

UNIT 9: EFFECTIVE COMMUNICATION IN CAPACITY BUILDING AND MOBILIZATION

Communication- it is the process of transmission or passing of information, ideas, attitudes or emotions from one person or a group to another. The information must be understood by the receiver who should then send a feedback to the sender.

Communication goals

- To convey information.
- To ensure understanding.
- To get action.
- To persuade.
- To modify behavior.
- Express feelings and emotions.
- To change attitudes.

Elements in communication.

- A sender who generates the message.
- The message.
- A receiver of the message.
- The media or channel through which the message is sent.
- Feedback.

Communication process

The communication process can be verbal or non-verbal. It involves several steps that link the sender and the receiver via a media. The process is made up of the following elements/ steps

1. **The source or sender**- this is the initiator of the process who intends to share ideas, opinions and experiences for example a community mobilizer.
2. **Encoding or packaging**- it involves arranging, choosing the language, symbols, signs and the media through which the information will be transmitted.

Community development sub unit 7012 notes

3. **Message**- It is the information to be communicated. It should have been decided before hand by establishing the facts or its validity.
4. **Media/channel**- this is the means or tool through which the information or message ids delivered or sent for example through open forum, newsletters, TVs and radios etc.
5. **Decoding**- this involves unpacking, interpreting, reading the initially coded message. Here the audience has arole to listen, understand and digest.
6. **Receiver**- this is target or the recipient of the intended message who decodes or unpacks the message.
7. **Feedback**- this is the response elicited by the message..

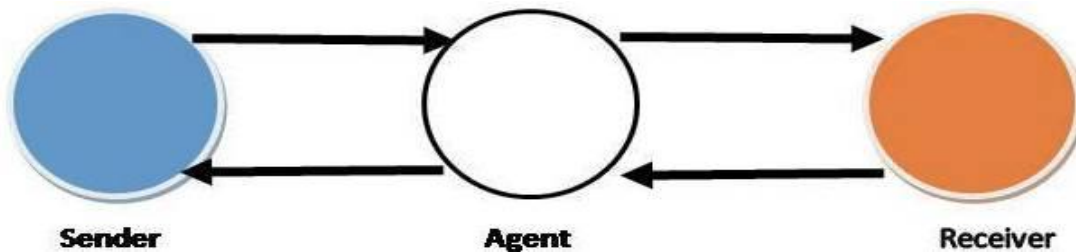
Modes of communication

These are the ways of delivering information or message. There are two types;

- a) **Direct or interpersonal communication**- it is where one directly interacts with the audience or receiver of information without using any agent or intermediary.



- b) **Indirect or relay method**- here the agent or intermediary like community opinion leaders are used to reach the members of the community. Though it may distort or dilute the message or content, it is suitable when dealing with hostile communities and overcoming language cultural barriers.



Suitable and acceptable methods of communicating within the community

- a) **Verbal communication**- this involves talking to the community members directly or indirectly through an agent. It is useful where there is limited time.
- b) **Non-verbal communication**- this involves dramatizing, demonstrating, using sign language to communicate with community members.
- c) **Written communication**- involves presenting messages in printed formats using leaflets, brochures etc it has permanent effect and allow future reference.
- d) **Electronic communication**- it involves using radios, TVs, telephones, internet to transmit messages to community members. It is faster, effective and allows speedy feedback.

Communication barriers

Barriers from the facilitator

- Mode of dress or presentation which may be inappropriate.
- Age- some communities only listen and take serious the message from elders' hence younger people may not be listened.
- Gender- some communities prejudiced against women.
- A wide education/cultural gap- where the facilitator uses images unfamiliar to the audience.
- Social- economic differences; in some cases people only listen to well off individuals.
- Credibility- the audience does not consider the facilitators credible.

Barriers from the message

- Ambiguous and unclear message.
- Disturbance in the channel.
- Withholding of information by the channels which may not want message passed to the audience.

Community development sub unit 7012 notes

- A poorly presented message.
- A message that is irrelevant.
- Using a language which the audience does not understand.
- Lack of presentation confidence and self esteem.

Barriers from audience

- Too diverse/too high expectation.
- Low level of awareness (ignorance).
- Bad past experience which influence their presentation.
- Cultural differences.
- The audience may prejudice against the facilitator.

Ways of overcoming communication barriers.

Language barriers

- The communicator should make the message clear so that it is totally understood and accepted by both parties.
- Learn the background of the receiver to adapt the message accordingly.
- The language used should be simple and within the understanding of the receiver.
- The receiver should be attentive, ask right questions at the right time, have feelings and perception generated by the message.

