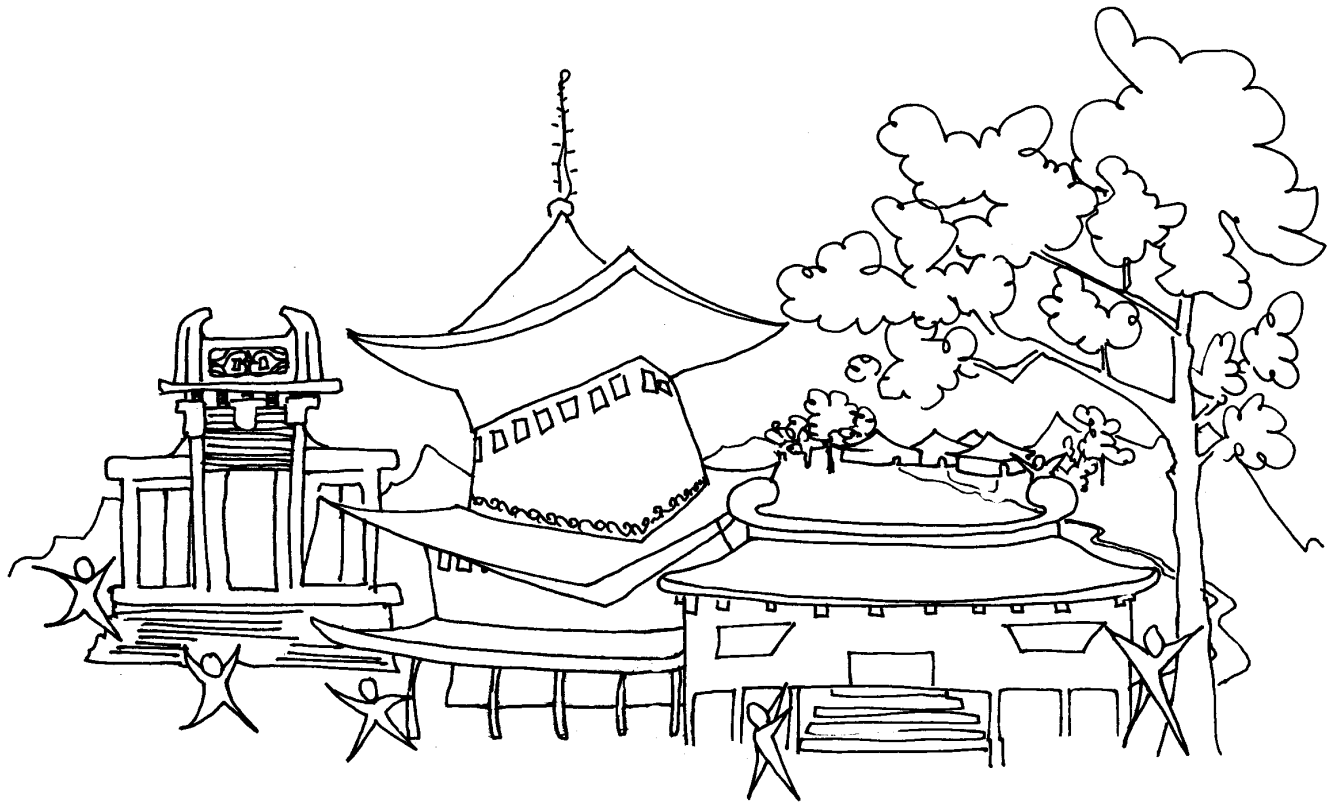


A CED Training Guide for Peace Corps Volunteers

Module 4

Implementing a CED Strategic Agenda



MODULE 4

IMPLEMENTING A CED STRATEGIC
AGENDA

A VOLUNTEER'S STORY

An education Volunteer taught English to fifth through 10th graders in a remote Mongolian town. Many of the men were unemployed since the shoe factory closed shortly after the change from a communist to a market-based economic system—there was no longer a market for the shoes they had produced and shipped to Russia. The community's number-one concern was jobs.

The community wanted the Volunteer to help them bring a new employer to their town or get an international business to purchase and reopen the shoe factory. Instead the Volunteer worked with the community to determine the community's skills and resources. They identified five men that would like to make and sell traditional Mongolian boots, using leather produced from nearby herds and selling their boots locally. The men knew how to make boots, but had no business experience.

The community's idea was to organize a cooperative, secure sewing machines and boot forms from the town that now owns the former shoe factory, market the boot jointly, set up a record-keeping system, get a microloan from a local microfinance institution, and determine what fees the cooperative would charge members to cover expenses. The machines would need to be maintained and eventually replaced. The cooperative planned to purchase supplies and sell them to members. They needed to pay utilities and wanted to do some common marketing of the boots. Who would keep the records, make the purchases, and do the marketing? How would they be paid for their efforts? How would the group make decisions, distribute profits, recruit new members? There were many questions to be answered.

The Volunteer continued to work with the group to help them design plans for their business. He wisely did not offer to produce a business plan for them. He asked questions, he got or gave information, he suggested possibilities, and he let them figure the plans out for themselves. The men learned how business works and how to work together as they plan. Progress was slow. It was challenging; the Volunteer was learning Mongolian, and the boot makers spoke no English.

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The process of developing a community economic development (CED) strategic agenda (see Module 3) engages the community, begins the process of building trust and the capacity to work together, helps citizens visualize a better future, and establishes priority areas for community action. Community participation is important in arriving at a CED strategic agenda. Participation throughout the community is essential in the next phase as well.

In the next phase we look for community partners to take responsibility for various activities and projects involved in implementing the CED strategic agenda. You will meet new and some old partners. Partners include community-based organizations (CBOs). Some CBOs you may be familiar with, such as the chamber of commerce. Others may be less familiar, such as business incubators. Business incubators are not for chickens; they are for hatching small businesses.

