TRAINING MODULE

LEADERSHIP AND COMMUNITY ORGANIZING

Prepared by: THE LEARNING INSTITUTE

Supported by: SWEDEN

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The Learning Institute (LI) is a non-profit, non-political Cambodian organization working with a wide range of civil society, public and private sector organizations to enable more effective contributions to the sustainable management of natural resources for the benefit of rural people.

For further information:
#45, St.113, BKK III, Khan Chamkar Mom, Phnom Penh, Cambodia. P.O. Box 2509.
- +855 (0)23 994 935
- +855 (0)23 224 171
  www.learninginstitute.org
- info@learninginstitute.org
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INTRODUCTION TO THE TRAINING MANUAL

The project Strengthening Community Fisheries Management and Livelihoods Diversification in the regions of the Tonle Sap Great Lake and the coastal provinces, Cambodia is an attempt to strengthen small-scale fishing activities in Cambodia. Its objective is multi-fold: it aims at strengthening the rights of community fisheries members, enhancing the capacity of local youth groups and community fisheries organizations in support of sustainable fisheries and habitat management, and improving the recognition of the role of women and integrating a gender perspective in the development of rural/coastal livelihoods and in community fisheries (and habitat) management.

The project is implementing by The Learning Institute (LI) with support from Government of Sweden through Southeast Asian Fisheries Development Center (SEAFDEC). The project implements in 7 community fisheries (CFis) in 6 provinces include Kampong Chhnang, Pursat, Battambang, Kep, Kampot, and Sihanoukville. In 2015, the project team organized Training Need Assessment (TNA) workshops in those CFis to find out what are the need for training of the community. As result, there were many training needs found from the workshops, those include natural resource management and planning, leadership and community organizing, networking and partnership building; proposal formulation and report writing. From the findings, the project has developed training manual and materials for awareness raising to the target audience encompasses of community committee, community member, fishermen, local authorities (commune and village), and youth.

The training manual on “Leadership and Community Organizing” has been developed to support community workers to deeper understand the basic concepts of leadership and community organizing, steps in community organizing and others. In addition, the module will also strengthening the capacity of community in developing management plan.

The Learning Institute hopes that field workers will make use from this manual to support their current work. We believe that this training manual will have some missing points, and we hope that users will share comments/feedbacks from usage to improve developing of this module more practical and useful for next publishing.
**Facilitator Training Agenda “Leadership and Community Organizing”**

**Main messages:**
1. Leaders should encourage strong people to participate in Community Organizing
2. The Community Organizer initiates the idea of Community Organizing with the people/local community
3. Women's participation is very important in Community Organizing

**Participants:** 20 (CFi committees, Youth group, and Local authority)

**Times:** 8 and half hours

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Method</th>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 90 mns | 1. Introduction of the training course | - Brainstorming  
- Plenary and small group discussion  
- Questions and answers | - Know about the background of project and U  
- Know about objectives and expectations  
- Know each other  
- Know about ground rules | Flip charts, color paper, marker, tape. |
| 120 mns | 2. Leadership | - Brainstorming  
- Plenary discussions  
- Small group discussion  
- Sharing hand outs  
- Summarizing | - Define leadership  
- Understand some main principles of leadership and what makes effective leadership | Flip charts, color paper, handouts, tape and markers |
| 120 mns | 3. Community Organizing | - Brainstorming  
- Plenary discussions  
- Small group discussion  
- Sharing hand outs  
- Summarizing | - Define community and community organizing  
- Be familiar with the steps of community organizing  
- Be aware of gender in leadership and community organizing | Flip charts, color paper, handouts, tape and markers |
| 120 mns | 4. Leadership in community organizing and management | - Group learning exercises and presentation  
- Brainstorming  
- Plenary discussion  
- Small group  
- Sharing hand outs  
- Summarizing | - Know the goals of leadership in community management/development  
- Be familiar with the tasks of leaders in community organizing | Flip charts, color paper, handouts, tape and markers |
| 60 mns | 5. Closing | - Presentation  
- Taking photo | - Know about key points of the training  
- Know about the interests from participants  
- Get certificate  
- Group photos | Camera Certificate |
GOOD PRACTICE HINTS

- This training course delivery requires at least two facilitators because they can take turn in introduce about exercise, group discussion, and taking note of any important results from group discussion and plenary presentation.