Physical barriers

- The parties involved should avoid communicating in a distracting environment, for example a noisy place.
- Telephone connections, lighting power, electronic equipment and postal services should be well serviced and maintained to ensure better communication.

Cultural and attitude differences.

- Employing adequately educated and well trained communicators who are able to command respect of listeners since they can answer all questions.

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- The employees should be made to understand and appreciate the organizational goals and views if the differences are due to different department interests.
- Training people to recognize and appreciate differences in others.
- Training people to respect and appreciate others cultures, backgrounds and religions.

Organizational structure barriers

- A shorter chain of command should be established by eliminating some levels of authority and delegating them to lower levels.
- The organization should adopt more democratic styles, which encourage co-operation and communication.
- Develop clear channels of communication and ensure that everybody understands and uses them.
- Develop appropriate systems of exchanging information and ideas

Technology related problems (computer and other media)

- Training the staff on use of electronics.
- Ensure that equipment and tools are properly serviced.

How to plan for effective communication

- Plan and choose the right media.
- Keep the number of objectives/issues to minimum.
- Plan the message to flow systematically starting from key issues.
- Develop the skills of questioning and responding.
- Set up the atmosphere for effective communication feedback.

How to communicate effectively with the community.

- Know the community well; lifestyles, beliefs, values, attitudes and aspirations.
- Use language that is easily understood and respectful to the community.
- Talking with the people and share ideas.
- Participate in social activities.

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- Use means of communication which are easily available and usable in the community.
- Inform people in advance about your meeting with them. Tell them where and when the meeting will be.
- Consider everyone as important. Listen to and consult all of them including children and disadvantaged people.
- Involve leaders who are acceptable and respected by the community.
- Listen to others as well.

Communication using good human relations.

- Allocate duties and responsibilities and lets each person know what is expected.
- Acknowledge peoples contribution.
- Inform people of many changes in advance.
- Involve others in planning and decision making.
- Give constructive criticism in a polite way.
- Be consistent in your actions and expectations of others.

Technique on public speaking

Public speaking involves addressing, presenting and convincing an audience or community members towards a given course. The following factors influence the success of public speaking.

- a) Choice of topic or issues which should be relevant and well selected. Avoid overload of issues.
- b) Preparation- have clear objectives, know audience needs, characteristics of audience, venue, time, equipment and other venue characteristics.
- c) Audience research and diagnosis- involves finding out the beliefs, values, attitudes and stereotypes of the audience to avoid being offensive. Find out the composition in terms of sex, age, educational level and knowledge of the subject or issue.

Community development sub unit 7012 notes

- d) Preparing/outlining the speech- establish the main points, arrange them in a systematic order. Develop an introduction, body and brief conclusion of the speech.
- e) Personal presentation- dress appropriately for the audience and the occasion. Mind you verbal and body language to emphasize points and keep the audience focused.

How to add value to your speech

- Repeat important facts
- Use brief statistics.
- Be confident in you presentation
- Be presentable in you dressing, language and facial expression.
- Avoid over reading or rehearse yu notes before presentation.
- Body movement should include gesture changing position from time to time.
- Minimize the distance with the audience.
- Maintain polite eye contact.
- Voice should be moderate in volume tone and pitch.
- Posing occasionally and pronouncing words/sentences well.
- Provoke/ allow audience to participate.

UNIT 10: STRATEGIES FOR COMMUNITY CAPACITY BUILDING.

MOBILIZATION AND EMPOWERMENT

The participatory strategies in community development include;

a) Advocacy

It is the process of influencing policies, legislations and decisions to create favorable climate for vulnerable groups.

The role of advocacy in community development

- a) Influence and institute policies to make them favorable for the community.
- b) Capture people's attention towards critical facing the community therefore making the community to act.

Community development sub unit 7012 notes

- c) Creates awareness or campaigns for issues which are for the good of the community.
- d) Involves working with other interests groups like NGOs and civil societies to protect the vulnerable.
- e) It brings s up issue for discussion among the community members and policy makers.
- f) Criticizes or challenges defective laws, policies and programmes which make community members' o be vulnerable.
- g) Defends or supports an idea or a programme, before policy or decision makers and any other interested party like the donors of the government.

The process of advocacy.

The process involves the following elements or stages;

1. **Policy mapping or research**- this investigation helps to establish thereal problem or policy issues on the ground.
2. **Set advocacy objectives**- create focus by defining the expected results. The objectives should be SMART, right based and gender sensitive.
3. **Audience mapping**- it involves identifying and categorizing the various people capable of influencing policies and decisions while also assessing clear roles in the process. They may include
 - i. **Primary audience**- they are the key decision makers who directly influence policies because of their position in the society e.g cabinet secretaries.
 - ii. **Secondary audience**- these are people who can influence policies directly because of their relations, connections or proximity to the primary audience wives, friends and former class mates.
 - iii. **General audience**- these are the common people, professional bodies, civil societies and media who are affected by the policy

Community development sub unit 7012 notes

decisions. They can influence policies through organizing demonstrations, boycotts and campaigns.