In this module we discuss why it is critical for a society as a whole (individuals, the government, business, and civil sector) to work together on behalf of the community and how to deal with unexpected change. There is always unexpected change, and CED activities are no exception. Finally, we review the benefits of both the CED process (increased community capacity) and the CED product (an improved local economy). By the end of this module you will have the knowledge, skills, and attitudes to:

- Discuss the importance of CBOs in the implementation of a CED effort.
- Identify five CBOs in your country of service and how they contribute to their community's economic development.
- Explain why it is important for all sectors of society to work together.
- Demonstrate the use of contingency planning using "if-then" scenarios.

WHY IS A HEALTHY LOCAL ECONOMY IMPORTANT?

In the last module we spent time developing a CED strategic agenda. Perhaps now is a good time to address the question "Why is it so important to invest time, effort, and resources in CED—in building a local economy?" The short answer: In a healthy local economy, money circulates and recirculates, and the benefits produced by this money are retained within the community, making local people better off, and making economic growth possible. When individuals and families are better off economically they have the resources to deal with a host of other concerns: sending their children to school, improving their housing, accessing medical care, etc. Improving the local economy is not an end in itself; it is a means to the end—improving the lives of a community's individuals and families.

WHO IMPLEMENTS A CED STRATEGIC AGENDA?

The whole society implements a strategic agenda: individuals in the community, their CBOs, private business, and the government. Organizations mobilize and multiply the efforts of individuals.

Individuals are the drivers that make a local economy grow. It is individuals, working independently and collectively, that form the fabric of community life. It is the skills, abilities, and experiences of these individuals that can be mobilized to develop a vibrant local economy.

Individuals assume many roles in the local economy. They are the owners of large and small businesses; they are employees; they are educated consumers of locally produced or locally sold products; they are investors in local property and projects; they share their knowledge and experience with others, in terms of volunteer and associational activities; and they work together in community-building efforts.

Individuals can make a difference, yet when people gather together they can make a bigger difference. This multiplier effect of people working together is called synergy. Even more synergy is generated by organizations in a community working together.

Implementing a CED activity on your own is not impossible—it is just very difficult. CED by its very nature includes many actors, and at the core is a community working together for the betterment of the whole.

Community organizations by and large are formed to work on various projects and activities that primarily benefit the community. An organization may have been formed for the improvement of schools, such as a parent-teacher association; for the beautification of the community, such as a garden club; or for civic undertakings, such as the Lions, Rotary or Kiwanis clubs; or it may be a housing association formed to build a playground. All these organizations are formed to improve life in the community. These groups form because of social concerns. From time to time these organizations may be engaged in an activity that improves the local economy, such as building a historical trail, but CED is not their main purpose. However, building the historical trail attracts visitors to the community, who spend their money in local shops.

Other organizations focus more directly on the economic aspect of the community. Examples of these organizations are cooperatives, chambers of commerce, guilds, incubators, small business groups, or a local women's business association. These groups are formed to provide economic benefits to the group through individual membership.

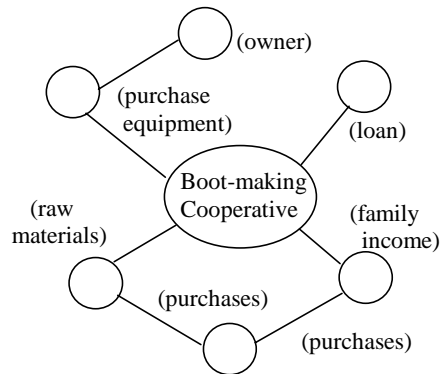
The local government is interested in the economy, especially the taxes it generates. The government also is usually interested in the well-being of citizens. The government's cooperation is necessary in implementing a community agenda. In some instances, government approval is needed to undertake business activities, and government is a key player in improving the infrastructure of the community.

In implementing a CED strategic agenda, all types of organizations and individuals should be approached. What is critical is to find pieces of the agenda that fit with the organizations' and individual's interests.

ACTIVITY 4:1

DIAGRAMMING LINKS BETWEEN ORGANIZATIONS

Fill in the diagram below to show the links between community organizations and community members and the boot-making cooperative mentioned in the Volunteer's story at the beginning of the module.



If you were the Volunteer in this Mongolian community, how would you suggest the men at the boot-making cooperative approach the various parties in the community for assistance?

For every pair of boots that sell for the equivalent of \$20, how much do you estimate the community's income will be increased? To do this you will need to make some assumptions.

What nonmonetary benefits do you predict would result from the boot-making cooperative effort?

Ask your trainer or a Volunteer to describe an ongoing CED effort in your host country. Diagram the links of this activity and determine how it may improve the community's economy.

COMMUNITY LEADERSHIP

One of the goals of CED is to expand the number of individuals in a community who are accepting leadership roles. Broadening community leadership has several advantages: (1) There is a greater chance for inclusion of different interests, genders, and ethnic groups. (2) The probability of community projects being sustainable increases since it is more likely there will be leaders to see the project to a successful conclusion. (3) Taking on a leadership role provides opportunities for building the individual's capacity. Some leaders are more effective than others. Expanding community leadership to make it more inclusive and improving leadership skills increases the community's ability to put the community members' ideas into action.

An anonymous, wise person once said, "A good leader inspires people to have confidence in the leader; a great leader inspires people to have confidence in themselves." A key element in enabling people to realize their own potential and to have self-respect is their relationship to the group leader. If a group allows a leader do its work, the group is not taking responsibility for its own destiny, and it may not be able to stand on its own.

There are several explanations as to why individuals emerge as leaders. One theory holds that leadership is based on an individual's source of power—personality, role in society, or knowledge. When we visualize a leader, often we think of a charismatic leader we have seen on TV or have read about in history books. Personality is the image an individual transmits to others; it is a composite of all physical and mental characteristics.