- Facilitators should be on the same pages and be ready on group work exercise and other sections of the course. Facilitators have to prepare answer sheet or written lesson and extra explanation for all sections in the course. In case the facilitators could not respond to the question by participants, facilitator should not feel shy or afraid of saying “I don’t know”. The facilitators and participants could try to find some better idea to respond to the question together or facilitator could try to respond in next day of the course.

- The course delivery consisted of many group discussion. So during the discussion, facilitators better to walk around to ensure participants on the right track, fully participations from group members, and to share more idea in case they needed.

- There is time provided for each section and if facilitators think provided time is not enough or over, facilitators can keep it flexible and make change. Facilitators should make sure that participants are given enough time to finish each steps.
METHODOLOGY

The following types of learning methods are suggested in this Training Manual:

- **Brainstorming**: Participants are asked to „brainstorm“ i.e. to generate ideas about a particular subject. Every suggestion is accepted without criticism or comment and written down on the flip chart. The group then discusses the ideas when all suggestions have been recorded. Where necessary and relevant the facilitators provide additional input and make sure that the session ends with the correct information.

- **Buzz groups**: Participants discuss ideas/experiences in pairs or threes for a few minutes, sitting where they are in the larger group or plenary discussion. This is helpful for getting discussions going and enabling participants to explore ideas before speaking in the larger group. The buzz groups are usually given guiding questions. After a given time representatives of the buzz groups are invited to share their findings with the plenary.

- **Games**: Games and exercises can help to sort out problems, to create a group identity and to build trust within the group. Different types and exercises are used: icebreakers, energizers, knowledge games which give information to the players. As much as possible exercises used during the training will build on the concrete projects participants are working for.

- **Facilitator Presentation**: A presentation of a subject by the facilitator. Usually after the presentation the facilitator allows for questions and discussion of the topic.

- **Plenary Discussion**: During plenary discussions the whole group stays together and discusses a certain topic. Plenary discussions are often used at the beginning and end of a session. They assist in getting the whole group moving, making sure that everybody has the information required and summing up the most important issues of a session.

- **Small Group Discussion**: Usually small group discussions and exercises comprise about 7-10 people. They should not be too big to enable every participant to speak. Small group discussions are to encourage people to share experience and knowledge and to develop a cooperative approach to working.
MODULE 1: SETTING THE SCENE

Session 1.1: Opening/Welcome
Session 1.2: Introduction of Participants
Session 1.3: Participants’ Expectation and Concerns
Session 1.4: Objectives, Program, and Ground-Rules
Session 1.5: Pre-test
SESSION 1.1: OPENING/WELCOME

Objectives:
- Participants are aware of the overall background of the project, training, and institution.

Materials: Draft note for the speaker

Time: 15mns

Steps:
1. Welcome the audience.
2. Introduce the training course topic and objectives.
3. Introduce the trainers.
4. Introduce the overall background of the project.
5. Introduce about background of implementing institution.

Notes for the facilitators:
- In this session, make sure that the guest speaker is aware about the overall background, purpose of the training, methodology, and some key focus in the training. In addition, how the training contribute to strengthening capacity of local community and better management of fishery resources. More importantly, share to the audience how this training course link to other trainings.
- It may be helpful to prepare some notes for the welcome speech of the guest. Encourage the guest speaker to highlight the importance of putting into practice what participants' have learned during the workshop and that participants should therefore commit to the planning/action plan they will develop at the end of the course.
SESSION 1.2: INTRODUCTION OF PARTICIPANTS

Objectives:
- Participants get to know each other well and release their stress before starting discussion on the topic of the training.

Materials: Color paper and makers,

Times: 30mins

Steps:
1. Explain the objectives of the session to participants
2. Participants have to choose their partner because they will work in pair.
3. Ask the pairs to interview each other for about 5mins. They should focus on the following questions:
   - What is your name?
   - Which village you come from?
   - Do you know what is leadership and leader mean?
   - Who is your favorite leader?
   - What characteristic make you think he/she is your favorite leader?
   Ask them to take note all the respond from their partner.
4. After 5mins interviewing each other, ask the participants to take turn to present their partner to the plenary. Follow this steps until everyone finish.

