

**Please type this assignment and turn it in at the ropes course on 4/26.**

### **Spanish Soap Box Presentation**

- Do your Soap Box presentation in front of the group during lunch at the ropes course on 4/26.

### **CALM Plan Skit**

- Read the CALM Plan skit on page 64 of your Volunteer Training Handbook.
- Answer the following questions:
  - What is the CALM plan?
  - What sort of information will be on your CALM card?
  - What happens if you do not follow your CALM plan
  - Why is it important to notify your staff as soon as possible?
  - What does CALM stand for?

### **Risk Prevention**

- Read the four scenarios below and answer the questions that follow.

#### **Risk Assessment Scenarios**

1. It's about six in the evening and the sun is coming down in your community of Las Flores. You, a male volunteer, and your two female partners are resting after a long but successful work day – your classes with the kids went especially well today and it's probably due to the fact that you had a very helpful teenager from Las Flores helping you out – Luis. He was great with the kids and really helped you all maintain order in the class -- you didn't have the normal discipline problems that you have had in the past.

After the class, the three of you and Luis stay at the school talking and joking. As the sun is coming down, you realize that it's time for you to get back to your family's house, as they will be serving dinner soon. You usually walk both your female partners back to their houses in the evenings after the classes, so you gesture showing you are ready to go. One of your partners, Adrienne, stands up and is ready to go with you. Your other partner, Rachel, seems to be in no hurry, however. She tells you and Adrienne to go on, that she'll leave with Luis. That sounds just fine to you, so you and Adrienne take off.

You and your two partners join up the next morning and everything is fine. Rachel tells you that Luis and she talked for a while longer and then he walked her home. However, at lunch later that day, your host mother, asks you why it's ok for Rachel to have a boyfriend. You're puzzled and ask her why she's asking that. She tells you that she thought it was against the rules and that's why she's asking.

*Describe in your own words what happened last night. Describe, if you can, what your host mother thinks happened. Why, might you as someone living in the U.S., describe this incident the way you did? Why might your host mother describe the situation in the way she did?*

*Would you talk with Rachel? Why or why not? How would you bring the subject up and what would you say?*

*Why do you think that the narrator walked his partners home in the evenings? Why or why not is that a good idea?*

Now we take the scenario a step further.... A week later, things are still going well with your classes and Luis is still participating. He's also brought in some other local teenagers, boys and girls, who are helping out so you're really feeling good about that. However, Rachel is still spending a lot of time alone with Luis. After your host mother's question, you broach the subject with her and tell her that your mother – and probably others as well – thinks she's breaking a rule. She laughs and tells you that everyone should just mind his/her own business. She says that there's nothing going on between them. She then tells you that Luis invited her to go with him and some of his male friends to see a soccer match that evening and she's planning on going. She asks you not to tell your supervisor, since the game is in a different community. You don't feel it's a good idea for her to go alone with a bunch of guys, but you don't say anything further – after all, you're not her supervisor and she seems to be ok. Her comment about others minding their own business seemed to also be directed at you.

The next day, you overhear your uncle talking to your host mother. You hear him mention Rachel by name and hear him say something about “loose American women” and laugh.

*What do you do? Do you do anything? Why or why not? (talk with Rachel, supervisor, etc.)*

*Is Rachel's behavior dangerous in any way? Does it jeopardize her health and safety? Why or why not? What are possible consequences if she continues to socialize alone with males, even if no rules are technically broken?*

*How does her behavior affect you? How does it jeopardize your health and safety? Affect your community? Affect AMIGOS?*

*What could have Rachel done to avoid these perceptions? What could you and Adrienne have done?*

*What resources does AMIGOS have in place to help avoid this situation?*

2. It's a sunny, warm day and you and your partner (both females) have permission from your supervisor to go into the main town with your host sister. You plan on going to the market, buying some supplies for your classes, having lunch together at a restaurant and just walking around. You've been looking forward to this outing all week

After lunch, your partner and host sister want to return to the market to buy a few more things but you'd rather stay in the central plaza, which is beautiful, surrounding by flowers and plants. You love just people watching – it seems like everyone passes through the plaza during the day and it's alive with a lot of noise and kids running around. Today, you choose to sit in the gazebo at the center of the plaza – it's rather high up and you have wonderful view of everything. You go up to the gazebo and thankfully, no one else is there. You want to take advantage of a little quiet time to write in your journal.

