



PROCESSES IN COMMUNITY ORGANIZING

A Guide to Building People's
Capacity to Address
Various Issues



PARTNERS OF
COMMUNITY
ORGANISATIONS



PACOS

RAKAN
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MASYARAKAT



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A Guide to Building People's Capacity to
Address Various Issues

PACOS TRUST
(Partners of Community Organisations)

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PACOS TRUST
P.O. Box 511,
89507 Penampang, Sabah, Malaysia
Tel: 088-712518, Fax: 088-718669
Email: pacos@tm.net.my

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Preface

This short book provides a basic guide for individuals or groups who want to take action to improve the condition of marginalized and oppressed communities. This guide is based on the PACOS TRUST Community Organizing Training Program. It is divided into seven chapters.

Chapters 1 to 3 describe the objectives, principles, characteristics, and steps of community organizing. Chapters 4 to 6 delve more deeply into several important aspects of organizing work. The final chapter explains the attitudes, knowledge, and skills emphasized in the Community Organizing Training Program.

This guide is a powerful tool to spark social change toward a more democratic and just society. In the struggle for social justice, this guide must be used with responsibility so that it is not turned into a tool of oppression.

This book still has many shortcomings. If readers have any comments or suggestions, PACOS TRUST welcomes them.

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Dr. Felix Tongkul

Chairperson, PACOS TRUST

Chapter 1: Introduction

What is Community Organizing?

Community organizing means building the capacity of communities so they can struggle for and act independently in defending their fundamental rights and traditional systems, and determine the type of development that suits them.

Objectives of Community Organizing

The goal of community organizing is to build new awareness among the oppressed and to establish people-based structures (grassroots organizations).

Building New Awareness

Oppressed communities often internalize feelings of inferiority. This attitude emerges from experiences where their rights were not respected, and their voices were not heard. Many people find it difficult to believe in their own power to claim rights and liberate themselves from oppression. Often, they seek power from outside to save them, unable to imagine that the power lies within themselves. Most remain passive, waiting for a liberating leader.

Some in the oppressed community adopt a mindset of indifference, avoiding questions and resigning themselves to fate. This attitude emerges as a way of coping with a harsh reality they feel powerless to change.

Typical weaknesses or limitations that must be addressed include:

- At the community level, some residents are individualistic and unwilling to share power. This exists even in communities still practicing traditional ways of life.
- Aversion to work requiring discipline. While there may be interest and willingness to act, people often give up easily when facing obstacles.
- Easily distracted by irrelevant or personal matters, due to a lack of analysis and long-term thinking.
- Fear that paralyzes action.
- The elite class builds a culture that influences the thoughts of ordinary people daily, preventing them from seeing the real situation. This influence spreads through mass media (newspapers, TV) and formal education systems.

Bold action is needed to correct these conditions. Awareness can begin through small actions like protests, questioning, or constructive criticism toward those in power. If sustained, this will increase consciousness among villagers and surrounding communities.

Building Community-Based Structures

In village life, the planning, decision-making, and implementation processes are often handled by specialists in government agencies or politicians. Decisions are then passed down for people to follow.

Most existing associations mirror elite-run organizations. Village leaders are trained to follow the same top-down patterns. Therefore, communities need to form strong

grassroots organizations that can foster community spirit and participation in decision-making.

A genuine grassroots organization is one that represents the people in tackling issues and interests based on their willingness and efforts. Leaders emerge through collective struggle and are not dependent on approval from higher authorities. They are accepted and evaluated by the people themselves.

A grassroots organization is a vehicle used by oppressed communities to claim their rights and gain power. It differs from government or NGO organizations in that its formation, decision-making, planning, struggle, evaluation, and reflection are done through collective participation—not just among leaders.

The Eagle Story

One day, while walking through the forest, a farmer found a baby eagle. He took the eagle home and raised it in the chicken coop. The eagle grew up learning how to live like a chicken.

One day, a nature enthusiast saw the eagle and asked the farmer why it didn't fly. The farmer said the eagle had never learned to fly and behaved like the other chickens. The nature lover insisted that with awareness and training, the eagle could fly.

Recognizing the eagle's hidden potential, both men began training it. On the first day, the eagle refused to fly—afraid and confused, it preferred to walk among the chickens. On the second day, they brought the eagle to the rooftop and let it go. Again, it refused to fly and jumped down to rejoin the chickens.

Undeterred, they took it to a mountaintop on the third day. There, the eagle finally found the courage to open its wings and fly into the sky. From that day on, it never lived like a chicken again.

