 major characteristics of good governance.

2.   Do you agree with these characteristics? Could you add a few more from your own experience and within the context of your community?

3.   In Reading 3.3, do you agree with the view of the Queensland Researcher? Is there a characteristic from this article that can be part of good governance?

4.   Develop a "Good governance tree" in the space below. Draw a large tree and label the tree trunk as "good governance". Draw tree branches and leaves, as well as roots. On the leaves and roots write down the definition of good governance in your own words, what do you think it involves, and words that are associated with good governance for example , "transparent leadership".

Summary

In this Unit, we discussed 2 important elements of the community: political and governance factors. We reflected on and noted what these were in our own community and specifically discussed how they affected the development of our community.

References

Role of traditional justice in Pacific highlighted by academic
Available at:
http://www.unescap.org/pdd/prs/ProjectActivities/Ongoing/gg/governance.asp
[Accessed 23 April 2012].

UNESCAP (2010). *What is Good Governance?*
Available at:
http://www.unescap.org/pdd/prs/ProjectActivities/Ongoing/gg/governance.asp
[Accessed 23 April 2012].

Activity 3.2

- politician developing own constituency because they voted him/her
- discrimination
- favouritism

Activity 3.3

participation, transparent, responsive, inclusive, effective &efficient, lawful, participatory, consensus

Glossary

Start to develop your own glossary in this unit by completing the following table, filling in the terms that relate to the given definitions. Some terms are defined for you but you can try the rest.

Key terms	Definitions
Political factors	these are practices or policies by ruling authorities (e.g. government or a town council or village chiefs) that can have an effect on the way things are run or done
Good governance	process of leadership and how responsibilities are being organized, carried out and accounted for within an organized setting
Community development	

Reading 3.1

Community Education Training Centre lecture notes

In Samoa, more than 80 per cent of land is held under customary ownership. Customary land is protected by the Constitution for the 'customs and usage' of the people of Samoa and is held in the name of a particular titleholder (matai) who has authority over the land. In the past the every Samoan can access land that provides a livelihood and means of family support. The matai determines how land is distributed among family members for their use. Customary land is essentially outside the parameters of the formal land registration system and cannot be conveyed or mortgaged. Customary land can be alienated in only two ways:

1 Land can be leased to a person or corporation approved by the matai. The Alienation of Customary Land Act 1965 appoints the Minister of Lands to act as trustee for the owners and to sign the lease. The Act requires the Registrar of Lands to register the lease in the Land Registry, a public record administered by the Division of Land Management in the Ministry of Natural Resources and Environment.

2 Land can be taken by the government, pursuant to the Taking of Land Act 1964, for a 'public purpose'. The land taken must be registered as public land in the Land Registry.

In the past Government of Samoa appealed to the loyalty and patriotism of people to allow roads and other works for the public good to proceed unimpeded. And many customary landholders agreed to provide land for public purposes without compensation. But this is no longer the case. Today landowners sometimes lodge complaints about compensation long after works are completed, even though a community's land may have been pledged to works designed for the public good. Some development work is even withheld when there is disagreement between government and landowners regarding compensation fees.

Reading 3.2
GOOD GOVERNANCE

UNESCAP (2010). *What is Good Governance?*
Available at:
http://www.unescap.org/pdd/prs/ProjectActivities/Ongoing/gg/governance.asp
[Accessed 23 April 2012].

Good governance has 8 major characteristics. They are:

1. **participatory**
2. **consensus oriented** (gets the approval or consent of all concerned)
3. **accountable and transparent** (reporting and informing all concerned about what is happening)
4. **responsive** (always responding to members needs)
5. **effective** (useful and serves the purpose)
6. **efficient** (does not waste time and resources)
7. **equitable** and **inclusive** (includes and treats all members fairly)
8. **follows the rule of law**