You begin writing and soon are absorbed in your thoughts as you recount all the feelings you've had this past week. So focused are you that you don't notice when a young man joins you and sits down across from you. You look up and smile – he very politely asks if he can join you and you say yes and return to your journal. Pretty soon, a couple of other young men arrive and begin talking to the first one. They begin to ask you questions – at first, they're harmless enough and although you'd like to write, you are glad for the opportunity to practice your Spanish and you're encouraged as you understand them fairly well. They ask you what your name is, where you're from, what you're doing in their country, etc. All the normal questions. You're enjoying the conversation and laughing.

But then the tone changes and the questions become much more personal. They start asking you if you have a boyfriend and when you reply that you don't, they start asking why and wouldn't you like to have one there. They tell you you're very pretty. One of them comes over and sits beside you and starts to stroke your hair. Another one is blocking the exit of the gazebo.

*How do you think you feel at this point? Describe.*

*What would you think if you saw a young woman sitting alone writing in a gazebo in the U.S.? What perceptions do you think the young men had of you sitting alone in the gazebo?*

*Would you say that you are in a dangerous situation? Why? How did you get yourself in this situation? What could you have done differently? What risks did you take?*

*What would you do the next time you choose to go into town and want to write in your journal? (Is there anyone you could ask about this behavior?)*

*Would something like this happen in the U.S.? What are some risky situations for young women here in the U.S.? For young men?*

What resources does AMIGOS have in place to help you avoid this kind of situation

**3.** It's a rainy, slow Monday in your community La Esperanza and you and your partner (both male) are bored. You had to cancel your work today because of the rain and now you find yourselves without plans. You and your partner are hanging out at your host family's and it's mid-morning when your host father approaches you and asks if you want to go with him to the next community over in his truck. He has to go buy a few things there and suggests that you come along. You all immediately want to go, especially because you want to get some school supplies for your next classes scheduled with the children in a couple of days. You tell him that you have to call your supervisor and get permission first – he frowns, but tells you to go ahead and use the phone.

Using your CALM card, you call the staff house. No one answers. (What do they do all day anyway?) Your host dad tells you that he has to leave and why don't you just come? He says he'll explain to your supervisor when he comes to visit. Plus you're with him, your host dad. Surely it doesn't matter since you're with someone trustworthy. You and your partner hesitate for just a second and then decide he's right. Your supervisor had given you permission to go with your partner's host family the week before and this doesn't seem any different. So you both get in the truck.

Soon you're in the next community and you all make your purchases. Your host dad then invites you to lunch and you think, score! You haven't been to a real restaurant since you got here. He takes you to a place and once inside, you realize that you're in a bar. You and your partner begin to feel a little uncomfortable. Everyone is staring at the two blue AMIGOS teeshirts you're all wearing – it's obvious you're not from there. Your host father orders for you and asks if you want a beer with your meal. You both say "no" immediately and he laughs. You remind your host father about the rules and he says, "But we're here, right?" and laughs. "If you're with me, everything is ok." You still refuse and he accepts it good-naturedly and orders you soft drinks. But he begins drinking and you end up staying at the bar for a few hours. When he announces that it's time to drive back to La Esperanza, you notice that he stumbles a bit as he gets to his feet. His driving behavior back is more than a little erratic but luckily, you arrive safe and sound at home. When you arrive, your host mother tells you that your supervisor called while you were out. "Don't worry," she tells you, "I didn't tell on you! I told him that you were with the children at the school."

*Did the volunteers take part in any risky behavior here? What was it?*

*What were the dangers that they faced or could have faced?*

*Should they tell their supervisor? Why or why not?*

*Do you think that the host family's perception of them changed? Why or why not?  
What repercussions might this have?*

*What AMIGOS resources are in place to help avoid this situation?*

4. You, a female volunteer, have been in your community now for a week or so and things are going well, except for one small thing...you love your family and you feel very comfortable living there. However, your family lives right next door to the one bar in your community and it is a very busy place at night. The first night in community was very loud, and you heard people talking, singing, and yelling late at night. Every night has been the same since. Your host family has told you not to worry and you do feel safe with them and while you're in the house. But you don't feel as comfortable sitting out on the porch or being right outside the house playing with the children as many men walk in and out of the bar. On more than occasion, drunk men have come up to you and tried to talk with you but you've quickly gone into the house each time. However, one night you were home alone for awhile and one man kept banging on the door after you entered.