Chapter 2: Principles and Characteristics of Community Organizing

An effective process of community organizing is based on five core principles. These principles arise from how communities respond to oppression.

Principle 1: Oppression Is an Opportunity to Raise Awareness

Certain parties may act in ways that oppress the people. When the people realize they are oppressed—when they personally and concretely feel it—anger arises, leading them to act and rise up.

Oppressive forces may also make empty promises to win favor and weaken the people's resolve to act boldly. However, people can demand justice by holding these parties accountable, using their own rules and words. Still, such demands must be backed by strong action, because oppressive forces often avoid responsibility: they refuse to meet community representatives, remain silent, or ignore demands. That is why any pressure applied must create tangible effects—such as threatening their image or economic interests.

When organized community action draws a response from these parties, it can heighten awareness and determination among the people, encouraging even stronger action. However, not all reactions are positive. If the community has not yet

built sufficient awareness and strength, they may become discouraged or give up easily.

Other factors that influence the strength or weakness of the people include the capacity of community leaders, training, and mechanisms for building leadership awareness and skills. The people's sense of urgency and willingness to act are also critical, since most communities will only act when they see that their interests are directly affected. Accurate social research is therefore necessary to determine the appropriate level of action and avoid unrealistic planning.

Principle 2: Tactics Must Be Within the Experience of the Oppressed but Beyond the Expectation of the Oppressor

Within the Experience of the Oppressed

Sometimes, oppressed people struggle to come up with ideas for action. In such situations, community organizers can share their own experiences or those from other communities. These ideas must resonate with the villagers' own experiences.

Organizers and leaders may suggest what they believe are better ideas. However, these suggestions must be fully discussed with the villagers, and if the community rejects them, we must respect that decision. We must remember that the people facing the issue have the right to decide how to deal with it.

Even when the organizers and leaders assist in analyzing the situation and options for action, the villagers may still choose a less ideal course. Communities must be allowed to make mistakes—as long as they can reflect and learn from them.

This will help their future actions become more cautious and stronger.

Beyond the Expectation of the Oppressor

Sometimes encounters with oppressors are peaceful and respectful; other times they are not. The community's actions should aim to surprise and confuse the oppressors, so that their response benefits the community. Actions should be outside the oppressor's expectations.

Still, some communities may not be ready to criticize certain individuals—especially if they come from the same ethnic or cultural group. In such cases, the community may avoid bold or “impolite” actions. These experiences can help them become more aware of the oppressors' behavior and overcome their need to “seek sympathy.”

Principle 3: People Act Based on Their Own Interests

This is especially true in communities just beginning to organize. Initially, people act individually, focusing only on the interests of themselves and their families. But as they begin to act collectively, their awareness broadens, and they begin to act on principle in solidarity with the oppressed.

Principle 4: The Process Begins with Simple, Tangible, Short-Term, Personal Issues and Progresses to Complex, Abstract, Long-Term, Systemic Issues

Here's a comparison to illustrate:

Simple <ul style="list-style-type: none">• Involves few factors• One or two clear demands	Complex <ul style="list-style-type: none">• Involves many factors and interests• May include comprehensive program demands
Tangible <ul style="list-style-type: none">• Easy to feel, see, or understand (e.g. roads, water, health facilities)	Abstract <ul style="list-style-type: none">• Hidden oppression and distance from the people (e.g. exclusion from planning processes)
Short-Term <ul style="list-style-type: none">• Can be resolved in days or weeks	Long-Term <ul style="list-style-type: none">• May take months or years to resolve
Personal <ul style="list-style-type: none">• Target is a specific oppressor (e.g. a plantation manager threatening workers)	Systemic <ul style="list-style-type: none">• Target is the entire unjust social system

Principle 5: Throughout the Community Organizing Process, the People Make the Decisions

Community organizers and leaders should not make decisions on behalf of the villagers. The community must make their own decisions. The oppressed must free themselves. If decisions are not made willingly by the people, they will not lead to lasting or meaningful outcomes.

Sometimes organizers and leaders grow impatient and focus more on results than on the process. This can lead to long-term problems, such as a lack of community engagement, over-reliance on the organizers, and ultimately, ineffective actions.

On the other hand, there are also problems if organizers simply wait for the people to come up with ideas and plans without offering any support. Communities that have long been oppressed may struggle to formulate tactics. Organizers must help deepen awareness and understanding of the issues. Organizers and leaders are like yeast—bread needs yeast to rise, and rice needs yeast to become tapai (fermented rice).