Role power comes from the position a person holds. Some examples of powerful positions are the mayor of a town, the chief or elder in a village, the minister of a church, the owner of a large business.

Knowledge power comes from understanding the skills and techniques required for effective behavior in a given role. As societies become increasingly technical and roles become more specialized, knowledge power becomes more and more important.

When broadening the leadership base of a community, look for community members who derive power from all these sources. Many individuals derive power from more than just one source.

A common model describes three styles of leadership: *authoritarian*, *consultative*, and *enabling*. (See the table that follows for more details on leadership styles.) Of course, different situations call for different styles of leadership. For example if there are rebels in your backyard and it is a question of survival, a more authoritarian leadership style is appropriate. There is little time for consensus building and consulting. Immediate action is required.

An authoritarian style of leadership usually is not ideal in any community development activity with the goal of full participation. Building the capacity of

a group to work together and implement their own ideas requires an enabling leader who calls on group members to identify their own resources, explore new ideas, and make decisions. An enabling leader acts as a group facilitator, helping the group to manage itself. However, when groups have not yet developed the capacity to act for themselves, a consultative or even authoritarian leadership style of leadership may be more effective.

Effective leadership is strongly influenced by culture. For example, in the Kingdom of Tonga young people live with their parents until they marry. Youth are accustomed to authoritarian leadership style from their parents and the elders in their villages. In fact, they are considered to be youth in Tonga until they marry. Some youth are 35 or even 40 years old. Also, it is not polite in the Tongan culture to ask questions of older people; they might not know the answer and that would be embarrassing. The actions and decisions of community leaders are not questioned. Peace Corps Volunteers in the Kingdom of Tonga find that in working with youth groups, it can take years for the group to be comfortable with an enabling leadership style. Developing youth leaders in Tonga is hard work; leadership is not a role the youth expect to play.

What is the predominant leadership style in your host community?

A final thought on characteristics of effective leaders. Do not underestimate the magic of a positive attitude. Attitude is simply the way one views the world. It is a perceptual or mental phenomenon. It is how one focuses on life. In a sense, people see what they want to see. If they concentrate on negative factors (and there are plenty), they eventually wind up with a negative attitude. When they concentrate on positive factors, they are more apt to stay positive. It is easy to say, “look at the bright side,” but, of course, it is not easy to do. A positive attitude can be a priceless possession. For a leader it is an essential characteristic.

Note: Peace Corps Volunteers are often valued for their “can-do attitudes.” It is one of the Volunteer qualities that community partners prize most.

LEADERSHIP STYLES

Leadership Style	Leader Behavior	Level of Individual Behavior	
Authoritarian	Leader makes decision and announces it	Leader announces his/her decision with no feeling of responsibility or accountability to share the reasons.	Less participation ^ ^ ^ ^
	Leader presents decision but “sells” it to members	Leader announces his/her decision and shares the reasons behind it, which were prepared in advance. (Monologue.)	
	Leader presents decision and invites questions or clarifications	Leader announces his/her decision, but responds on an impromptu basis with a rationale based on the questions of clarification from the members. (Dialogue with no expressed willingness to change decision.)	
Consultative	Leader presents tentative decision, subject to change	Leader announces his/her decision and announces that he/she is open to questions of clarification and discussion. (Dialogue with willingness to change decision if necessary)	amount of possible individual participation v v v
	Leader presents situation, gets input, makes decision	Leader identifies situation or problem and moves into a facilitating role to surface assumptions and suggestions, then moves out of facilitating role and makes a decision.	
	Leader calls on members to make decision, but holds veto power	Leader calls on group to identify situation and limitation(s), and to explore and make decision contingent on leader’s veto power.	
Enabling	Leader defines limits, calls on members to make decisions	Leader shares any (e.g., funds available, time parameters) and facilitates a decision by members on basis of limitations.	More Participation v v
	Leader calls on members to identify limits, explore situation, make decision	Leader maintains a facilitating role, allowing members to identify situation or problem, identify limits, explore, and make decision.	

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A LEARNING MOMENT

Identify a time when you took a leadership role. Write down or think about a few of the most significant aspects of the event.

- From where did your leadership power come? Your role in society? Your knowledge? Your personality?
- Which of the three leadership styles did you use in the situation? Authoritarian? Consultative? Enabling?
- If you had the opportunity to relive the situation, would you do anything differently? If so, why?
- How can you improve your leadership skills during your Peace Corps service?
- What do you think is the most effective leadership style at your Peace Corps site? Does it vary with different situations in which you work? If so, why?

Discuss your conclusion about the most effective local leadership style with your Peace Corps trainers, host family, and or Volunteers who have been in country for sometime.

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How do you broaden the leadership for community economic development activities? There is not a single answer, but there are a lot of little things CED groups can do to develop additional leaders.

- Promote a welcoming and open group attitude; seek to be inclusive. Post announcements of meetings in public places with an invitation to attend. Ask group members to bring friends and associates to CED activities. The more people who become involved the greater the number of potential leaders.
- Identify NGOs and CBOs that are active in the community. Invite their leaders and staff to become involved in the CED work. Some of their leaders and staff may take leadership roles in building cooperative/joint projects between the CED group and their organization.
- Locate the special interest groups in the community: ethnic groups, youth groups, senior citizen groups. Who are the leaders in these groups? They might be interested in representing their interest group in CED efforts, and they might become future CED leaders.
- Provide many opportunities for leadership roles through working groups and committees. Most leaders do not start as the president of an organization;

they gain leadership experience by first organizing a few people with a defined task.