You talked with your partner about the situation (another female). She lives about a fifteen-minute walk from you and hasn't had any problems or concerns about her homestay. She blows off your concerns and doesn't seem to take them seriously. But you're not sure you trust her instincts anyway – she tends to be more flirtatious with the males in your community and even though no harm seems to come of it and you know she's not breaking any rules, you don't feel that she really understands your discomfort level/

The day after that incident where the man followed you home, your supervisor came to visit and you shared with her what happened. You told her that you didn't feel very safe, especially the evening before. She asked you how you felt with your family and you said they were fine but that they weren't there all the time. It seems like your host parents frequently go to visit relatives in the next town over and are often gone in the afternoons and early evenings. Your supervisor tells you that she's sure that this is a safe place and you should just be careful and not let the men in the bar see that you're home alone sometimes. You agree to try it for another week but after your supervisor leaves the next day, you realize you're still uneasy. Your host mother tells you that they'll be gone yet again this afternoon and you think you better cancel your afternoon plans with your partner and the children so you can be inside and not be coming in at a late hour. You tell your partner and she seems impatient and tells you she thinks you're being silly and even prejudiced to assume that the men are going to bother

you just because they're at a bar. She asks if you would think you were unsafe if this was happening at home.

*What are the different dynamics at play here? Is this a safe situation? Do you think you, the narrator, are overreacting? Why or why not?*

*What specifically are the risks that this volunteer faces?*

*How can the volunteer minimize these risks? What do you think the volunteer should do at this point?*

*Let's take the situation a step further...*

A few days later, you decide that you need to call your project supervisor. The situation has not improved and your family continues to be absent a lot. Your partner doesn't want to hear about your concerns. So you get out your CALM card and call the staff house. You talk with your project supervisor. She tells you that she's sick with diarrhea and a fever and needs to stay in bed for the next few days. She tells you that she doesn't think she'll make it out for her normally scheduled route visit – it will be a few days later. Can't you just stick it out? You get off the phone, upset. No one seems to take you seriously. Maybe you should go use the phone at the store and call your parents in the U.S. They'll listen to you.

*What do you do at this point?*

*Is it a good idea to call your parents? Why or why not?*

*What resources does AMIGOS have in place to address this type of situation?*

### **Personal Goal Setting**

- Read the Golden Rules of Goal Setting on page 106 of your Volunteer Training Handbook. Summarize the five rules of goal setting.
- Complete the goal setting worksheet on page 105. We need to see that you have done it, but if you are uncomfortable with us reading it, put a note on the top.

### **VCM Presentations**

- The other volunteer(s) traveling to your same project area began working on a presentation at the retreat. Contact them and see how you may contribute to the presentation. You will be expected to participate in the presentations at the Family Meeting on 5/11. Use your VCMs and the questions on page 38 in your Volunteer Training Handbook to guide your presentation's content.

**CAT Packet**

- Read the Community Assessment Tools, beginning on page 19 of your red Program Guide.
- Pick three questions from each category of the CAT questions (beginning on page 20 of the Program Guide). Explain why they would be important or interesting for you to ask in your community.
- Complete the three worksheets on page 78-80 of your Volunteer Training Handbook.

**Brainstorm!**

- Read What To Do When There Is Nothing To Do on pages 5-6 of your Program Guide.
- Fill out the worksheets on page 98-99 of your Volunteer Training Handbook, generating alternative solutions for each of the situations listed.

**Safeguarding Your Mental Health**

- Read and summarize the Key Factors for Successful Cultural Adjustment on page 70 and Common Symptoms of Cultural Adjustment on page 71 of your Volunteer Training Handbook.
- Fill out the Personal Coping Inventory on page 73-74 of your Volunteer Training Handbook. We need to see that this is complete, but won't read it if you ask us not to.