Characteristics of Community Organizing

Characteristic 1: Building Grassroots Organizations

We must believe that the poor, marginalized, and oppressed must unite and form strong grassroots organizations based on broad community participation. Only through this can they gain the power to influence development decisions, act independently, and ensure that their community's needs are addressed by the authorities.

Whatever power they lack individually—economically or politically—can be gained through collective organization and action. These organizations must represent the majority, built through structured participation. For example:

- Small group discussions
- Committee meetings
- Full village assemblies

Characteristic 2: Seeing Issues in a Broader, Holistic Context

Issues should not be seen as isolated matters affecting only one family or village. They are often connected to broader societal dynamics—such as national policies, laws, political decisions, interests across social layers, and even global trends. Villagers tend to see problems in isolation; organizers must help connect the dots.

Characteristic 3: Using Problems as a Mobilizing Tool

Problems should not be viewed only as something to be solved but also as an opportunity to mobilize people and build collective power. Communities without awareness or long-term vision tend to focus only on resolving immediate problems. But a deeper purpose is to use these issues as entry points for empowerment and organizing.

Characteristic 4: Continuous Preparation

Proper preparation is essential to ensure people understand the issues clearly and have the confidence to engage in negotiations. This preparation must be well-planned and meticulous to avoid confusion and disorganization.

Villagers often do minimal preparation and leave the rest to chance or the goodwill of those in power. Organizers must change this mindset by helping communities prepare thoroughly and strategically.

Characteristic 5: Negotiating on Equal Terms

Strategies and tactics must ensure that those in power meet and negotiate fairly with villagers. Negotiations should not be one-sided or dominated by authority figures.

Often, negotiations are skewed because villagers are not actively involved in preparation. To shift this imbalance, organizers must ensure that the people are ready, informed, and confident when entering discussions.

Characteristic 6: Open Negotiations

Negotiations should be held publicly, in the presence of the wider community. This ensures accountability among leaders or representatives and applies pressure on authorities. The broader community also shares responsibility in supporting their representatives.

The elite often try to divide the people and prefer to negotiate only with traditional leaders such as village heads or committee members. They know that the people's strength lies in their numbers—so they avoid engaging the full community.

Characteristic 7: Tactical Sessions

Tactical sessions help determine:

- What the core issues are
- What kind of organization is needed
- What form of struggle will be most effective

For example, villagers may want to apply for Native Title (NT) land grants. In a tactical session, they may realize that this won't solve their problem unless the government respects native land rights—the real root issue. Through this process, villagers can also understand the importance of forming organizations that match the scale and depth of their struggle.

Characteristic 8: Evaluation and Reflection Sessions

Mass action must be followed by group evaluations and reflection—this cycle of action-reflection is crucial for learning. Without such activities, experiences from a particular action cannot be shared effectively or internalized broadly.

These sessions strengthen people's understanding, reinforce collective values, and sharpen strategies for the future.

Characteristic 9: Diversifying Issues

Having a variety of issues can attract more people and sustain long-term involvement. This helps nurture more local leaders and ensures leadership is not concentrated in the organizer but shared among villagers.

Issue diversity also strengthens organizational resilience and helps maintain momentum over time.

Characteristic 10: Lifelong Cooperation

Networks and alliances are vital to community organizing. A **network** usually refers to a formal alliance of organizations with shared goals, structure, and long-term plans. These are important for tackling complex or broad issues that cannot be handled by a single organization.

A **support alliance** (or ad hoc coalition), on the other hand, is a temporary group of organizations or individuals formed to address a specific issue. These alliances are typically flexible in structure and driven by the needs of the grassroots organization or village seeking support.

Chapter 3: Steps in Community Organizing

Community organizing work must be done systematically to achieve positive long-term impact. The following are important steps that every community organizer should consider:

Step 1: Social Research

The community organizer must conduct a preliminary study to understand the situation in a particular area. This **Preliminary Social Assessment (PSA)** can be obtained through:

- Secondary sources (e.g. government or NGO reports)
- Knowledgeable individuals familiar with the area
- Site visits and direct investigations

Organizers can talk with villagers or carry out **Participatory Rural Appraisal (PRA)** to identify the problems and issues they face, and to study their history, geography, social, and economic conditions.

The PSA helps determine whether the area is suitable for community organizing. It also identifies core zones and villages to focus on. Deeper organizing work such as identifying contacts and integration can follow after the PSA is completed.