- Get to know group and community members personally. Find out their interests and skills, and then invite them to lead an activity that matches their interests and/or skills. They are more likely to enjoy a leadership role that is a good match.
- Offer leadership training for group members as well as current leaders. Some topics that might be included: facilitation skills, organizing and running a meeting, decision-making techniques.
- Take notice when people take responsibility within the group and acknowledge their efforts. Offer members opportunities to take on more responsibility when they seem ready—soon you will have another leader.
- Identify the types of knowledge and skills needed to plan, implement, or monitor economic development activities/projects in the community and seek out people within the community that have that knowledge or those skills. Invite them to share their knowledge or skills.

PRIVATE BUSINESSES AS CED PARTNERS

If individuals are the drivers that make a local economy grow, then private businesses are one of the engines that power the economy. The connections, or mobilized capacities, between a business and the other parts of a community take on an infinite variety of forms. Some of them are very simple; some are very complex and highly developed.

The following example illustrates the role that a small business can play as a community partner. The business is a small market that sells groceries, meat, dairy products, and other basic commodities. It is located in the midst of a low-income community and has mobilized its capacities in each of the following ways:

- Offers special senior citizens discounts on meat and produce one day a week.
- Offers food specialty products that are made by residents of the community.
- Storeowner belongs to chamber of commerce and participates in projects to promote business in the community.
- Hires cashier and butchers from among residents of the community.
- Provides cookies and punch for annual craft fair.
- Hires a local 15-year-old student to work after school and is teaching her how to order stock and keep inventory records.

The storeowner believes that the store benefits the community and that the goodwill the store generates also benefits his business. This is a win-win situation.

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A LEARNING MOMENT

Pick a business in your host community and brainstorm ideas of how the capacities of this business might be mobilized to achieve CED goals. Share your ideas with fellow training participants and see how long a list of items you can generate.

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COMMUNITY BASED ORGANIZATIONS (CBOs)

There are several types of CBOs whose missions are directed toward business activities. The following briefly explains the nature of some businesses that Volunteers have found are good partners in implementing CED activities. Whenever possible, consider partnering with existing organizations; it is less risky than starting new ones.

COOPERATIVES

Since the early years of the Peace Corps, Volunteers have worked with agricultural and craft cooperatives. Cooperatives form to provide a common benefit to members, and members share common interests and goals (e.g., an agricultural cooperative, where small farmers can buy seeds, fertilizers, and feed collectively to reduce cost through the benefit of bulk or quantity purchasing). In other cooperatives, members cooperate to market and sell their products. Some cooperatives purchase raw materials and sell members' products. A cooperative business belongs to the people who use it—people who have organized to provide each other with the goods and services they need or sell the products they make.

Members share in the control of their cooperative. Cooperative members meet regularly, elect directors, and review reports themselves. Or as the cooperative grows, the directors hire management to manage the day-to-day tasks for the members. Other cooperative examples are business services, child care, health care, housing, legal and professional services, marketing of agricultural and other products, just to name a few. Cooperatives can be organized to provide just about any goods or services.

CHAMBER OF COMMERCE

The U.S. Chamber of Commerce is the world's largest business federation, with affiliates around the world. In several countries Volunteers have been assigned to or worked with local chambers to promote business activities. Chamber of

commerce members benefit from the lobbying efforts on the local, national, and international levels. Members benefit from the discussion of such issues as taxation, litigation, government policy, and the development of a quality workforce. Chambers provide members benefits through advocacy, information, training, consulting, and lobbying efforts. The organization is usually fee-based and provides a forum for its members to work collectively and benefit economically by doing business with each other.

GUILDS

Guilds are made up of people who represent a significant portion of a commercial or industrial sector, practice the same trade, and seek to cover all products, services, and processes of the trade. Volunteers have worked with some craft guilds. Guild membership is broadly based with both large and small businesses and key players. Guilds are successful in generating funds from membership fees, as well as from sales of services to members and others. They promote cooperation within the sector and between sectors, customers, and suppliers to enhance competitiveness. Guilds provide varied benefits to their members: for example, lobbying for higher wages, better working conditions, improved benefits from employers. The association itself may provide direct benefit to its members through a credit union or health insurance for the self-employed, or training to keep workers current in changes in technology.

BUSINESS INCUBATORS

Business incubators are a relatively new entity formed to provide an enabling environment for the start-up of small businesses. A few Volunteers in Central and Eastern Europe have been active in working with business incubators. Incubators perform two important tasks within the community. First, they foster local community development; and second, they nurture emerging businesses through start-up periods.

Business incubation is a powerful process of business enterprise development. Incubators nurture young firms, helping them to survive and grow during the start-up period when they are most vulnerable. Incubators provide hands-on management assistance, access to financing, and exposure to critical business or technical support services. They may also offer low rent, shared office services, access to equipment, flexible leases, and expandable space all under one roof. The intent of an incubator program is to produce successful graduates—businesses that are financially viable when they leave the incubator, usually in two to three years. Incubators can thrive in urban, suburban, and rural settings.

COMMUNITY DEVELOPMENT CORPORATION

A community development corporation (CDC) is a governmental or quasi-governmental agency that lends and invests in companies that locate in their community. They are often affiliated with a local municipality or economic development agency. CDCs review investments as other investors do, but

because of their interest in community development they consider other factors, such as opportunities for employment, assistance for minorities and women, and tax revenue from the business. A business that meets a community's needs can often acquire funding from a CDC when other investors might not be interested, and sometimes at a lower rate and for a longer term. Unfortunately in many of the countries where Peace Corps Volunteers serve, governments do not have the resources to sponsor CDCs.

COMMUNITY ACTION AGENCIES

Community action agencies (CAA) had their start in the United States in the 1960s to fight America's War on Poverty. They are nonprofit and public organizations (sponsored by local or regional government organizations). CAAs help people to help themselves achieve self-sufficiency, and work in collaboration with other organizations to help America's poorest of the poor. Today, community action type organizations are found throughout Western Europe and in a few developing and redeveloping countries.