**Alphabet Soup**

- Read the Theories of Community Development beginning on page 45 of your Program Guide and the information below.
- Summarize Appreciative Inquiry (AI) and Asset Based Community Development (ABCD) separately.

# ASSET-BASED VS. TRADITIONAL COMMUNITY DEVELOPMENT

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## **Approach: Needs-Based or Problem**

Examine what is missing in a community; community seen as an endless list of problems and needs. (Needs Map)

*The glass is half empty.*

Community members believe that to accept service is to accept failure.

Focus is on what is wrong in the community.

Programs either succeed or not. Failure results from the “culture” of the community.

Focus is on results.

Focus on survival strategies for individuals and what communities need to do to get by.

## **Approach: Asset-Based or Solution**

Examine what is present in a community; look at capacities of its residents and workers. (Assets Map)

*The glass is half full.*

Community members believe that to accept service is to reinforce community success.

Focus on what is working well in the community.

Communities succeed, with service providers as a catalyst

Focus is on the relationships built.

Results come with the right relationships.

Kretzman, John, and McKnight, John. Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community’s Assets. 1993, ACTA Publications, Chicago, IL.

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# HOW IS APPRECIATIVE INQUIRY DIFFERENT THAN TRADITIONAL COMMUNITY DEVELOPMENT?

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## PROBLEM SOLVING

## APPRECIATIVE INQUIRY

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“Felt Need”  
Identification of a Problem

Appreciating and Valuing  
The Best of “What is”

Analysis of Causes

Envisioning  
“What Might Be”

Analysis of Possible Solutions

Dialoguing “What Should Be”

Action Planning  
(Treatment)

Innovation  
“What Will Be”

Basic Assumption:  
There is a problem to be solved.

Basic Assumption:  
There is an opportunity to be  
embraced.

Adapted from Cooperrider and Srivastava (1987) “Appreciative Inquiry Into  
Organizational Life” in *Research in Organizational Change and Development*: Passmore  
and Woodman (eds.) Vol 1, JAI Press.

# Comparing Two Positive Approaches to Community Development: ABCD & AI

Traditionally the work of community development has tended to be about meeting a community's needs and identifying gaps in services or problems within the community. As a result, communities often come to depend more and more on outside provision for their projects and overall direction in their development.

Focusing on a community's problems conveys negative images of the community and residents begin to accept these images as the only guide to the reality of their lives. The result is that communities depend on "outside" help to "fix" problems frequently without rewarding outcomes.

## Asset-Based Community Development (ABCD)

Asset-based community development (ABCD) is a community development tool that focuses on identifying and using the assets, talents and strengths in the community rather than emphasizing the problems, needs and deficits. Focusing on the positive assets will help build the community, giving residents hope and a positive vision for themselves.

ABCD recognizes that everyone in the community (including individuals, organizations and businesses) has skills, abilities, talents and experience that they can use in order to make their community a better place to live. Additionally every community has natural resources of space and physical resources. It starts with what is present in the community and not what is problematic or absent. It is a positive strategy, which sees the "glass" representing individuals and the community as half full rather than half empty.

*How it works:*

### ABCD in 3 simple steps:

1. **Discover** the strengths in our communities
  2. **Connect** with each other and our community
  3. **Build** on our knowledge and skills by coming together
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1. Discover talents, skills and knowledge of people
    - Strengths, resources and new capacities in our community associations, institutions and businesses
    - More about our environment, open space, parks,
  2. Connections between people
    - Building relationships