Step 2: Integration

Integration is the process of living among the community to adapt to a new environment. It is a good opportunity to validate information from the PSA and gain deeper insights.

During this phase, organizers should learn the local language and understand the dynamics of village life.

Identifying contacts also happens during integration. These contacts are potential leaders or strong supporters in the village, including open-minded traditional leaders. Special attention should be given to identifying **women contacts**. Although women may initially be hesitant due to societal norms or lack of confidence, with encouragement and training, they can become strong leaders.

Step 3: Identifying and Developing Issues

Villagers will often raise many problems, especially if they trust the organizer. From this information, the organizer can analyze and identify **key issues**—those affecting many people and for which there is strong willingness to act.

This can be done through **tactical sessions**. Accurate information is critical in deciding which issues to prioritize. Often the main issue is obvious, but if it's not, the organizer should gather input from both villagers and outsiders.

Important considerations include the villagers' capacity and the nature of the opposition. **Winning is important**, especially if it's the community's first organizing experience.

If needed, a large issue can be broken down into manageable phases. A broader strategy may be necessary to resolve the overall problem.

Step 4: Creating a Tentative Plan

A clear **action plan** and **division of responsibilities** are essential and should be developed together with the villagers. The plan serves as a guide before, during, and after the action.

Once the key issue is identified, the organizer should return to their contacts—especially strong ones—to discuss the issue and encourage them to act. These contacts can be tasked with initiating small group or one-on-one discussions with other villagers.

To ensure good participation, the organizer should assign contacts to personally follow up with residents, even if formal meeting invitations have been distributed. The meeting should be concise and ensure everyone has a chance to voice their opinion. It should conclude with clear decisions and action points based on villagers' willingness.

Step 5: Groundwork (Preparation)

Once a decision has been made and an action planned, every villager involved needs preparation. Groundwork is done after meetings in which actions have been decided. It includes:

- Mentoring a leader in advance
- Raising concern, anger, urgency, or pride

The organizer can help villagers confront these feelings and provide encouragement to help them act with confidence and courage.

Step 6: Role-Playing (Simulations)

Before taking action, organizers should help villagers **practice through role-playing**. This helps reduce fear of the unknown.

Role-play sessions simulate what might happen in real situations, such as a meeting with government officials. Organizers can coach villagers on body language and appropriate words to use. This helps them better understand the issue, prepare for various scenarios, and gain confidence.

If the action involves visiting a new location or office, a **preliminary scouting visit** may be necessary.

Step 7: Action/Mobilization

Action or mobilization can be done to:

- Obtain information
- Apply pressure (through protest or demand)
- Influence decisions

From the villagers' side, the action should consider their **capacity, willingness to participate, and financial limitations**.

Tactics must also take into account the **political, economic, and social context** of the area or state. External allies such as **media, government officials, traditional leaders (e.g. village heads), church representatives, and respected businesspeople** can help pressure the target to change their stance.

Sometimes, action may be triggered by **unexpected events**. In such cases, villagers must be made aware of their **rights** and the actions they can take if things do not go as planned.

Step 8: Evaluation

Every action must be followed by an **evaluation** to identify achievements and analyze strengths and weaknesses. Some guiding questions include:

- Was the preparation adequate?
- Was the target appropriate?
- Did the leader clearly voice the demands?
- Was the authority's response satisfactory?
- What needs to be improved?

Step 9: Reflection

Reflection helps identify lessons learned and shifts in awareness, especially regarding the villagers' attitudes toward authorities.

The goal is to:

- Strengthen the community's struggle
- Foster values like cooperation, courage, perseverance, and shared leadership

Reflection should also question government policies and authority behaviors to challenge the assumption that the state will always safeguard community welfare.

During reflection, villagers may ask:

- Why are certain authorities arrogant?
- Why are the people looked down upon?

Answering such questions deepens understanding of societal values, like greed, that operate widely.

Step 10: Building a Grassroots Organization

After evaluation and reflection, **follow-up actions** requiring greater involvement and commitment should be taken to deepen villagers' experience. Through these actions, promising local leaders can be identified.

These leaders can then become the foundation of a **grassroots organization (GO)**.

A grassroots organization should have these characteristics:

- A **small-scale collective** (not individual-based)
- An **internal structure** allowing active participation
- The ability to **address multiple issues**
- Continuous **capacity-building**
- Willingness to **engage outside its area**
- Active **networking with other GOs**

Chapter 4: Issue Analysis

Purpose and Importance

The purpose of issue analysis is to **understand the actual situation** and **guide strategic action planning** that will lead to an effective issue-based campaign. Accurate information is the most crucial requirement when analyzing an issue.