Notes for the facilitators:
- Take note/summarize of the main information on the flip chat.
- Inform participants that you will come back to these responses later during the course delivery.
SESSION 1.3: PARTICIPANTS’ EXPECTATIONS AND CONCERNS

Objectives:
- Know about expectations of the participant from the training course. This will be to avoid any misconceptions about the training, respectively to adjust the training program where appropriate and possible.
- Participants know which of their expectations can be addressed and which cannot be addressed.

Material: Color paper, makers, flipchart, and masking tape

Time: 20mns

Steps:
1. Introduce participants about the objectives of this session.
2. Distribute color paper and marker to participants.
3. Ask participants to write down their expectations and concerns on the given color paper (1 expectation per paper).
4. Facilitator collect all written color paper from participants.
5. Facilitator read out loud and group those expectations. In this step, facilitator can ask for clarification of any expectations and concerns hardly understand.
6. Wrap up the session.
7. Inform participants that we will come back to see all the expectation at the end of the course. All concerns will be taken into consideration.

Note for facilitator:
- Facilitator have to check carefully on each expectation and concerns, and honestly inform participants if some expectation and concerns could not be addressed because of this and that as some may out of topic of the training course. In case there are issues brought forward by participants, which you could/want to include into the program, make sure that in your daily facilitators’ meeting you discuss where and how to adjust the program.
**SESSION 1.4: OBJECTIVES, PROGRAM, AND GROUND RULES**

**Objectives:**
- Participants are aware of the training objectives
- Participants will be able to remember and understand the logic of the training process.
- Facilitators and participants know about what should do and should not do in the class which promote a good working spirit.

**Materials:** Flipchart, marker, masking tape, note the objectives of the training courses, and copies of the workshop program.

**Time:** 20mnts

**Steps:**
1- Introduce the objectives of the session to participants.
2- Present the objectives of the training course. Use handout 1.4a: Objectives of the training course. Facilitator can make reference to participants’ expectation and concerns from earlier session where relevant. Distribute the handout 1.4a and allow time for question and comments.
3- Distributing the training workshop program. Explain the major steps and how the modules are logically linked with each other. Use handout 1.4b: Training program.
4- Brainstorm in plenary by asking “what you should and should not do in class?”
5- Facilitator write all the idea from participants on flipchart.
6- Facilitator ask participants to have final check whether they agree or disagree.
7- Facilitator asks participant “What is the punishment look like when someone break the rules?”
   Note: Punishment could be in the form of dancing, joking story, acting like money or other animals, and pay money. This will depend on willingness of participants.
8- Facilitator wrap up and inform participants that all ground rules will have to be well respected by both facilitators and participants.

**Notes for the facilitators:**
- When presenting the objectives, make reference to participants’ expectation and concerns and explain which can be met and which can’t be met.
- To ensure working spirit, facilitator and participants should take responsibility to the ground-rules.
Handout 1.4a: Objectives of the training course
- Definition of leadership and community organizing.
- Types of leadership and leader, and principle of leadership
- Steps in community organizing
- Gender in community organizing
- Leadership in community organizing and management