It assures that these leaders lead and follow what is correct and acceptable and fair. It is also responsive to the present and future needs of society.
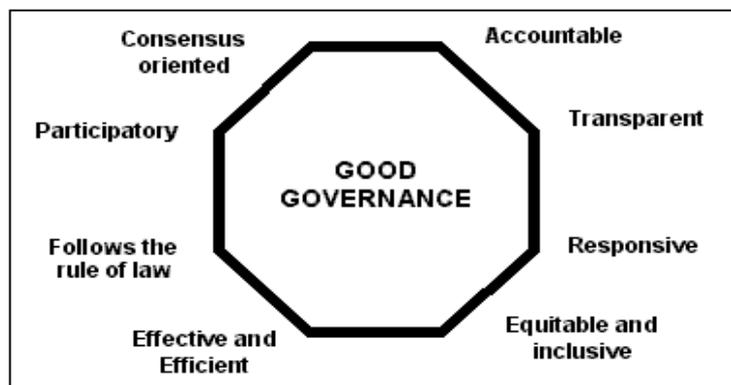

Figure 1: Characteristics of good governance

Participation
Participation by both men and women is a key cornerstone of good governance. Participation needs to be informed and organized. This means freedom of association and expression on the one hand and an organized civil society on the other hand.

Rule of law
Good governance requires fair legal frameworks or a series of legislations or law that addresses needs of everyone justly, and that that are enforced impartially (without bias or misrepresentation). It also requires full protection of human rights, particularly those of minorities.

Transparency
Transparency means that decisions taken and their enforcement are done in a manner that follows rules and regulations. It means that information is freely available and directly accessible to those who will be affected by such decisions and their enforcement. It also means that enough information is provided and that it is provided in easily understandable forms and media.
Responsiveness

Good governance requires that institutions and processes try to serve all stakeholders within a reasonable timeframe.

Consensus oriented
There are several actors and as many viewpoints in a given society. Good governance requires mediation of the different interests in society to reach a broad consensus (agreement by different sections) in society on what is in the best interest of the whole community and how this can be achieved. It also requires a broad and long-term perspective on what is needed for sustainable human development and how to achieve the goals of such development. This can only result from an understanding of the historical, cultural and social contexts of a given society or community.

Equity and inclusiveness
A society's well being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society. This requires that all groups, but particularly the most vulnerable, have opportunities to improve or maintain their well being.

Effectiveness and efficiency
Good governance means that processes and institutions produce results that meet the needs of society while making the best use of resources available to them. It also covers the sustainable use of natural resources and the protection of the environment.

Accountability
Accountability is a key requirement of good governance. Not only governmental institutions but also the private sector and civil society organizations must be accountable to the public and to their institutional stakeholders. Who is accountable to who varies depending on whether decisions or actions taken are internal or external to an organization or institution. In general, an organization or an institution is accountable to those who will be affected by its decisions or actions. Accountability cannot be enforced without transparency and the rule of law.

U4

Our Natural Environment

What are natural Resources?

Natural Environment factors

Good development, economic growth versus our natural environment

Our Natural Environment

Unit 4 concept map

This map represents the core concepts that we'll be covering
in this unit, and the relationships between them.

Study organiser

Before you begin this unit, please check through your study organiser. It shows the topics that we'll be covering, the skills you need to acquire (the learning outcomes) and the activities you'll do to help you acquire these skills.

Topic	Learning Outcomes	Activities/Readings
Natural Environment factors	• Identify the importance of our natural environment to community development	Activity 4.1 Activity 4.2 Activity 4.3 Reading 4.1
What are natural Resources?	• Explain the role of natural resources in manufacturing and show that nothing can be made without using at least one natural resource • List the main environmental issues in Pacific Island countries	Activity 4.4
Good development, economic growth versus our natural environment	• Define sustainable or appropriate development and suggest practical ways to sustain and preserve your natural environment • Discuss the meaning of development and how it relates to the different features of a community and the factors affecting a community	Activity 4.5 Activity 4.6

You should spend approximately 2 hours a day on this unit.

Introduction

As humans, the environment-the Earth-is the only home we have. It is where we live, breathe, eat, raise our children, etc. Our entire life support system is dependent on the well-being of all of the species living on earth. This is commonly referred to as the biosphere. .

The natural environment plays a fundamental role in sustaining our collective future. It is widely recognised that people's connection with nature can increase their health and well-being. The natural environment also provides a range of additional economic, social and environmental services without which society could not function.