4. **Preparing advocacy messages**- involves preparing generated facts and packaging them to suit different audiences. It comes in form of letters, leaflets, brochures, radio programmes etc.
5. **Presenting advocacy messages**- this involves delivering or relaying the messages by carefully choosing the media such as open barazaas, meetings and meeting the policy makers.
6. **Fund raising and budgeting**- make deliberate efforts to raise funds from charitable organizations, religious groups, local companies, selling labour and enterprises. The funds should be then budgeted and accounted for.
7. **Evaluation**- it should be done based on initially set advocacy objectives. An independent expert could be involved to carry out evaluation to ensure objectivity.

Advocacy strategies

These include;

- Advocacy meetings.
- Lobby groups.
- Media.
- Information education communication (IEC) materials.

b) Sensitization and Mobilization

Sensitization involves making people aware of the project by providing relevant information. **Mobilization** motivates people to action so that they can commit energies, time, skills, resources and ideas for the common purpose.

In ECDE the purpose of community sensitization and mobilization;

- a) Create awareness on the needs, characteristics and rights of children.

Community development sub unit 7012 notes

- b) Create awareness on the factors that influence child growth and development and also how to stimulate the growth and development and learning of children.
- c) Create understanding of duties and responsibilities of all stakeholders to safe guard the rights of children and ensure their needs are met.
- d) Create understanding of services and facilities that children need for proper health, growth, development and learning.
- e) Helping communities to identify community resources that can be used to improve ECDE programme.
- f) Advocate for needs and rights of children.

Target groups for sensitization and mobilization

- Parents.
- Teachers for ECDE and primary level.
- Local leaders.
- Formal administrators- district officers, chiefs, assistant chiefs.
- Politicians- ward representatives, members of national assembly.
- Community and faith-based groups.
- Community volunteers, youth, home-based caregivers, community health workers, peer educators and support groups.

Methods of community sensitization and mobilization.

- a) Use of meetings with groups, public Baraza's, formal and informal group discussions.
- b) Use posters and leaflets.
- c) Local radio and TVprogrammes. Inform the community members the times when relevant programmes are presented.
- d) Use folk media such as drama, songs, dances or poems to pass information and motivate people.

Community development sub unit 7012 notes

- e) Organize visits for members to successful projects sites so that they can learn from peers involved in related successful projects.
- f) Use existing structures to pass information and hold discussion such as PTAs

c) Participatory learning and action (PLA)

This is a family of approaches and methods that enable people to share, present and analyze their knowledge of life and conditions to plan, act and transform the undesirable realities.

a) Project planning involving the community

Planning involves deciding on objectives, defining roles and setting a plan of action to achieve the set objectives.

Why communities should be involved in planning and implementation programmes.

- Communities gain knowledge and awareness of their resources, strengths, weakness and problems.
- People can make choices and plan their future.
- People take charge of their activities.
- People plan for problems that they feel are a priority
- Improves communication.
- Develops confidence and self reliance.
- People form new alliances and networks.
- People become more aware of what they need and want and begin to make their dreams a reality.
- People identify and own the programme.

Challenges and issues in community mobilization and capacity building

- Poverty- poor families may not afford extra time and resources.
- False expectation- community members may have expectations that the project cannot meet.
- Project not culturally acceptable- the community may refuse to support a project that goes against their culture.

Community development sub unit 7012 notes

- Apathy in the community- the community may be apathetic and may feel the situation cannot be changed.
- Corruption among community leaders- lack of accountability and transparency may lead to mistrust by the community.
- Lack of government support and commitment- this may reduce people's motivation to participate.
- Communities might not have experience in participatory processes.
- Participatory process take time- involving the people in all stages of the project takes time.
- Sustainability is difficult to realize in community projects, its continuation may be hampered by poverty, lack of skills and lack of commitment.
- Bureaucracy- sometimes there are too many procedures making it difficult to make decisions to access funds quickly.

b) Sustainability or continuation of community development projects.

How to ensure sustainability.

- Restore people's sense of self respect and confidence.
- Beneficiaries and implementers learn by being actively involved in the activities.
- Maximize use of local resources.
- Preservation of environment and natural resources.
- Building local capacities through appropriate training of the community leaders and para professionals such as community health workers.
- Promotion of community based organizations (CBOs) and other local structures to manage local initiatives e.g women groups, PTAs.
- Promotion of indigenous technical knowledge for example cooking methods, preservation of foods etc.
- Maintain consistency in quality of leadership and management inputs.