Handout 1.4b: Program of the training course

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 01</strong></td>
<td></td>
</tr>
<tr>
<td>07:45-08:00</td>
<td>Arrival of participants and registration</td>
</tr>
<tr>
<td></td>
<td>Module 1: Setting the Scene (90mns)</td>
</tr>
<tr>
<td>08:00-09:30</td>
<td>Session 1.1: Opening/Welcome</td>
</tr>
<tr>
<td></td>
<td>Session 1.2: Introduction of participants</td>
</tr>
<tr>
<td></td>
<td>Session 1.3: Participants’ expectation and concerns</td>
</tr>
<tr>
<td></td>
<td>Session 1.4: Objectives, program, and ground-rule</td>
</tr>
<tr>
<td></td>
<td>Session 1.5: Pre-test</td>
</tr>
<tr>
<td>09:30-09:45</td>
<td>Coffee break</td>
</tr>
<tr>
<td></td>
<td>Module 2: Basic Concept of Leadership (120mns)</td>
</tr>
<tr>
<td>09:45-11:45</td>
<td>Session 2.1: Definition of leadership and leader</td>
</tr>
<tr>
<td></td>
<td>Session 2.2: Principle of leadership</td>
</tr>
<tr>
<td></td>
<td>Session 2.3: Type of leader</td>
</tr>
<tr>
<td>11:45-14:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>14:00-14:30</td>
<td>Energizer Game</td>
</tr>
<tr>
<td></td>
<td>Module 3: Basic Concept of Community Organizing (180mns)</td>
</tr>
<tr>
<td>14:30-16:30</td>
<td>Session 3.1: Definition of Community and Community Organizing</td>
</tr>
<tr>
<td></td>
<td>Session 3.2: Steps in Community Organizing</td>
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<tr>
<td></td>
<td>Session 3.3: Gender in Community Organizing</td>
</tr>
<tr>
<td>16:30-16:15</td>
<td>Break</td>
</tr>
<tr>
<td>16:15-16:30</td>
<td>Closing and Wrap up for day 1</td>
</tr>
<tr>
<td><strong>Day 02</strong></td>
<td></td>
</tr>
<tr>
<td>08:00-08:30</td>
<td>Recall from Day 1 session</td>
</tr>
<tr>
<td>08:30-09:30</td>
<td>Module 3: Basic Concept of Community Organizing (Cont.)</td>
</tr>
<tr>
<td>09:30-09:45</td>
<td>Coffee Break</td>
</tr>
<tr>
<td></td>
<td>Module 4: Leadership in Community Organizing and Management (120mns)</td>
</tr>
<tr>
<td>09:45-11:45</td>
<td>Session 4.1: Goals of leadership in community organizing</td>
</tr>
<tr>
<td></td>
<td>Session 4.2: Tasks of leadership in community management</td>
</tr>
<tr>
<td>11:45-14:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>14:00-14:30</td>
<td>Wrap up for day 02</td>
</tr>
<tr>
<td></td>
<td>Module 5: Closing Remark</td>
</tr>
<tr>
<td>14:30-15:30</td>
<td>Session 5.1: Post-Test</td>
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<td></td>
<td>Session 5.2: Course Evaluation</td>
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<td></td>
<td>Session 5.3: Community representatives’ remake</td>
</tr>
</tbody>
</table>
Objectives:
- Participants assessed their own knowledge/understanding before the training.

Materials: Handout 1.5: Pre-test

Time: 15mns

Steps:
1- Explain the objectives of this pre-test to participants
2- Distribute the pre-test (handout 1.5) sheet to all participants and provide further explanation.
3- Give participants 20mns to complete the task.
4- Collect all answer sheet from participants.
5- Check if there is missing answer.
<table>
<thead>
<tr>
<th>Handout 1.5: Pre-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of CFi:……………………………………..</td>
</tr>
<tr>
<td>Name:………………..</td>
</tr>
<tr>
<td>Educational status: ……………………….</td>
</tr>
<tr>
<td>Role: ………………………………………….</td>
</tr>
<tr>
<td>H/P:…………………………………………….</td>
</tr>
</tbody>
</table>

1- What is leadership and leader?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

2- What are the key principles of good leadership?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

3- How many types of leader? What are they?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

4- What is community? What is community organizing?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

5- What are the key steps in community organizing?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

6- Why is leadership in community organizing important?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

7- What is gender in community organizing?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

Thanks!!!
MODULE 2: BASIC CONCEPTS OF LEADERSHIP

Session 2.1: Definitions of leadership and leader
Session 2.2: Principle of leadership
Session 2.3: Types of leader
MODULE 2: LEADERSHIP AND LEADER

Session 2.1: Definition of Leadership and Leader
Session 2.2: Principle of Leadership
Session 2.3: Type of leader

Objectives:
At the end of the session, the participants will be able to:
- Define the definition of leadership and leader
- Understand some key principles of leadership
- Know about each types of leader

Materials: Flip charts, markers, tape, handouts, diagram talking about leader, and photo talking about leadership.