WOMEN'S BUSINESS ASSOCIATIONS

Partly as a result of the Peace Corps' Women in Development efforts, Volunteers are active in identifying and working to promote women's business associations. A women's group establishes itself for the purpose of generating income and economic development for its membership. The group may decide to buy a stall in the town's market or begin a craft group. It may also provide classes in bookkeeping, management, or entrepreneurship. The group may form a savings circle or other rotating savings scheme.

CBOS AND NGOS

At first glance the difference between a community-based organization (CBO) and a nongovernmental organization (NGO) may not be very clear. The major distinction is that a CBO focuses its efforts exclusively on the community and community members. A CBO is a local organization. It may or may not have national or international affiliations. It has a democratic governance structure, and members derive certain benefits. Often the lines between these two types of organizations can be fuzzy. In general CBOs tend to be less formally structured and organized. For example, they may not have boards, they may exist for one purpose, and when that purpose is achieved they may dissolve. In addition, they frequently do not have paid staff. NGOs tend to focus on a "cause," such as children, the environment, or education, and CBOs tend to focus on how to best serve the community.

Both CBOs and NGOs are major players in the CED process. As Volunteers, identifying and recognizing the roles these organizations play in the community is a vital step in implementing CED projects. Each organization has stakeholders that may be the target group or a combination of target groups for a CED project.

ACTIVITY 4:2

THE ROLE OF COMMUNITY-BASED ORGANIZATIONS

Work with other trainees, language instructors, and/or technical trainer to identify five or more types of CBOs that are common in your host country. You may want to conduct individual discussions, take field trips to CBOs, hold panel discussions with CBO members, or talk with Volunteers working with CBOs and their Counterparts; read written materials on the organizations or surf the Internet. Here are some questions to help you learn more about CBOs in your host country.

- How many CBOs can you identify in your training community? Do any of them have national or international affiliations?
- Describe the work of different organizations?
- What kind of contributions could a Volunteer make in these organizations?
- What is the economic focus of CBOs in your community?
- Are there political sensitivities surrounding CBOs in the country? What are the issues, concerns?
- How do most CBOs support themselves?
- Why are CBOs important to the community's development? Do they play a significant role?
- What is/are the local language terms used to describe CBOs?

COORDINATION

Coordination is a process by which two or more organizations work together to accomplish a common purpose or task. The responsibility for the coordination process can be held by an individual or a group, but in cooperation and consultation with all the people concerned. There are many reasons to work in coordination when planning a CED activity:

- Coordination with other groups can minimize the constraints to the project.
- Coordination can assist in taking corrective action when problems are encountered during project implementation.
- Coordination promotes better relationships among key players in the project's process.
- Coordination can assist in the allocation of resources.

For coordination to work, effective leadership is essential. Good leaders inspire confidence, articulate concerns, and create links with other organizations such as banks, government departments, NGOs, private businesses, and donor organizations.

The concept of a society working together for the betterment of all is an ideal worth striving for. Many societies have three distinct sectors: business, government, and the civil sector, or the NGOs and CBOs. For CED to work most effectively these three sectors need to work together.

For example, a community based organization wants to establish an annual craft fair. It needs the cooperation of the local government to provide use of the town square as a fair site, police assistance, and other municipal services. It also would be helpful if local business pitched in and provided banners, helped with advertising, and created sales events that support the fair.

The key to this cooperation is that all participants benefit from their participation. The local government benefits through the promotion of the town and business efforts, which may increase the town's economic and tax base. The business community benefits from the potential increase in customers for restaurants, shops, and other retail outlets. And, of course, the CBO benefits through by an outlet for its crafts and the promotion of its wares.

PARTNERSHIPS

Partnerships with CBOs and NGOs may provide business with returns and produce a wide range of benefits. The range of benefits may be difficult for businesses to measure, but businesses do recognize improvements in such areas as public image, public relations and government relations, customer loyalty, access to new markets, employee morale, and, in some instances, employee retention. Frequently, internationally recognized soft drink companies will provide free drinks at fundraising events, local merchants will advertise

community events in their stores or restaurants, or companies may encourage employees to participate in community events.

Benefits can be tangible and intangible; for example, a sense of community appreciation, charity, or philanthropy. Business may believe that the goodwill created in assisting a CBO is worth the expense of advertising or a banner. The local government may see it as its responsibility to promote local business, and therefore contribute time and effort willingly.

Each organization needs to assess the community and select the best approach for working together. Here are a few ways to build partnerships:

- Develop internal support for the partnership within your organization, whether business, government, NGO, or CBO.
- Create a “business” strategy and a “philanthropic” strategy to assure better outcomes, avoid missteps, and open the way for further cooperation.
- Leverage existing systems and internal structures to enhance the outcomes. For example, engage a sales force or a police force in promoting the communities’ efforts, use retail stores, post offices, or major transportation hubs.
- Design a partnership that customers, employees, and community members can support. Develop the partnership in such a way that everyone clearly sees the benefit.
- Create partnerships that will last. Look at the relationship in terms of a long-term investment that will grow and increase benefits to all.

Partnerships at their best are based on the integrity of each organization. The integrity of the organization depends to a great extent on whether or not its members can hold leaders accountable and remove them if necessary. Open systems of sharing information, consulting members, and electing officers are critical, as is an effective system for the control and prevention of corruption. This is as true for a local food cooperative, as it is for a complex organization such as the World Bank. It is not enough for an organization to answer only to those who are inside the organization; they need to answer to a wider audience—their stakeholders.

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Now that we have discussed the various resources available in a community and various ways to cooperate and collaborate, let’s take a look at a case study and see how a CBO might help in a real situation.

Discuss how forming a CBO could help the small traders in this story improve their income.

THE FISH SELLERS

This story took place in a coastal fishing village. When fish are brought to the shore from the boats every day, three groups come to buy the fish. Women traders, who individually sell the fish from baskets they carry by hand to nearby village markets. Bicycle traders, who carry their fish by bicycle to more distant villages and also sell individually. And big business traders, who come in a large vehicle from the local food processing plant.