Unfortunately the planet is in danger. Many species of animals and plants are nearing extinction. Our clean water supply is at risk and more and more of our beautiful, open spaces and forests are disappearing as new developments take place.

We need to save the environment. If we don't then the whole world is at stake: animals, plants, humans, and all the living organisms will be affected.

Natural Environment factors

Natural environmental factors are also critical in the development of community. If a community is dependent on the environment for its livelihood then it is important that the resources of the environment is protected and conserved so that it is able to support and sustain the needs of future generations of the community. Abuse of the environment such as overuse, exploitation or failure to replace what we use can also lead to such negative effects as pollution, depletion of resources and health issues that affect the quality of life in the community. Other consequences can be poverty resulting from overharvesting natural resources, lack of land for subsistence farming because it is being used for commercial purposes; polluted water sources resulting in increased disease risks.

Activity 4.1

Environment

1. What do you think about when you hear the word "environment"? Is there a word for environment in your own language? Think about what this means and how it might translate into English.

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2. Write your definition for environment

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3. Your definition may be linked to the 'natural' or what has been created by nature in your community. This is called 'natural environment'. Some languages or cultures do not have a special word for the natural environment. Can you think why this might be the case in some cultures?

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4. Using the table below, identify those resources in your community that are natural and those that are manufactured or processed:

Natural	Manufactured/Processed/Produced

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5. Write down some of the differences between the natural and the manufactured objects

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6. Choose one of the manufactured objects and discuss how it was made. What natural resources were required to make it? Who made it? Who would buy/use it?

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You should by now note that a number of goods or things you own or use are made from natural resources around the world. Some of these resources are depleted. Some are no longer available. Communities in Pacific island countries face this problem. This problem is due to poor management of these resources among other reasons.

E x a m p l e s

Let us look at the example of the sea turtle. The most common threats to sea turtles around the world can be characterized as the following:

1) Harvesting/poaching of eggs;
2) Incidental capture and death of adults by commercial fishing operations
3) Tourist, urban or industrial development of nesting habitat;
4) Slaughter (killing) and eating of turtle meat;
5) Capture and slaughter for other products
6) Marine pollution, especially chemicals and plastics

Activity 4.2

Uses of Environment

1. Reflect on the way you use the environment and its resources in your community. Can you identify any risk or negative consequences (results if the risks are not dealt with) in the way these are used that will affect the development of your community and its people? Use the table below to write down these risks and consequences.

2. Are these risks and consequences short term (i.e. immediately noticeable or felt) or are they long-term (not noticeable yet but will be in the future, e.g. climate change and rising sea levels).

Environment resource	Risks	Long/Short term	Consequences

Reading 4.1

Now turn to Reading 4.1: The Waisarava Creek
This reading discusses how the *Mataqali Vola* coped with the problem of pollution.

Activity 4.3

Environmental Issue

Choose an environmental issue of interest to you that you identified as a risk in Activity 4.2. Write notes on this issue under the following headings:

The problem:	**Example: Soil erosion**
Impacts/effects on people:	**Example: Soil erosion leads to flooding**
Causes:	**Example: Is caused by deforestation**
Possible solutions:	**Example: Can be minimized by reforestation**

Some of your responses will give you a fair idea of the importance of the natural resources we have in our communities to our livelihoods and those of others. Preserving and sustaining our resources is a good example of effective and responsible community development

People and their natural environment

We will now look at how people interact and use their environment and the impact of these processes. The environment is critical to people because it provides the resources to sustain life both directly and indirectly. In other words, the resources obtained from the environment are used by people to manufacture goods that can be sold e.g. timber is obtained from trees in the forest and sold for income.

We have used the term "resource" throughout this module.

What are natural Resources?

Natural resources come from nature and are used or turned into the things that we want and need to live.

From the ancient pyramids of Egypt to rockets in space, everything human beings have ever made or used comes from natural resources. The earth's soil, sunlight, and water grow the plants that give us the food we eat. The heat that keeps our homes warm in the winter comes mostly from oil and coal. The metals that we use to make computers and cans come from minerals found in the earth's crust. Natural resources provide us with the things we need, such as air, water, and food, as well as things we may want, such as television, toys, and soda.