Time: 2 hours

Steps:
1. Explain the objectives of the session to participants
2. Start by quickly brainstorming:
   - What does leadership mean? What does leader mean? By asking (in plenary) 5-6 participants to share the meaning of leadership and leader. Encourage participants to brainstorm their ideas. Remember that there are no right or wrong answers.
3. Group discussion:
   - Divide all participants into 2 groups.
   - Ask them to discuss and write down their idea of those two questions on the flip charts.
4. Group presentation
   - Ask each group to choose a representative to present the result of group discussion in plenary. All members in the group can add extra idea if they feel that their representative miss some point.
5. Facilitator share the definition of leadership and leader through handouts 2.1, Diagram 2.1, and Photo: 2.1.
6. Allow time for Q&A, and/or ask 1 or 2 questions to participants as a way to do a spot evaluation.
7. Inform participants that we are not moving to other part “Principle of leadership.
8. To facilitate this part, facilitator brainstorm participants by asking “What are the key points to be a good leader?”
9. Each participants try to write down as many ideas as they can on the color papers.
10. Facilitators collect participant’s idea and group the same answers.
11. Facilitator presentation using hand out 2.2. Then, reflect participants’ idea.
12. Give time for Q&A
13. Inform participants that we are not moving to another part “Type of leader”
14. To facilitate this part, facilitator inform participants that there many type of leader, but we will only talk about two types “Democratic and tow down leader”.
15. Facilitator ask participant “What is mean by democratic and tow down leader?”
16. In small group, participants write their ideas on the flip chart.
17. Representative of each group present the result in plenary.
18. Facilitator present and reflect participants’ idea by using Handout 2.3: Type of leader, Photo 2.1: Top down leader, and Photo 2.2: Democratic Leader.
19. Provide time for Q&A.
20. Wrap up the whole session 2: Leadership and Leader. Facilitator randomly select 4-5 participants to recall what they have learnt from the session.
Handout 2.1: Definition of Leadership and Leader

Leadership is the key dynamic force that motivates and coordinates community to accomplish its objectives. Without being inspired by leader, a total community or commune might drift along with no careful focus on a key objective. Leadership does not mean the leaders only. Leadership involves the relationships of leaders and members. It is also a process on how strong relationships between leaders and members are developed.

A Leader refer to person who has influence on a group of people to achieve goal, but those influences are differ from institution.

Diagram 2.1: Definition of Leader

Photo 2.1: Definition of Leadership
### Handout 2.2: Principle of leadership

There are 10 principles of leadership:

- **Know yourself and seek self-improvement**: In order to know yourself, you have to understand your attributes. This can be accomplished through self-study, formal classes, reflection, and interacting with others.
- **Be technically proficient**: As a leader, you must know your job and have a solid familiarity with your employees’ tasks.
- **Seek responsibility and take responsibility for your actions**: Search for ways to guide your organization to new heights. And when things go wrong, they always do sooner or later—do not blame others. Analyze the situation, take corrective action, and move on to the next challenge.
- **Make sound and timely decisions**: Use good problem solving, decision making, and planning tools.
- **Set the example**: Be a good model for your employees. They must not only hear what they are expected to do, but also see.
- **Know your people and look out for their well-being**: Know human nature and the importance of sincerely caring for your workers.
- **Keep your workers informed**: Know how to communicate with not only them, but also seniors and other key people.
- **Develop a sense of responsibility in your workers**: Help to develop good character traits that will help them carry out their professional responsibilities.
- **Ensure that tasks are understood, supervised, and accomplished**: Communication is the key to this responsibility.
- **Use the full capabilities of your organization**: By developing a team spirit, you will be able to employ your organization, department, section, etc., to its fullest capabilities.

### Handout 2.3: Types of leader

- **Democratic leader**: This type of leader gives opportunities to workers to share their views in the process of working in the team, but the leader is the one who will make the final decision after in-depth analysis about reasons. This type of leadership brings workers happily engaging in the process to improve their skills and can manage work by themselves with strong commitment. This means that workers have enough rights to share their views to support planning process and implementing activities of the institution.

- **Top down leader**: The leader always uses power to control workers. Generally, the workers are not happy for this type of leader, because there is no incentive and less opportunity to participate in any working process. This will lead to a high percentage of resignation and sometimes workers are not actively participating in implementing activities or sharing ideas, because they are not given the opportunity. This type of leading rarely receives good results because it lacks innovative ideas and useful experiences of workers.
**Photo 2.1: Top Down Leader**

- This is a top down leader
- Hold all tasks
- Group members are not happy to work
- A top down leader don't care about group member's idea
- And want other group member to respect his/her idea only.
- If this leader get failure, no can continue working because he hold all tasks.