Community development sub unit 7012 notes

- Documentation of experiences and lessons.
- Supporting agencies should have a plan of how to reduce their inputs as the community input increase.

UNIT 11: EMERGING ISSUES IN COMMUNITY DEVELOPMENT

The issues include

- a) HIV/AIDS
- b) Gender.
- c) Environment.
- d) Insecurity&Political instability.
- e) Globalization

a) HIV/AIDSs

Negative effects of HIV/AIDSs

- Kills young and economically productive people.
- Loss of trained and experienced personnel.
- Increase in orphans and their vulnerability.
- Increase in child abuse and neglect, child labour and unattended children.
- Burden of the elderly.
- Health services are constrained.
- Families experience stress when members are sick or die.
- Loss of working time and money.

How to manage situations surrounding HIV/AIDSs.

- Provide food and financial support to the affected.
- Encourage them to visit VCT services and go for medical care.
- Encourage the infected to take anti-retroviral regularly.
- Connect the families to counseling services.
- Ensure that school age children enroll in school and provide bursaries for those who need them.
- Encourage family members to join support groups in the community.

Community development sub unit 7012 notes

- Forster abstinence among unmarried and chastity and fidelity in marriages.

b) Gender.

Some of the gender issues in the society include;

- Girls overburdened with many chores and often denied opportunities for education and self enhancement.
- Girls are usually trained to be submissive, obedient and unquestioning.
- Girls' education is not valued in some families and communities.
- Many girls dropout from school early because parents might refuse to pay school fees for them.
- Boys are not well trained in some skills and attitudes that may help them to fit in the modern changing society.
- Some parents give their boys too much freedom too early in life.
- There are few women in decision making levels.
- Women's work especially in child care and agriculture is not recognized and rewarded accordingly.
- Women have no right to inherit property in most communities.
- There are many negative cultural practices that affect women's health and reduce chances for self enhancement.

How to deal with gender issues

- Advocacy for girls and women rights.
- Bursaries target girls so that they can have uninterrupted schooling.
- Teaching life skills to boys, girls, men and women so that they are independent and self reliant.
- Creating support systems for social and economic enhancement of youth and women.
- Creating institutions that give loans to youth and women.
- Ensuring men and women with formal education are good role models in their families and communities.

Community development sub unit 7012 notes

- Make entry criteria easier for girls to open up opportunities for them at employment levels.

c) Environment

The community should analyze the environment and identify aspects that need to be given special attention such as;

- Care of soil and use of land.
- Vegetation covers especially preservation of forest.
- Water resources
- Pollution
- Social environment

The responsibility of the community in ensuring a good environment include;

- Create more awareness on the importance of conserving the environment.
- Encourage all people to plant and take care of trees.
- Train people to preserve and protect water catchment areas, rivers and dams.
- Stop and prosecute people who pollute the environment.
- Provide facilities for waste disposal.
- Protect forest reserves and game parks.
- Create awareness on the importance of peace harmony and morality in the community.

d) Insecurity and political instability.

The role of the community in ensuring security and political stability

The community:

- Needs to understand its role in maintaining security.
- Needs to train members in peace building.
- Should use dialogue in conflict resolution.
- Should ensure that members make informed decisions that positively impact the community after listening to politicians and activists.

Community development sub unit 7012 notes

- Should instill values such as peace, tolerance and co-operation that contribute to building harmonious community.

How the community can ensure adequate security and political stability.

- Create understanding among individuals and communities.
- Ensure more equitable distribution of resources.
- Teach people to respect other people's cultures, religion and way of life.
- Train people on interpersonal skills of dialogue and conflict resolution.
- Create opportunities for peace building and conflict resolution.

e) Globalization

This is the opening up of opportunities and influences without limitations of national borders or citizenships.

Advantages of globalizations

- Sharing resources, knowledge, skills and expertise.
- Increase understanding about other cultures through trade and global communications.
- Ability to negotiate as regional blocks such as East African Community, COMESA and African Union.
- Joint environment conservation commitment programs.
- Protection of human and child rights.

Disadvantages

- Stronger nations and organizations tend to manipulate and dictate terms to less advantaged nations.
- Some countries refuse to co-operate on some issues.
- Erosion of culture through influence of media, trade or tourism.
- Unequal trade- stronger nations are likely to exploit resources from poorer nations who usually supply raw materials.
- Brain drain, qualified personnel from developing countries are attracted to work in developed countries while their home countries lack qualified people.