The fish are sold by auction every day to the highest bidder. When all the fish have been sold, the buyers leave. The women spend many hours waiting to buy the fish and then selling the fish house-to-house or at small markets in their villages. They carry the fish in baskets on their heads. Sometimes three or four women will rent a rickshaw to carry the fish. There are hundreds of houses in the villages where they can sell their fish. If they do not sell quickly the fish will spoil.

Many bicycle traders also come to buy the fish, traveling from villages many miles away. They also have very long hours. The traders buy more fish than the women because they can buy on credit. When they buy the fish, they must hurry back to their villages to sell before their competition does. The sooner they get to a village, the higher the price they can get for the fish. But some days they don't sell any fish. They work long hours, and the competition is great.

The big business people bring vehicles that keep the fish cold and take them to the food processing plants in a nearby town. They have enough money and credit to buy large quantities of fish. They are also able to buy the best quality fish.

Think about and discuss with others how it might benefit the women and/or the bicycle traders to form a cooperative. The following questions can be used to facilitate your thinking and a group discussion:

- What services might the cooperative, guild, or a CDC provide?
- What costs would be involved in the operations?
- How might these different types of organizations cover costs?
- How should they be governed?
- What are the advantages and disadvantages to starting each?
- Should the women and/or the bicycle traders organize a cooperative?
- Who could the women or the bicycle traders partner with in the community?

ACTIVITY 4:3

DEVELOPING AND IMPLEMENTING A CED PROJECT

As a group, Trainees and language instructors and/or technical trainers can identify, with the input of local residents, a small CED project within the training site community. The project will have a very short time span, but there are many possibilities. Some examples are: conduct a business seminar, develop a beautification project, or create a short nature path—you decide what is best given your environment. Then plan the project and implement it. Once the project is completed, ask yourselves these questions:

- Was planning the project easy? Were you able to convince the key players to “buy-in”?
- How did your project enhance the economic well-being of the community?
- How did you go about the implementation process? Once started did the project have a life of its own?
- What did you do when the unexpected arose?
- What were your key findings in implementing a project?
- Can you apply what you learned in the future?

*The great thing in the world
is not so much where we are
but in what direction we are going.*

— Oliver Wendell Holmes

THE IMPLEMENTATION CHALLENGE

The implementation phase of a project is sometimes the most challenging. You may believe you have the right project, the key players engaged, a great plan in place, and then something happens—the unexpected. Someone gets very sick and cannot participate, there is an election that stirs the pot, or the rains are particularly heavy and all activities are cancelled. You name it; a hundred different things could go wrong, or at least change the implementation process. Unexpected events happen, and community projects are no exceptions. That’s where the famed Peace Corps flexibility and adaptability really comes into play—not to mention your creative genius.

The implementation phase can be where the plan meets the brick wall. It’s now time to think creatively about how to go under, over, around or at times plow right through the brick wall. The group may need to refine its skills as facilitators or negotiators, or the group may have to speed the project up or slow it down, or a group member may have to take a back seat, or the group may have to find a new leader. The possibilities are endless. Common challenges in implementing CED projects are turf battles; scarce resources; poor communication systems; power relations; differences in rules, regulations, structures, or norms; political indifference; lack of participation; and personal rivalries, just to name a few.

There are no unique or definitive ways to handle changing circumstances, but thinking about probable events and working through how to respond can help mitigate the problems encountered. One way of working through these challenges is to use if—then scenarios. If a certain scenario occurs, then an appropriate response is taken.

ACTIVITY 4:4

WHAT IF — THEN

Individually, think of a recent situation you had in country where “Murphy’s Law” prevailed: anything that can go wrong will go wrong. Then, in a small group start the process by presenting your situation and identifying someone else to provide possible solutions. Keep the process going until all have had a chance to present and solve problems—this can be really funny and light-hearted, and gives a sense of how often things can and do go wrong. It also gives wonderful examples of what we do when Murphy has been busy.

One's philosophy is not best expressed in words, it is expressed in the choices one makes...In the long run, we shape our lives and we shape ourselves. The process never ends until we die. And the choices we make are ultimately our responsibility.

— Eleanor Roosevelt

IT IS NOT JUST THE VISIBLE RESULTS OF CED

When working with a community to implement a CED project the outcomes are important, but that is not all that is important. The project and the process at times can be of equal consequence. The “project” results are certainly important. The results can benefit individuals and the community as a whole; they can have a major impact on people’s lives. In addition, there are the “process” results; that is, the development of social capital, which is built in the community and within the group. Social capital is the ability of people to trust each other enough to work together toward an agreed-on goal.

The CED project builds capacity within the community and the organization through the “process” of planning, implementing, and evaluating. Capacity building strengthens the organization’s ability to perform specific activities. It is a process that creates leaders, inspires, adapts, and unites the mission and the activities, and finally it is a means to fulfill the organization’s and community’s goals.

If the group, community, or leader shortchanges the “process” of building capacity or the development of social capital, problems will occur. By looking for the quick fix, relying on limited contacts or unrepresentative leaders, neglecting people’s practical skills or the need for a reliable resource base, organizations and communities set themselves up for failure. Too often the quick fix is the Volunteer doing it him/herself.

Take the time, energy, and effort necessary to ensure that the organization, community, and its partners have developed the necessary capacity and social capital. Doing so takes a long-term perspective on the development process and a commitment to the people in the process. Ensuring the balance between product and process will ultimately enable people to work together again and again and again to benefit the community in small and large ways.

ACTIVITY 4:5

PULLING IT ALL TOGETHER

While in your training community think of creative ways you could perform a talent show that depicts all the joys and sorrows of implementing a CED project. The next time all the trainees are together design a skit, create a song or rap, or develop a full-blown drama. Use your own experience and a little imagination—have fun, and enjoy the show.