**Photo 2.2: Democratic Leader**

- This is a democratic leader
- He/she always has creative
- He/she always share information in the meeting
- He share role and responsibility
- Because it is inevitable that
- Everyone can continue working by themselves
- A democratic leader always work as team
- And everyone always be engaged
- Goodbye
- When a democratic leader says goodbye
**Energizer Game**

**Jump in Jump out**

**Objectives:**
- Highlights the difficulty of staying focused and resisting the temptation to do what others around you are doing or confusing voices are instructing.
- Key points about team work

**Materials:** All participants are invited (Note: This game is not so much comfortable for elder people, disable people, and pregnancy women).

**Time:** 30mns

**Activity Instructions:**
1. Invite all participants to get into a circle.
2. Tell them to Do as I Do and Say what I Say
3. Do and Say “Jump in, jump out, jump right, jump left, etc.” Repeat 5-6 times.
4. Now tell them Do as I Do but Say the Opposite. Repeat 5-6 times.
5. Now tell them to Say as I Say but do the Opposite.

**Facilitator Notes:**
1. Shouldn’t be confusing for you...you are actually doing the same thing every time, just giving different instructions to participants.
2. It gets quite confusing for participants so you will need to repeat instructions in 4 and 5 above when they get lost.

**Possible Debrief Questions:**
1. What did you notice during this activity?
2. How do you stay focused when life gets more and more confusing?
3. What keeps you from jumping back into things after you make a mistake?

**This energizer can be downloaded from:**
https://www.youtube.com/watch?v=k6bHltlYzE
MODULE 3: BASIC CONCEPT OF COMMUNITY ORGANIZING

Session 3.1: Definition of community and community organizing
Session 3.2: Steps in Community Organizing
Session 3.3: Gender in Community Organizing
MODULE 3: BASIC CONCEPT OF COMMUNITY ORGANIZING

Session 3.1: Definition of Community and Community Organizing

Session 3.1: Steps in Community Organizing

Session 3.1: Gender in Community Organizing

Objectives:
At the end of the session, the participants will be able to:
- Define the terms community and community organizing
- Be familiar with the steps of community organizing
- Understand about significant of women in community organizing

Materials:
Flip charts, markers, color paper, tape, and handouts

Time: 3 hours

Steps:
1. Explain the objectives of the session to participants
2. Divide participants into 2 groups to discuss guiding questions "what is community?" and "what is community organizing?"
3. Representative of each group present the idea in plenary.
4. Facilitators present and reflect by using handout 3.1: Definition of community and community organizing.
5. Q&A
6. Inform participants that we are not moving to other parts “Steps in Community Organizing.
7. To facilitate this session, facilitator asks community fishery representative to talk about the step/his story of their CFi establishment since beginning.
8. Facilitator note and summary of key steps highlighted by community fishery representative on flip chart.
9. Print each steps of figure 3.1: Steps in community organizing, in A4 paper and ask participants to order those steps.
10. Facilitator re-order if participant could not order it correctly follow the figure.
11. Facilitator reflect to what presented by community fishery representative in step 7. Use handout 3.2 and figure 3.1 support this part.
12. Provide time for Q&A
13. Inform participants that the course is now moving to “Gender in community organizing”.
14. To facilitate this part, facilitator start by inviting 4-5 participants to share their idea of “What is mean by gender?” (This would recall what they have learnt from the previous course “Basic Gender Concept in Community Fishery Management”.
15. Facilitator show the definition of gender by using handout 3.3: Definition of Gender.
16. Facilitator ask “Why is gender important in community organizing?”
17. Divide participants into 2 groups to discuss about this question. 
18. Invite group representative to present group discussion results in plenary. 
19. Facilitator present handout 3.4: Women in community organizing, and Photo 3.1: Gender in Community Fishery Management. Then, reflect with result from group discussion. 
20. Q&A and wrap up the session.
Handout 3.1: Definition of Community and Community Organizing

A community is a group of people living in an area with quite similar tradition, culture, belief, and religion. The structure has been officially recognized. They have also socio economic activities and have an access to share benefits and access to a political tendency. For example, in Cambodia, a community refers to such thing as: the community forestry, the community fishery, the community land use and planning, and the community protected area, where these communities have been supported by government and NGOs.

Community organizing is the process of setting up or strengthening a village structure, which is called a village management committee. The objective of community organizing is to strengthen existing community structures or to create institutions to better involve people in sustainable natural resources management.