Steps in Issue Analysis

Step 1: Identify and Gather Information

Collect information about the problem through:

- Observation
- Conversations
- Discussions with community members

Step 2: Categorize the Problem

Classify the issue into one of the following categories:

- Land and Natural Resource Management
- Education
- Economy
- Customs and Culture
- Politics

Step 3: Analyze the Root Causes

Ask critical questions:

- Why is this happening?
- What are the causes?
- How does it happen?

- Who is responsible?

With the necessary information in hand, an **issue campaign** can be designed. Planning actions for the campaign should be based on:

- The **capacity and willingness** of the community
- The **skills, knowledge, and commitment** of the community organizer
- The **support available** (e.g. from allies, networks)

Key Information to Understand

There are three crucial types of information needed for issue analysis:

1. Factual Data

Verify that all the information gathered from the community is either:

- **Logical and verifiable facts**, or
- **Hypotheses** that still require deeper investigation

2. Chronology of Events

Record the sequence of events, including:

- **Actions taken** by the community
- **Reactions** from the target group (e.g., government, companies, others)

A clear chronology helps determine:

- The **position** or **stance** of the parties involved
- The **status** or **progress** of the issue

Key chronological data to gather:

- When did the issue or event occur?
- Who was involved, and how many people?

- What actions were taken by the community?
- How did the target and supporting groups (including the media) respond?
- What procedures or processes were used to address the issue?

3. Power Analysis (SWOT Analysis)

Identify all **power players** involved in the issue. Analyze each using **SWOT** (Strengths, Weaknesses, Opportunities, Threats).

Example: SWOT Analysis for a Community Facing Education Access Issues

Problem: There is no school in the village, and children struggle to attend school elsewhere.

SWOT for the Community

Strengths	Weaknesses
<ul style="list-style-type: none"> • Many school-age children • High interest in schooling • Some locals willing to be volunteer teachers 	<ul style="list-style-type: none"> • Low income limits access • No school infrastructure • Lack of awareness on education's importance
Opportunities	Threats
<ul style="list-style-type: none"> • Can apply for school assistance from Education Department • Can organize 	<ul style="list-style-type: none"> • Village is far from urban centers • Trained teachers show little

<p>awareness workshops or campaigns</p> <ul style="list-style-type: none"> • Available land for school site 	<p>commitment to rural students</p> <ul style="list-style-type: none"> • Urban children are prioritized
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This kind of analysis can help communities strategize more effectively and identify not only what the problem is, but also **how to act on it** based on available strengths and external conditions.

Chapter 5: Social/Community Analysis

Purpose and Importance

Social or community analysis is conducted to:

- Understand **internal problems** within a community
- Transform **perspectives** and
- Strengthen the **community's resolve** to act

This is different from issue analysis, which focuses on **external threats**. If a community is facing deep internal issues, it will be difficult for them to address external ones. They may easily resign themselves to hardship and feel powerless to change their condition.

Background

Social analysis is a process of understanding the **roots of problems** within a society. It must be approached with a broad perspective.

Often, social analysis is limited to conventional community structures without considering the **indigenous systems and worldviews** that already exist. Human development within a community must take into account:

- Physical/material aspects
- Mental aspects
- Spiritual aspects

These dimensions are interconnected and must be integrated into the process of community organizing.

In practice, the process of thinking, reflecting, and acting should involve **as many villagers as possible**. However, it's common for a **small group** to begin the analysis process more deeply and regularly. This group usually starts the cycle of social/community analysis and then helps expand the process to the wider community using the same method.

A newer approach to social/community analysis combines:

- An understanding of **indigenous rights and systems**, and
- A **cycle of action and reflection**

The Process of Social/Community Analysis

1. Understanding Indigenous Systems and Rights

Identifying the traditional systems and inherent rights of Indigenous Peoples requires **collaboration with elders and knowledgeable community members**.

Sometimes, these systems are no longer practiced due to the **dominance of external systems**, whether through visible pressure or subtle influence. It is important to **uncover values** that are still relevant from within these traditional practices or knowledge, and either **preserve** or **adapt** them to the community's current way of life.

Other important information includes:

- The link between traditional systems and **access, control, and ownership of resources**
- The **historical continuity** of Indigenous systems and their **modern relevance**

2. Mapping History and Current Trends

Historical understanding is crucial for identifying key events that changed the community, especially in relation to **traditional rights**.