*Experience is a hard teacher
because she gives the test first,
the lesson after.*

— Vernon Sanders Law,
American baseball player

CONCLUSION

Implementation is perhaps the most challenging of all phases in CED. There are no practice runs, no pilot tests, no dress rehearsals. Implementation is the hard road, and at each bend in the road there are opportunities for creativity and ample lessons to be learned. Yet, along the way, the satisfaction of the venture, of implementing a plan, is exhilarating. It is a challenge to coordinate, to create meaningful partnerships, and to develop contingency plans while working with a group that is trying to move in the same direction for the same purpose at the same time. The process can be transforming, and it does build capacity at the individual, organizational, and community levels.

As you work through your community assessment, people will emerge as leaders. They will facilitate groups, informally allowing everyone to voice their concerns and opinions; they will go out and seek the input of others who are not present; and they will be committed to the work of the group, encouraging others to do the same. You will see leaders emerging due to their care, concern, and commitment to the work of the group. Often these leaders have emerged in other ways—from church groups, schools, or community activities—and they are respected by the community. Keep your eyes and ears open, as the leaders are often silently selected.

*To lead the people,
walk behind them.*

— Lao Tzu

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KEY TERMS

Key terms are defined as they are used in this module. A space is provided to write the translation of a word or phrase into the local language. Building a local language vocabulary of terms related to CED prepares you to function effectively in this area of development. Work with your language instructors to find the appropriate translation and definitions in the local language and build your technical vocabulary as you study this module.

Civil society: organizations between the family and the state characterized by active, diverse, inclusive citizen participation. Political organizations and for-profit businesses are usually not civil society organizations.

Community-based organization (CBO): a local organization (which may or may not have national and international affiliates) with a democratic governance structure that affords its members certain benefits.

Implementation: to fulfill, accomplish, or execute and finish a task, activity, or project.

Nongovernmental organization (NGO): most common international name for an organization formed to help others that is not a government organization or a for-profit business.

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RESOURCES

These resources are available through the Peace Corps Information Collection and Exchange (ICE). The citations are presented as they appear in *The Whole ICE Catalog*.

Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey.
Michael Winer and Karen Ray. (Wilder Foundation.) 1996. 179 pp.
(ICE No. CD053)

Gives expert advice on how to establish and operate a successful collaboration, including how to find and attract the right people, build trust, and change conflict into cooperation. Handbook includes numerous worksheets, sidebars, and tips for a successful collaboration.

PACA: Participatory Analysis for Community Action. (Peace Corps ICE.) 1996. 350 pp. (ICE No. M0053)

Participatory Analysis for Community Action (PACA) is an approach used to facilitate communities' exploration of their own realities in order to take action for changes they desire. Based on earlier participatory analysis methods, such as Rapid Rural Appraisal and Participatory Rural Appraisal, PACA turns the appraisal activity into a process where the development agent and the community develop a partnership that leads to community control of their projects. As a defining criterion, PACA distinguishes the role of gender in development by applying participatory exercises with separate groups of women and men, girls and boys, which allows the community to compare and analyze together the roles that shape their reality. In similar ways, PACA can be used to understand age, ethnicity, or any other source of societal differentiation that has implications for development. The tools can be used in schools, organizations, institutions, and any other group, rural or urban, where difference voices need to be heard.

Roles of the Volunteer in Development: Toolkits for Capacity Building. (Peace Corps ICE.) 2002. 225 pp. (ICE No. T0005)

This unique publication is a series of toolkits that can be separated into seven booklets. The introductory booklet provides an overview of the Peace Corps' philosophy of development, introduces the capacity-building roles that a Volunteer might play, and then provides guidance for Volunteers in identifying what roles they will play. The other six booklets each address one of the roles: Learner, Co-Trainer, Co-Facilitator, Mentor, Change Agent, and Co-Planner. In each booklet, there is a chart delineating the knowledge, skills, and attitudes needed for the role; background readings on the role; and activities. The booklets can be used as self-study, or used in conjunction with training sessions.

The Art of Teaching Adults: How to Become an Exceptional Instructor and Facilitator. Peter Renner. (Training associates, Ltd.) 1993. 138 pp. (ICE No. ED181)

[Distribution to Peace Corps In-Country Resource Centers Only]

A revised, expanded version of the *Teacher's Survival Kit*. Addresses the full range of techniques and concepts involved in teaching adults, including the physical setting, learning styles, group process, lectures, case studies, field projects, visual aids, tests, and evaluations.

Growing New Ventures, Creating New Jobs: Principles and Practices of Successful Business Incubation. Mark P. Rice and Janna B. Matthews. (Quorum Books.) 1995. 152 pp. (ICE No. SB202)

Internet:

www.ncesa.org/html/links.html — National Center for Economic and Security Alternatives

www.uschamber.org — International US Chamber of Commerce

www.ncba.org — National Cooperative Business Association (general information on cooperatives and links to sites)

www.nbia.org — National Business Incubator Association, for North America

www.nacaa.org — National Association of Community Action Agencies

www.ncced.org — National Congress for Community Economic Development

www.worldbank.org — World Bank website with links to all its programs, publications and other international development organizations

www.undp.org — United Nations Development Programme

www.pactpub.com — Participating Agencies Collaborating Together

www.idealists.org — great information and linkages

www.aed.org — Academy for Educational Development–International Development Group

Many of these sites have links to other sites that will be helpful to your work.

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TRAINER'S NOTES

MODULE 4

IMPLEMENTING A CED STRATEGIC AGENDA

Overview:

This module provides training participants with the skills and understanding to mobilize community organizations to implement a CED strategic agenda. The importance of working with community-based organizations (CBOs) and all sectors in a community is discussed, along with leadership and the benefits gained from the process as well as more tangible outcomes of a CED project.