Where do we Find Natural Resources?

Although natural resources come from the earth, they are not always found right where we need them. Very often, natural resources come from far away places before they end up in our home or city. For instance, Petroleum or oil comes from deep underground, in places like the Middle East, and from underneath the ocean floor. Aluminum comes from mineral called bauxite, which is found in the tropical rainforests of South America and other parts of the world. Even the food we eat often travels thousands of miles before it ever reaches our plates.

Activity 4.4

Natural Resources and its benefits

1. Complete the table below, following the examples given in the first few rows.

Natural resource in your country	Is it used to make money?	How is it used to make money?	What other uses does it have? Who benefits
Pine forest	Yes	Sold for timber. Creates jobs.	Recreation areas; nature walks. The general public
Native rainforest	Yes	Sold for timber. Creates jobs	Birds & animals are hunted here. Medicinal plants grow here. Community members benefit in many ways
Mango trees	Yes	Fruit sold at market. Creates jobs	Healthy food. Bats live here. Community health benefits

2. Does everyone benefit equally from a resource? Explain your answer.

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3. How is money from a resource used? Does the whole community benefit from this money? If not, give reasons for your answer.

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Good development, economic growth versus our natural environment

In every country, the environment provides the resources for economic development at both national and community level. In your activities above you have demonstrated how natural resources from the environment provide a living or part of a living for people in the community. Just as people use the environment and its resources to sustain their lives, so too governments makes money from the environment to fund national projects and purposes. Government is also responsible for making policies that affect the use of the environment and its protection.

In Unit 2 we discussed about the economic factors and how they affect development in your community. Think about the activities that generate money for your community based on the use of your natural resources and which result in projects that develop or improve your community. This can be the use of your freshwater supply which brings improvement to your roads, employment to your people or a new school. Any general improvement to the livelihood of people and its community is basically called 'development'.

In communities, if there are signs of good business activity and improvements in the lifestyle of people such as having tap or piped water sources, improved housing and schools and more educated children and adults; more people employed and have increased income and resources, these are examples of development and a clear sign that the economy is growing.

However, there may be new buildings or activities that are being introduced to a community which can be seen by many as 'development', but which may be harmful to the environment and natural resources in your community. These may be seen as 'negative development'. If the economic activity is based on these natural resources, and if these natural resources are not sustained, then the trading

and business activity may slow down and eventually stop once the natural resources are depleted.

Activity 4.5

1. Define development? Give examples of different type of development in your community or country.

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2. What is the difference between development and economic growth?

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3. Are there groups in the community who do not always benefit from economic growth? Can you name any of these groups and give examples?

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4. Some people think that economic growth can lead to health problems in a society. Give examples.

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5. Together with economic growth, the developments in a community or country may have negative impacts on the economy in the long term. Do you agree? Give examples from your community or country?

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6. Explain how the government can help protect the natural environment. Give examples.

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Below is an interesting article about Merina and her fishing net. Read it before answering the questions in Activity 4.6

Merina and Her Fishing Net

Merina was a fisher who lived on the island of Ika somewhere in the Pacific Ocean. She caught fish off the reed near her village and sold them regularly to Mr Lui. Mr Lui drove his truck to her village every week to collect the fish, for which he paid $2 each. He took the fish to the town 5 miles away and sold them for $4 – thus making a $2 profit per fish, which helped to cover the cost of transport and gave him money to put his children through school. The people in town who bought the fish were happy to get good quality fresh food from their own country, and their children were healthy and well fed.

Merina used some of her earnings to put her two children through school, and the rest she put away in a bank account so that she could pay for her oldest daughter to go to high school in town in a few years. The system seemed to work well for both Merina and other fishers in her village, as well as for Mr Lui and his buyers in town.

Then one day Merina saw an advertisement in the newspaper for a fishing net. She thought the net would help her catch more fish, which would bring her more money. So she went to the bank, took out $10 from her account and bought herself a net. The next time she went fishing she caught twice as many fish! She was very happy; and Mr Lui was happy to buy more because he could now also sell the fish to some of the big hotels in town.

After watching Merina make more money, everyone else went out and bought nets to help them catch more fish.