Figure 3.1: Steps in Community Organizing

<table>
<thead>
<tr>
<th>Step 1</th>
<th>Initial Awareness-raising</th>
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<tbody>
<tr>
<td>Step 2</td>
<td>Investigation and Analysis</td>
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<td>Step 3</td>
<td>Negotiation and Formation</td>
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<tr>
<td>Step 4</td>
<td>Implementation</td>
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<tr>
<td>Step 5</td>
<td>End of program evaluation, review and revision</td>
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</table>
Handout 3.2: Steps in Community Organizing

Step 1: Initial Awareness-raising
- Introduction of community concept
- Understand the requests from the communities

Step 2: Investigation and Analysis
- Select the site based on requests received
- Identification of potential users and their verification
- Conduct participatory socio-economic and natural resources assessment
- Monitor and evaluate the community program

Step 3: Negotiation and Formation
- Formulation of the management structure
- Initial capacity building of local communities
- Boundary demarcation and mapping
- Formulation of community-by-law
- Formulation of rules and regulations
- Registration of community members
- Registration of community organization
- Formulation of management planning
- Preparation of community management agreement

Step 4: Implementation
- Capacity building and technical assistance to the community organization
- Strengthening and empowering community organization
- On-going monitoring and evaluation of community activities
- Approval and implementation of amendments

Step 5: End of program evaluation, review and revision
- Evaluation of community activities
- Dialogue with community and concerned stakeholders about potential amendments
- Obtaining approval and implementation amendments

Handout 3.3: Definition of Gender

The term ‘Gender’ means the social-cultural construction on men and women. This construction refers to the characteristics of men and women included accepted ideas, values, behavior, roles, and responsibilities. The characteristic of man is called masculinity and the characteristic of woman is called femininity. Generally, male and female are constructed differently by society. It means women are constructed differently on characteristics, behaviors, activities, values, and responsibilities from men. For instance, parents usually hope daughters could help the domestic works more than sons. Sons should be breadwinners of family, so they should have higher
education. Gender is learned and is subjected to change over the time and is variable in different cultures.

**Note:** When we talk about gender, some people think of gender as being about women only. Some argue that gender is against culture and it is a western concept.

### Handout 3.4: Women in Community Organizing

In the real situation, men and women sometimes can be involved in different leadership and community organizing activities. Usually work where men dominate includes work needing more physical effort, such as community leader, commune council leader or community organizer. But nearly forget women who are the partner in development. This increase invisible possible of leadership and authority is also reflected at other level in society. For example, women are increasingly playing a greater role in community fisheries development in rural areas.

It is obvious to their peers that women can manage the community fisheries and can strategize about ways to improve management of vital fishery resources.

- Discover the category need on both men and women
- Increasing participation
- Participate in decision making
- Empowerment
- Equality and
- Equity in community

### Photo 3.1: Gender in Community Fishery Management
MODULE 4: LEADERSHIP IN COMMUNITY ORGANIZING AND MANAGEMENT

Session 4.1: Goals of leadership in community organizing
Session 4.2: Tasks of leadership in community management
Module 4: Leadership in Community Organizing and Management

Session 4.1: Goals of leadership in community organizing
Session 4.2: Tasks of leadership in community management

Objectives:
At the end of the session, the participants will be able to:
- Understand the goals of leadership in community organizing
- Be familiar with the tasks of leaders in community management

Materials:
Flip charts, markers, color paper, tape, and handouts

Time: 2 Hours

Steps:
1. Explain the objectives of the session to all participants.
2. Divide participants into 2 groups to discuss “What are the goals of leadership in community organizing?”
3. Group presentation in plenary.
4. Facilitators share and reflect the goals of leadership in community organizing using handout 4.1: Goals of leadership in community organizing.
5. Inform participants that we are not moving to another part by asking “What are the tasks of leadership in community management?”
6. Give time for each group to discuss this question.
7. Group presentation in plenary.
8. Facilitator share and reflect the tasks of leadership in community management by using handout 4.2: Tasks of leadership in community management.
9. Wrap up, Q&A.
Handout 4.1: Goals of leadership in community organizing

COMMUNITY PARTICIPATION
Participation is the key word for the whole community development. Activities for community development should aim for joint management and cooperation by indirect and direct stakeholders from the local to the national levels. Participation offers a chance for dialogue and cooperation among local communities, business interests, non-government organization (NGOs) and government agencies.