A simple historical timeline only provides a general picture. To gain deeper insight, we must:

- Identify **current trends** and
- Analyze how these trends have influenced changes within the community

3. Structural Social Analysis

This involves tracing the **connections between multiple issues** at different levels:

- Individual
- Community
- State/national

Each social system must be studied **holistically** rather than focusing on specific structures alone.

Example:

When conflicts arise among different interest groups, it is important to:

- Identify the **starting point of the conflict**
- Examine how these interests overlap or clash
- Look for **liberating elements**—aspects of the system or individuals that enable the community, families, or individuals to **break free** from repression

The Story of the Little Fish

A monkey once walked by a river and saw a small fish jumping in the water. Remembering his bad experience with nearly drowning, the monkey thought the fish must be in danger. He "rescued" the fish and placed it on dry land. Soon, the fish died. The monkey was sad once he realized his mistake.

Since he could not live in the water, the monkey asked a crocodile to care for the small fish. The crocodile agreed, but the fish was too afraid of the crocodile. Then the crocodile asked a big fish to care for it, assuming they could live together. But the big fish ate the little one.

Realizing their situation, the small fish gathered together with others like them. Their numbers became so great that the big fish became afraid and fled. The little fish realized they would be safer and freer to explore if they stayed **united** and **swam together**.

This story, like the earlier story of the eagle, is a metaphor for social awareness and empowerment—pointing to how self-organization and unity are key for marginalized communities to protect themselves and act with confidence.

Chapter 6: The 4P Cycle – Ensuring People's Participation

Purpose and Importance

In the practice of community organizing, there is often a need to conduct activities that require **active and effective community participation**.

This is a major **responsibility and challenge** for any community organizer—to ensure that activities genuinely empower people and help develop a self-reliant community.

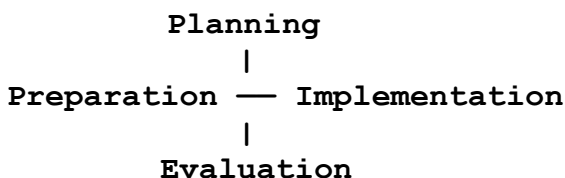
To assist with this, the **4P Cycle** was introduced. **4P** stands for:

- **Planning**
- **Preparation**
- **Participation (Implementation)**
- **Post-Evaluation**

It is called a **cycle** because:

- Each activity (e.g. meeting, workshop, exposure) is connected to previous or future activities.
- Every step within an activity should also connect to the step before and after it.

Visual Layout of the 4P Cycle



Aspects of the 4P Cycle

1. Planning

This is the first step whenever a need or idea arises. It involves crafting a plan so that it becomes **clear** and can be **shared** with others in the community, encouraging them to **support or participate** in the activity.

During planning, it's important to explore and understand the following:

- **Background and rationale:** Why is the activity necessary to meet a need or address a problem?
- **Objectives:** What is the aim of the activity?
- **Expected results:** What are the intended outcomes or outputs?
- **Inputs needed:** Resources such as funding and human capital (e.g. forming a technical team or organizing committee)
- **Program outline:** The full schedule and list of needs, including facilitators, note-takers, and resource persons

2. Preparation

This is the second step. The community organizer must ensure that:

- The plan is well received
- All aspects of the plan are addressed in preparation

Preparation involves **two areas**:

A. Participant Preparation (in two stages):

1. Initial groundwork:

Introduce the planned activity and gather feedback to refine details such as date, time, and location. This

helps increase participation and effectiveness. Ideally done 1 week to 1 month before the activity.

2. **Follow-up contact:**

After the initial groundwork, follow up closer to the activity date to reinforce understanding and prevent people from forgetting. Use **invitations, posters, flyers, or banners** as reminders.

B. Technical and Logistic Preparation:

This includes:

- Food and drinks (cook and servers)
- Clean and prepared venue
- Chairs and tables
- Photographer
- Registration station
- Stationery: large paper, masking tape, flyers, handouts
- Visual aids: awareness posters, sound system, lighting (if at night)
- Workshop coordinators or small group facilitators
- Any other necessary materials

3. Implementation

On the day of the activity, **final preparations** mark the beginning of the **implementation phase**.

The community organizer must ensure that the event **runs smoothly**, and that there is **clarity of roles** among all team members. Tips include:

- Posting important information (e.g. program flow, task list, material checklist) at strategic spots

Organizers should also be ready to **handle unexpected problems** and make on-the-spot decisions. A **positive and open attitude** helps, but key decisions should be discussed with the committee.