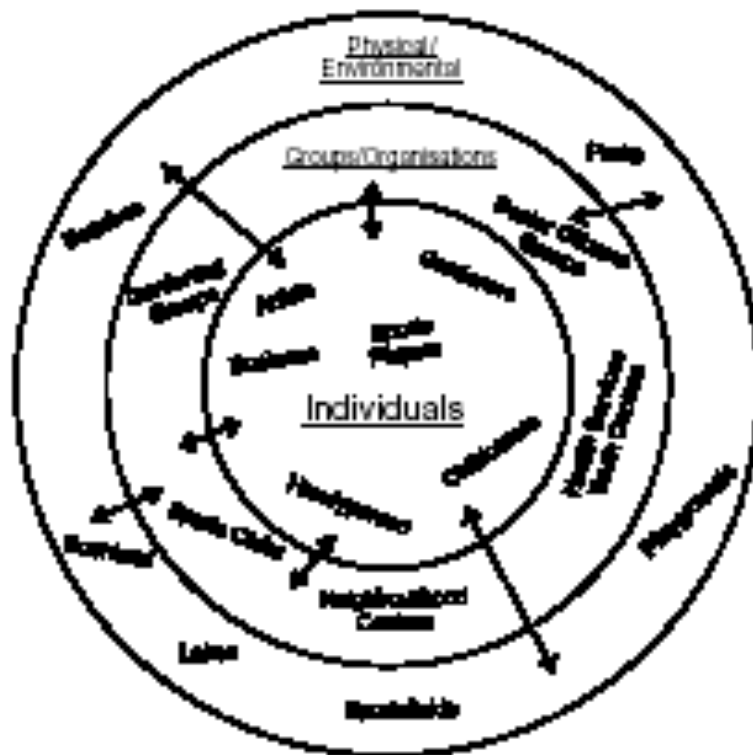
- Linking people and their knowledge and skills to community projects
- Creating or enhancing relationships between community projects and activities
- Ideas, solutions and opportunities

3. Build relationships, take personal action and find shared interests for action with others

- Form strong relationships and partnerships
- Solve problems and see new opportunities
- Use what we know to bring in more resources
- Invite others to join in
- Create opportunities for the future

The goal of ABCD is to reverse the perspective of most community development that looks for problems and needs before seeing the advantages and solutions already in place. The most important resource in the world is human and social capital: individual skills and collective energy to make the world a better place. Before we point out the problems in our communities, we need to look for the resources that already exist there. One way to find out about all the social (e.g., expertise, experience, skills, interest), economic (e.g., skills, properties, money), and political (e.g., networking, accessibility to political figures) resources that the members of a given community have is through the process called community asset mapping.

## Asset Map





## **ACTIVITY 2: The Community Tree: Where Do I Belong?**

The goal of this exercise is to discover all the different organizations in your community and their connection to everybody in the room. This lesson will give students an idea of all the groups that they participate in and their potential contribution to community resources.

### ***Materials needed:***

- Drawing board or large sheet of paper
- Scrap paper and tape or 3" X 3" Post-It notes
- Colored pens/pencils, or chalk

***Steps:*** These are the steps that you need to follow to complete this activity:

- **Step one:** *Community Tree*
  - Draw a large tree on the board or paper with many branches.
- **Step two:** *Where and when do you participate in a community?*
  - Ask the Volunteers for all the examples of organizations they participate in, whether through school, sports, work, social activities, or religious communities. Have the students think about the places they go and things they do each day of the week.
  - Volunteers should make cut-outs or use 3" X 3" Post-It notes like kite shapes and name all the organizations they belong to on each kite. If they belong to more than one kind organization, such as a sports team, they can group all of them together. For instance, you may use post-it notes of yellow color for sport groups, blue post-it notes for community groups, etc. Have each student explain why he or she belongs to each group.
- **Step three:** *Stuck in a tree*
  - What happens when you fly a kite near a tree? It ends up in the tree. Have each student place his or her kites on the tree. Tell the class about the group and why they are involved. Place kites of the same group category in the same branch.
- **Step Four:** *All tied together*
  - Once all the students have placed their kites on the tree, begin drawing connections between one individual and his or her different organizations.
  - Or you can allow each student to draw these lines before they leave the board. By the end of the exercise, there should be a web of connections between different organizations.

- Each different person ties together different groups and friends. Ultimately, every person in the room makes a connection between their organization and every other person. Encourage the students to see themselves as connectors - as people that connect people and organizations to others.
- **Step Five:** *What are we looking for?*
  - The community tree shows us examples of human and social capital – or assets. Every time you participate in an organization, you develop skills and contacts to improve your life and the life of your community.
  - Why is this important? People talk about the value of Rolodexes, mailing lists, list serves because they connect individuals (with their talents, skills, resources, interests) to other individuals. Personal contacts remain a very powerful method for accessing jobs, opportunities and financial resources. Sometimes it is a matter of whom you know.
  - Every person has a potential contact to hundreds of different people who might want to hire someone in this room, ask someone for advice, donate time and resources to a common interest. If any student has an interest in joining a local organization, encourage his or her classmates to make the introduction.