Some years later, Merina went out fishing one day and came back with only a few small fish in her net – nothing like what whe had caught before. She thought it must be a bad day, and decided to come back two days later. Sadly, this time there wasn't even a small fish. When Mr Lui came to visit, he was very angry as this meant he had wasted petrol driving to the village. He demanded that Merina have fish ready for him the next time he came back.

This lack of fish was unheard of in Merina's village, and she was very worried. She spoke to her friends, who had all experienced the same problem. The fact had to be faced – there was no fish left in their lagoon!

Source: *CETC Lecture notes*

Activity 4.6

The following questions are based on the article: Merina and her fishing net

1. Merina and her friends used nets to increase the amount of fish they could catch. Why was this an advantage?

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2. Who will be affected by the lack of fish on the island of Ika? Make a list of all the people involved and show how they are affected.

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3. Why do you think the fish disappeared?

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4. What could Merina and her friends done to prevent this sudden lack of fish? Think of the different skills required to plan, communicate, advocate, mediate that you have studied so far?

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5. Can you think of a situation in your country where thoughtless use of the environment may cause health and economic problems?

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Summary

In Unit 4 we developed ideas about the importance of the natural environment and its resources to the development of the community in different aspects including health and the economy. It also has given you some ideas on how you can make good use of the different skills and knowledge that you have learned from this module to contribute to effective development of your community.

Sample Answers to selected Activities

Activity 4.1

Environment is a place where we live which is surrounded by all the living organisms.

Activity 4.2

1. natural – unspoilt, genuine, in its original form
2. manufactured- processed, denatured, decolorized, additives added, changed from its original texture and form

Activity 4.4

2. No, not everybody benefits equally. Some get more benefits because of ownership titles and social ranking (e.g. the village chief).

3. The money is used for development purpose. No, the whole community doesn't benefit. It is usually shared equally amongst the community members.

Glossary

Start to develop your own glossary in this unit by completing the following table, filling in the terms that relate to the given definitions. Some terms are defined for you but you can try the rest.

Key terms	Definitions
Natural resources	Materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used for economic gain
Political factors	these are practices or policies by ruling authorities (e.g. government or a town council or village chiefs) that can have an effect on the way things are run or done
Good governance	process of leadership and how responsibilities are being organized, carried out and accounted for within an organized setting
Economic growth	

Reading 4.1
THE WAISARAVA CREEK

(1995) Project WET International Foundation.

The Waisarava Creek runs across a piece of land that belongs to the Mataqali Vola, a Fijian landowning unit. The creek flows over 10-12 kilometres discharging into the Wainibau River about 500-700 metres upstream of the Lodoni Water Pump that supplies water to the city.

Land on both banks of the Wasarava Creek and adjacent hinterland are used for farming and housing for urban employees who commute to work in the Nausori and Suva corridor.

Recently, residents living on both sides of the creek have complained about the foul smell from the creek. The residents claim that the foul smell comes from the chicken abattoir upstream.

Observations by the Mataqali Vola suggest that sources of pollution apart from the chicken abattoir are rubbish dumped by residents along the creek and activities related to household chores.

Agriculture activities have also contributed to the pollution of the creek. The absence of fish and other fresh water organisms in the upper creek testify to reduction of biological diversity in the stream.

What happened next?
- What are the environmental and social impacts of polluted rivers?
- How do agricultural activities affect rivers?
- What are practical community actions that can be taken by the community?
- What are the actions that can be taken by the abattoir?

What really happened?
In December, 2004, the Mataqali members approached a consultant to advise them on the best approach to clean up the creek and its long term sustainable management. The Mataqali and their decision-makers have agreed to initiate a community-based project to enhance the stream water quality.

They conducted workshops and invited landowners and tenants in the Waisarava Creek catchment. The workshop focused on water. Key government stakeholders and environment organizations were also invited to the workshop.

The Mataqali also approached the Native Land Trust Board and presented how their environment has been degraded by activities of the leaseholders. They are hoping that the NLTB will ensure that all

leaseholders abide to decrease environmental pollution. They have agreed that to approve a lease, the applicant must promise that all activities he/she wants to carry out on the piece of land are environment friendly.