The **facilitator** or **moderator** plays a key role in keeping the activity on track. Their skill and preparation often determine the **success and impact** of the activity.

4. Evaluation

Evaluation is the **fourth step**, focusing on **outcomes**. It examines:

- How far the objectives and expectations were achieved
- Strengths and weaknesses
- How well the team managed unexpected issues

Suggestions for conducting evaluations:

- Provide **guiding questions** to the organizing committee
- Conduct evaluation **immediately after the activity**, or at the latest, the next day

The facilitator should create a **safe and open environment**, so participants are not afraid to give honest feedback—even about flaws in the activity.

Evaluations should serve as a **learning process**. Every team member's input is **valuable** and can guide improvements for future activities.

You may use **SWOT (Strengths, Weaknesses, Opportunities, Threats)** analysis for this purpose, covering every phase from planning to post-activity review.

Chapter 7: Community Organizing Training Program

Training Community Organizers (Skills, Knowledge, Attitude – SKA)

An individual learns to organize communities by actually doing community organizing work—just as one learns to write by writing, or to play football by playing on the field.

This kind of training must be **guided by an experienced organizer**. Trainees gain skills through mentoring, advice, and constructive feedback as they carry out organizing activities in the field.

At the end of the training, the trainee should show improvement in three main areas:

1. Skills

- Developing issues to a level that people can understand and feel motivated to act on
- Establishing grassroots organizations at the village and inter-village level that increase participation across all social layers
- Planning and sustaining issue-based campaigns
- Systematically building village leadership
- Creating alliances with external supporters

2. Knowledge

- Understanding and internalizing the **principles, characteristics, and steps of community organizing**

- Analyzing issues from the village to the state level, including **internal community problems**
- Establishing and sustaining grassroots organizations
- Identifying and nurturing **first- and second-tier leaders**
- Understanding the key concepts and principles behind issues such as:
 - **Land ownership**
 - **Resource management**
 - **Economic development**
 - **Cultural and customary strengthening**
 - **Education**
- Understanding the purpose and importance of **network-building**

3. Attitude

- Committed and responsible in working with the community
- Willing to learn and read
- Cooperative in team settings
- Open to improving personal performance and capability

Apart from trainer guidance, several other elements are essential during the training process, as outlined below:

Working as a Team

Teamwork is a core emphasis in this training. Trainees are expected to maintain this attitude in their own community work later on.

Objectives of Teamwork

- To ensure smooth task execution and prevent internal conflict
- To give every team member the chance to engage the community
- To provide continuous learning opportunities for all team members

Principles of Teamwork

- Task division should be based on ability and experience level
- Maintain sensitivity and cooperation with fellow members
- Decisions must be made by mutual agreement
- Accept responsibilities with a positive attitude

Daily, weekly, and monthly planning discussions help build mutual understanding. These are also opportunities to reflect on working relationships and to find solutions to any emerging conflicts.

Traits of a Strong Team Member

- Willingness to assist without waiting to be asked
- Respectful and non-judgmental toward others
- Honest and able to admit mistakes
- Open to seeking and offering help
- Doesn't take advantage of generous team members
- Willingly shares in other duties such as cooking, gardening, cleaning
- Trusting and open to discussion to maintain a healthy relationship

Tactical Sessions

Tactical sessions help community organizers align daily activities with **long-term strategies**.

- **Strategy** = long-term direction
- **Tactics** = short-term steps

Tactical sessions are used to:

- Review field work
- Track progress
- Address problems and identify causes
- Share experiences, analyze tactics, and adjust work approaches

How to Conduct Tactical Sessions

- Present both oral and written updates about field areas
- Discuss and critique key issues
- Validate and deepen data
- Share lessons and improve theory
- Analyze the situation based on:
 - Basic area information
 - Types of activities done
 - Results (quality and quantity)
 - Overall progress
- Summarize and plan next steps (with task assignments)

How to Make a Plan

Purpose

- To make it easier for someone to plan and organize daily, monthly, and yearly tasks or activities in a clearer and more structured way.
- To facilitate the preparation of reports and also the monitoring and evaluation of a person's work achievements based on the existing plan.

Importance of Making a Plan

- To coordinate time and activities with others so that tasks do not overlap. This is intended to foster teamwork.
- To facilitate the smooth running of daily duties in a more systematic and orderly manner.
- To help with time management by saving time and energy.

Preparing a Plan

Every daily plan should be guided by the monthly plan, and the monthly plan should follow the annual plan. However, plans that have been prepared can be adjusted according to current needs and timing.