(<http://www.luc.edu/curl/projects/past/passport/docs/Unit10Handout02.pdf>)

**Adapted from:** Central Coast Community Congress Working Party. Building Your Community: How to Get Started. (2003). [http://www.communitybuilders.nsw.gov.au/download/Making\\_Headway\\_ToolKit.pdf](http://www.communitybuilders.nsw.gov.au/download/Making_Headway_ToolKit.pdf)  
<http://www.luc.edu/curl/projects/past/passport/unit10/index.shtml>

## **Appreciative Inquiry (AI)**

Appreciative Inquiry (AI) is the search for the best in a person, an organization, and the world. AI is based on the belief that human systems are made and imagined by those who live and work within them. AI works by focusing the attention of an organization on its most positive potential: people's collective wisdom about the best of the organization's capabilities and resources – their values, visions, achievements, and best practices. AI heightens our awareness of our value, strength, and potential as individuals and in an organization.

The AI theory is a set of principles and beliefs about how human systems function that departs from the past metaphor of human systems as machines. AI recognizes that human systems (organizations) are constructions of imagination and are, therefore, capable of change at the speed of imagination. Once organization members shift their perspective, they can begin to invent their most desired future. An Appreciative Inquiry approach helps us to overcome the limits we impose, often unconsciously, on our own capabilities.

***How it works:***

## **1) Discovery:**

The core task in the discovery phase is to appreciate the best of "what is" by focusing on peak moments of community excellence—when people experienced the community in its most alive and effective state. It begins with the collaborative act of crafting appreciative interview questions and constructing an appreciative interview guide. Appreciative Inquiry questions are written as affirmative probes into an organization's positive core, in the topic areas selected. They are written to generate stories, to enrich the images and inner dialogue within the organization, and to bring the positive core more fully into focus. Participants then seek to understand the unique conditions that made the high points possible, such as leadership, relationships, technologies, values, capacity building or external relationships. They deliberately choose not to analyze deficits, but rather systematically seek to isolate and learn from even the smallest victories. In the discovery phase, people share stories of exceptional accomplishments, discuss the core life-giving conditions of their community and deliberate upon the aspects of their history that they most value and want to enhance in the future.

The results of Discovery include:

- The formation of new relationships and alliances, that bridge across traditional barriers.
- A rich description or mapping of the organization's positive core.
- Organization-wide sharing and learning from stories of best practices, golden innovations and exemplary actions.
- Greatly enhanced organizational knowledge and collective wisdom.

## **2) Dream:**

In the dream phase, people challenge the status quo by envisioning more valued and vital futures. The Dream phase is an energizing exploration of "what might be:" a time for people to explore their hopes and dreams for their work, their working relationships, their organization, and the world at large. It is a time for groups of people to engage in thinking big, thinking out of the box, and thinking out of the boundaries of what has been in the past. Participants think great thoughts and create great possibilities for their community, then turn those thoughts into provocative propositions for themselves.

The intent of the Dream phase is to identify and spread generative, affirmative, and hopeful images of the future. Typically this is accomplished in large group forums, where unusual combinations of stakeholders explore:

- Creative images of the organization's most positive potentials
- Innovative strategic visions
- An elevated sense of purpose.

### **3) Design:**

The Design phase involves making choices about "what should be" within an organization or system. In the design phase participants create a strategy to carry out their provocative propositions. They do so by building a social architecture for their community that might, for example, re-define approaches to leadership, governance, participation or capacity building. As they compose strategies to achieve their provocative propositions, local people incorporate the qualities of community life that they want to protect, and the relationships that they want to achieve.

### **4) Destiny:**

The Destiny phase initiates a series of inspired actions that support ongoing learning and innovation - or "what will be." The final phase involves the delivery of new images of the future and is sustained by nurturing a collective sense of destiny. It is a time of continuous learning, adjustment and improvisation in the service of shared community ideals.