Time to Complete Module:

Reading 1 hour

Activities (vary)—approximation 5 hours

Materials:

Flip chart paper, markers, tape, list of CBOs in country, and a list of possible short-term CED projects.

Preparation:

Read this module and adapt the materials to the local situation.

If you are conducting community-based training (CBT), create situations where training participants can practice planning and implementing a variety of activities. Provide an opportunity for the training participants to implement a small project at the training location or in their community. This approach also supports the other modules in terms of building participatory approaches to the Volunteers' work in CED.

TRAINER'S NOTES

ACTIVITY 4:1

DIAGRAMMING LINKS BETWEEN ORGANIZATIONS

Overview:

Assist trainees and Volunteers in understanding the relationships between community organizations and the cooperation that is needed to implement CED activities.

Time: 30 minutes

Materials:

None.

Preparation:

Identify one or more CED efforts in your country and provide descriptions for training participants to diagram. They may even be CED efforts that Volunteers have previously been involved in. Be prepared to discuss what would motivate the various parties in the community to participate in the CED activity and how a Peace Corps Volunteer might facilitate the effort.

Debriefing the experience and processing the learnings:

In the discussion, explore how the community members interested in starting a boot-making cooperative should approach each of the other community players. What are the advantages to each of these players in actively supporting the boot-making cooperative?

Possible answers:

Local government is able to sell some of the equipment that is not being used and also benefits from potential increase in taxes.

Microfinance institution makes a loan to a group (more security than to one individual) that has experience in boot making.

Herdsmen gain a market for some of their animal skins; their families gain income.

Boot makers' families have more income.

Local stores will benefit in sales to boot makers' families and herdsmen's families.

Continued

Trainer's Notes, Activity 4:1, continued

Local residents will have access to quality boots at a reasonable price.

Certainly the community's income will increase by considerably more than the equivalent of \$20. Assuming the skins cost \$5, the herdsmen's income would increase by \$5—the cost of producing the skin. Assuming the herdsmen and the boot makers spend some of their income in the local stores, the store owner's income would increase by that amount—their cost. Assume also that the municipal government spending the money for the equipment and boot forms on local employees salaries, the shopkeeper having an employee, and so on.

TRAINER'S NOTES

ACTIVITY 4:2

THE ROLE OF COMMUNITY-BASED ORGANIZATIONS

Overview:

Assist trainees and Volunteers in understanding the various types of CBOs in their host country.

Time:

Depends on activities selected by training participants and trainers.

Materials:

Gather brochures or written information from CBOs visited, presenters, and other sources.

Debriefing the experience and processing the learnings:

After the information is gathered, hold discussions with training participants to ensure that the information they collected is accurate. Discuss any misconceptions. Answer these three questions:

- What are your key findings?
- What are the implications when working with CBOs in your country?
- How can you use this information in future CED efforts?

TRAINER'S NOTES

ACTIVITY 4:3 DEVELOPING AND IMPLEMENTING A CED PROJECT

Overview:

Provide the trainee with an opportunity to implement a small CED project. It is not usually possible during a training to develop a CED strategic agenda, identify partners, and plan and implement projects to implement the agenda. A small project will provide the opportunity to practice many of the skills discussed.

Time: depends on the project

Materials:

Flip chart paper, markers, ideas for a CED project that is appropriate for the site and community.

Preparation:

Note: Two or three training participants can conduct a project or they can work in larger groups—it will depend on the size and scope of the project(s).

Debriefing the experience and processing the learnings:

Once the projects are completed, ask the trainees the following questions.

- What was your first reaction to some of the ideas generated?
- Was planning the project easy? Were you able to persuade key players to “buy-in”?
- How did your project enhance the economic well-being of the community?
- How did you go about the implementation process? What might you have done differently?
- What did you do when the unexpected happened?
- What are your key findings?
- How might you use this knowledge in your future activities?

TRAINER'S NOTES

ACTIVITY 4:4 PRACTICING WHAT IF — THEN?

Overview:

Provide the trainee with the experience in using contingency plans in a fun, creative way.

Time: 15–25 minutes

Materials/Preparation:

Nerfball or other soft ball.

Procedure:

Tell the trainees they will now have some practice in handling other people's problems. Ask the trainees to think about a recent situation in-country where they either experienced or observed that "Murphy's Law" prevailed—anything that can go wrong will go wrong. In pairs, select one real-world problem or story and present the problem or scenario. Once they have presented, the pair throws the nerfball to another pair. Whoever catches it has to offer possible solutions. Then that pair presents their scenario and throws the nerfball to another pair to offer possible solutions. Continue until all the pairs have presented and creative solutions have been offered. This can be truly humorous, so be prepared. You will also hear some very interesting stories!

Debriefing the experience and processing the learnings:

- What creative solutions did you hear?
- Did you want to add any thoughts?
- Were you able to communicate your scenario effectively?
- How busy was Murphy in your group? Do you think he will be as busy at your site?

TRAINER'S NOTES

ACTIVITY 4:5 PULLING IT ALL TOGETHER

Overview:

Provide trainees with an opportunity to pull all the information together on CED implementation in a fun and creative way.

Time:

Performance is 1 hour with lots of practice

Materials/Preparation:

Lots of creativity, a semblance of a stage, some talent, and a cast of good sports.

Procedure:

The next time all the trainees are scheduled to gather together, have the group create, plan, and conduct a talent show that highlights all the challenges, hazards, pitfalls, and learning that takes place when implementing a CED project. Trainees can create songs, raps, skits, and full dramas of the process of implementing a project and the learning and transformations that takes place in a group. There is plenty of material, from the CBO to the “if-thens.” Have fun and let the trainees’ imaginations and experiences run free.

Debriefing the experience and processing the learnings:

- Did you have fun?
- Did you learn something?
- What did you learn?