When preparing an **annual plan**, the goals and objectives should be viewed in a general or long-term perspective, especially in the context of community organizing training. The **monthly plan** is developed according to stages outlined in the annual plan. When making the monthly plan, the timing and purpose of each activity must be considered in more detail. Meanwhile, the **daily plan** should clearly specify:

- the activity to be carried out,

- its purpose and expected outcomes, and
- the person responsible for carrying it out.

A sample of a weekly plan can be made as follows:

Date	Activity	Objective

Monthly Field Report Preparation

Purpose

The monthly report should:

- Be clear and well-organized
- Help other organizers understand what's happening in the village
- Support collective analysis
- Serve as a monitoring and evaluation tool
- Be submitted to the **Monitoring Unit Head** as a reference

Requirements

- Use the **monthly plan** and **detailed daily notes** as the basis
- Discuss any difficulties during weekly tactical sessions

Sample Monthly Report Table:

Date	Activity	Outcome	Analysis

Filling In the Table

- **Date:** When was the activity done? If it differs from the original plan, explain why in the “Analysis” column
- **Activity:** Group similar activities together for clarity, arrange by program and date
- **Outcome:** Results of the activity, including community response, participation by men and women, and whether goals were achieved
- **Analysis:** Strengths, weaknesses, opportunities, threats (SWOT)

Presenting Monthly Reports

Once completed, reports should be written on **large paper** or **OHP transparencies** for presentation.

Tips for effective presentation:

- Choose **font size** and layout based on audience size—ensure readability
- Practice and familiarize yourself with the content to build confidence
- Use good posture and eye contact
- Avoid nervous gestures or distractions (e.g. scratching, turning away from the audience)
- Keep within your allotted time

Roles of Facilitator and Emcee

Introduction

The success of any event depends on the **skill and preparation** of the facilitator or emcee. These roles are often performed by organizers themselves and should be developed among community members as well.

Facilitator Role

Used in interactive settings such as:

- Discussions
- Meetings
- Workshops
- Seminars

Facilitators must:

- Be sensitive to the needs of participants
- Keep activities on track and within schedule
- Understand the event background, objectives, and expected outcomes
- Provide opening/closing remarks, reflections, session summaries
- Coordinate timing and respond to changes with clear communication

Emcee Role

Used in formal events like:

- Ceremonies
- Performances
- Award presentations

Emcees should:

- Introduce all speakers or performers
- Ensure smooth transitions between segments
- Thank participants and represent the organizing team appropriately

Additional Roles: Rapporteur and Reflector

Rapporteur (Session Summarizer)

Should be prepared to:

- Track key points
- Summarize findings and discussion
- Use tools like flipcharts, flash cards, or transparencies
- Present session summaries concisely

Reflector

Should:

- Comment on the session based on rapporteur input
- Analyze the flow of the session
- Offer improvements for future sessions
- Gather feedback from participants

Reflector summaries should be under 15 minutes, and visual aids are recommended. Do **not repeat** what was already said—focus on **insight and analysis**.

Comparative Area Review Seminar (CARS)

Introduction

The CARS Seminar is a vital mechanism. It exposes trainees to:

- Real issues faced by other trainees in their areas
- Approaches taken to resolve those issues
- Opportunities for peer learning, critical analysis, and in-depth discussion

Preparation

Trainees presenting should:

- Clearly outline the issues they face
- Describe past actions and follow-up plans
- Use "**Why**" **questions** to analyze root causes
- Provide a timeline of events and actions taken

Presentation

Presenters can use:

- Large sheets or transparencies
- Font size of 20–24 (if using digital tools)
- Brief notes, maps, or handouts

Stand confidently, speak clearly, and maintain good posture and pacing.

Discussion

This is the most important moment for:

- Raising questions
- Requesting clarification
- Deepening understanding of the topic

"The Process of Community Organizing"

(to the tune of the traditional song "Pomomogun Ku")

Start with a story to tell,
To stir the people's hearts and swell.
When the fire begins to rise,
Gather together and organize.

Before action takes its form,
Be well-prepared and well-informed.
Clarify the goal you seek,
If you can, rehearse and speak.

Once the action's done and through,
Evaluation is your cue.
Reflect on lessons, one by one,
Then form a group to carry on.

When your group begins to grow,
Build their strength and help them know.
Train new leaders, build their might,
Strengthen networks left and right.

Observe – Reflect – Plan – Take Action,
A cycle vital for transformation.
In community organizing's way,
To help the people lead the day!