Appreciative Inquiry works because it treats people like people, and not like machines. People are social. We create our identities and our knowledge in relation to one another. We are curious. We like to tell stories and listen to stories. We pass on our values, beliefs and wisdom in stories. We like to learn and to use what we learn to be our best. And we delight in doing well in the eyes of those we care about and respect. Appreciative Inquiry enables leaders to create natural human organizations - knowledge rich, strength based, adaptable, learning organizations.

### **Appreciative Inquiry Activities:**



1. Believe it and you'll see it -think about a time when you believed in something---and it happened!
  - a. Ask your group members to agree on a collective goal that seems a little out of reach - totally "pie in the sky".
  - b. Ask them to spend 10-15 min. brainstorming how to reach that goal.
  - c. No idea should be discarded or judged because even the most impractical idea may help spark a more practical one. Do this as a fun, creative process.
  
2. Recognizing abundance - Remember, the opposite of scarcity isn't abundance, but possibility. No matter how desperate our situation, if we see a glimmer of possibility and hope, we know we can keep going and take action to improve things:
  - a. Ask your group members to think of someone they know who is able to "recognize abundance." Can they describe them to the others? Have they overcome obstacles? What qualities do they have? Remember no one is perfect.

- b. Ask group members if they've ever had an experience in which they instantaneously realized how much they have - i.e. Mission trip, disaster news.
3. Look for possibilities:
  - a. Ask all to help write a story that begins, "It was a dark and stormy night."
  - b. Each will take a turn writing the next sentence of the story - one by one. It shows that you can come up with answers/possibilities when 'under the gun.'
4. . Unleash your energy to fix what's wrong:
  - a. Ask group members to identify one problem at work that they would like to "unleash their energy" for, and fix.
  - b. Come up with an action plan and a schedule for making it better. Use your knowledge of what's right with the world to find solutions for what's wrong.
5. Ride the changes- even a small change can help us learn and grow:
  - a. With that in mind, pair up two people who don't know each other well and tell them they have 10 minutes to learn a little bit about each other and to come away with something they can use in AMIGOS.
  - b. Expect to be a little uncomfortable. Keep it positive.
6. Be your best FOR the world (not be the best IN the world):
  - a. Give every person as many index cards as there are group members. Ask each to list one or two positive qualities using one index card for each person. Collect the cards and give each participant all the cards about him/her.
  - b. Do others see qualities in us that we have forgotten? Remember, our joy cannot be dependent on whether somebody else receives what we give just give anyway.

**Adapted from:**

Appreciative Inquiry: Application and Celebration from two WLA Sessions presented at Wisconsin Dells Conference (2006). <http://www.wla.lib.wi.us/conferences/2006/documents/wlahandouts2006.pdf>  
<http://www.positivechange.org/appreciative-inquiry.html>

## *ABCD and AI Compared*

	ABCD	AI
		
<b>Goal</b>	building communities from inside out	Transformation from a cultur negative terms, to one which having the capacity to enrich quality of life.
<b>Approach</b>	Glass half-full approach	Focus on community achieve
<b>Steps</b>	collect stories, organize core group, map capacities, build relationships, mobilize assets, convene as a group, leverage resources	discovery, dream, design, de
<b>Elements</b>	social capital, participatory,	incorporation of stakeholders determination of decision-ma dissemination of power
<b>Needs</b>	skills of citizens, dedication of associations, resources of formal institutions	People with imaginations, or curious, and images of the fu
<b>Challenges</b>	inclusive participation, community leadership, handling	cynicism , sustainability



fluidity of associations
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## **Not All Positive...**

Both ABCD and AI struggle against the same prevailing problem: shifting the focus of community development and its accompanying “deficit mind-set”. Yet such a problem-oriented focus, shared by external agencies and donors alike, may serve to set a negative dynamic in motion whereby communities are overwhelmed by a focus on needs and problems which, in turn, stifle initiative for recovery.