COMMUNITY EMPOWERMENT
Sometimes, local communities hesitate to share knowledge and experiences with their development partners, especially with the government institutions. Community empowerment is the way to provide them with opportunities to involve in the public forum and also through capacity building such as trainings, workshops, study tours and group meetings to develop the understanding of their role and responsibilities in development. Community empowerment should involve both men and women. The three phases of empowerment are:

(a) The power to be aware and be informed: The first phase is to build good awareness by facilitating activities that will bring about good understanding among communities and stakeholders about their conditions and problems. If they have a good understanding of problems, communities can have good judgment on what actions are needed to solve their own problems.

As well as having access to the information, community members need opportunity and encouragement (and if necessary the training) to discuss, explore, analyze and interpret the information in order to understand its implications and put it into context. Communicating the vision is the first important step to informing community members and building good judgment.

(b) The power to act: Let the members of a community to do the job or task. During this stage the empowering leader will stay out of the way and wait for them to share progress and any concerns.

(c) The power to adapt: This is when the member of community encounters a problem or unexpected situation. They need to respond, for example by:
   - Commanding more or different resources
   - Changing things that do not work
   - Asking for help
**Handout 4.1: Goals of Leadership in Community Organizing (Cont.)**

**Community Development**

Community development is the process or effort of building communities on a local level with emphasis on building the economy, forging and strengthening social ties, and developing the non-profit sector. The goal of community development is always focused on improving the quality and standard of living of local communities by:

- Increasing productivities and ensuring for equity and equality on benefit sharing
- Upgrading the health service for the local community
- Using appropriate technology for development
- Increasing the choice and opportunity for sharing the potential idea and particular innovation to use especially for poor people.

**Handout 4.2: Tasks of Leadership in Community Management**

**Situation Analyses: Understanding the Problems and Need of the Community**

- Seek out community support and build a base of support among community members.
- Hold meeting(s) to discuss the objectives and activities for the situational analysis
- Ensure the strong participation of the local people in analyzing their own problems
- Make sure that the suggestions or recommendations from the community in solving their problems are collected.
- Build consensus as much as possible, especially on agreeing on what solutions to take to solve the problems

**Community Planning**

- Conduct regular meetings to update the community on the activities related to management planning
- Keep in touch with the people and keep them informed of the contents of the management plan
- Do not hurry the process of doing the management planning. Consult as many people as possible
- Build the planning framework by getting the ideas of stakeholders.
- Provide social time and activities

**Implementation**

- Build capacity of organization to obtain funding
- Work with community organizers in providing technical assistance and training
- Ensure participation of organizations and other stakeholders in
### Monitoring and evaluation

- a) Participate in activities on regular monitoring of work progress
- b) Keep people informed of the strong and weak points in implementation and draw out lessons from them
- c) Get the suggestions from the community on how to improve the implementation of work

### Module 5: Closing Session

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<thead>
<tr>
<th>Session 5.1: Post-Test</th>
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<tr>
<td>Session 5.2: Course Evaluation</td>
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<td>Session 5.3: Community representatives’ remake</td>
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<td>Session 5.4: Closing remark</td>
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Session 6.1: Post-Test

Objectives:
- Know about the level of understanding of participants after completed the course delivery.

Materials: Handout 5.1

Time: 15mns

Steps:
1- Explain the objectives of the session to participants.
2- Distribute the handout 5.1 to participants.
3- Ask participants to fill in their answer.
4- Collect answer sheet.
5- Check if there is some missing answer.
SESSION 6.2: COURSE EVALUATION

Objectives:
- Know the idea of participants on training process, materials, facilitators’ performance, and additional feedback.

Materials: Handout 6.2

Time: 15mns

Steps:
1- Explain the objectives of the session to participants.
2- Distribute the handout 6.2 to participants.
3- Ask participants to fill in their answer.
4- Collect answer sheet.
5- Check if there is some missing answer.
Handout 6.2: Training Course Evaluation

### Training Process and Materials

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### Facilitators’ performance

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### Additional Question

Which keys point will you apply?

Any comments for better training courses delivery in the future?
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“This training module developed under support from Government of Sweden and Southeast Asian Fisheries Development Center. The views expressed in this document are those of The Learning Institute and are not necessarily reflective of the supporting partners and donors.”