### **Challenges to ABCD**

Focusing on strengths and capacities is one way in which communities can outgrow a problem, or redefine its solution as a product of renewed collaborative action. It would be misleading to underestimate the challenges of accomplishing this, however. Some of these challenges include:

- Fostering an endogenous process: One of the fundamental principles of ABCD is that it should be a community-driven process. What then should be the role of the external agency? The challenge is to avoid the level of involvement that can induce dependency.
- Fostering inclusive participation: While ABCD is, in principle, an inclusive process in which the contributions of all are valued and appreciated, this may be more challenging in communities where social hierarchy excludes or marginalizes some groups. Of particular concern are the opportunities for women and the opportunities for lower class groups.
- Fostering community leadership: Because ABCD is community-driven, and the role of the external agency is at arm's length, leadership to sustain a strength-based approach like ABCD becomes a central issue. As it unfolds in different settings, it will be important to learn about the qualities of essential leadership both in terms of the particular individuals involved and the nature of leadership itself.

**Adapted from:** Malthie, Alison. “*From Clients to Citizens: Asset-Based Community Development as a Strategy For Community-Driven Development*”. (2002)

[http://www.stfx.ca/institutes/coady/text/about\\_publications\\_occasional\\_citizens.html](http://www.stfx.ca/institutes/coady/text/about_publications_occasional_citizens.html)

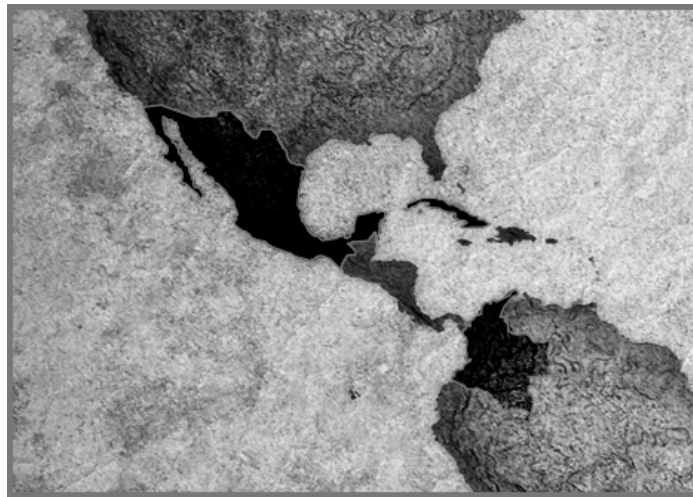
### **Challenges to AI**

The main criticism of AI is that of cynicism. If people are reminded of all the things they lack, how are they expected to be motivated to improve their own conditions? Might it not also be argued that the denial of hope, the securities of cynicism about government,

aid agencies and “the other” in general are what makes life possible for people in these extreme conditions. The operational question is how do we work with those rising expectations in a way that maximizes both their chances of success and their long-term sustainability? The answer surely lies in helping them form trusting communities that draw on each other’s strengths, that mobilize each other’s gifts and reinforce whatever steps are successfully taken along a long and hard road. The depths of cynicism, skepticism, self-interest and defensiveness may seem great. Yet we must remember to: “Trust the process.”

**Adapted from:** Elliot, Charles. Locating the Energy for Change: [An Introduction to Appreciative Inquiry](#). 1999.

## **Community Development in a Latin American**



In Latin America, greater emphasis on the local level stems from admission that the central government cannot solve all problems facing its citizens. At the same time, as authority is shifting to the actual areas where development needs to occur, planners are realizing that partnerships with nongovernmental organizations (such as AMIGOS) can provide the catalytic spark that energizes the community to take ownership of its own betterment.

Maintaining a positive attitude that places great value on human potential to solve problems creates the “can-do” environment in which sustainable outcomes emerge as testaments to the capacity of humans to take charge of their own destiny and effect lasting positive change. Any development agenda that hopes to accomplish these ends must start with the three fundamental principles of transparency, participation, and partnership. AMIGOS has already taken care of forging partnerships in Latin America, you have taken the first steps by signing up to participate in AMIGOS, and by learning about community development you can increase your transparency.

**Adapted from:** Asia-Pacific Creative Communities: A Strategy for the 21st Century. Session Two, Rober McNulty. [http://www.unescobkk.org/fileadmin/user\\_upload/culture/Cultural\\_Industries/presentations/Session\\_Two\\_-\\_Robert\\_McNulty.pdf](http://www.unescobkk.org/fileadmin/user_upload/culture/Cultural_Industries/presentations/Session_Two_-_Robert_McNulty.pdf)

