

**KNOW THE COMMUNITY  
THAT YOUR SCHOOL  
SERVES**



# INTRODUCTION

In any community there are resources. These resources are organisations, groups of people and individuals who can help support children in need. Some of these resources may be close to a child, others may be far from the child. Near or far, they are all like Circles of Support around the child. In order to support children in need it is important to find out what resources are available.

This session has been written as a guide for facilitators. It provides an outline of a process that participants, with the help of a facilitator, can work through in order to do the following:

1. Get a clearer picture of the resources in their community.
2. Identify community resources that they already know about and find out more about 'hidden resources'.
3. Create a short list of five of the most important community resources that can offer support to children.
4. Learn some useful lessons about past community actions.

The process involved in getting to know your community better has been divided into three steps:

- **Step 1:**

**Draw a map of the community that your school serves** (page 37)

In this step, participants will work in small groups to draw a detailed map of their community.

- **Step 2:**

**Identify resources in your community that can help support children** (page 39)

In this step, participants will make a list of all the resources in their community that can help support children. These could be organisations or informal structures that are already helping children. If there are 'hidden' resources that they don't know about, they will think about ways to find out more about these too.

- **Step 3:**

**Find out about any examples of community action to help children** (page 41)

In this step, participants will think of any examples of community action to help children. These are actions that different groups of people in the community have come together to do. They will use these examples to try to find out what works or doesn't work. In this way they can try to learn lessons so that they can strengthen future actions to help children.

At different stages in this session you will see a box called **Main teaching points**. The points that are written here are the most important messages that you should be thinking about and discussing with participants in this session.



## STEP 1

### Draw a map of the community that your school serves

*Who is involved:* neighbourhood agents and school convenors

*What you need:* flipchart, pens

In this step, participants will draw a map of the community that their school serves.

**TIME**  
**60**  
mins

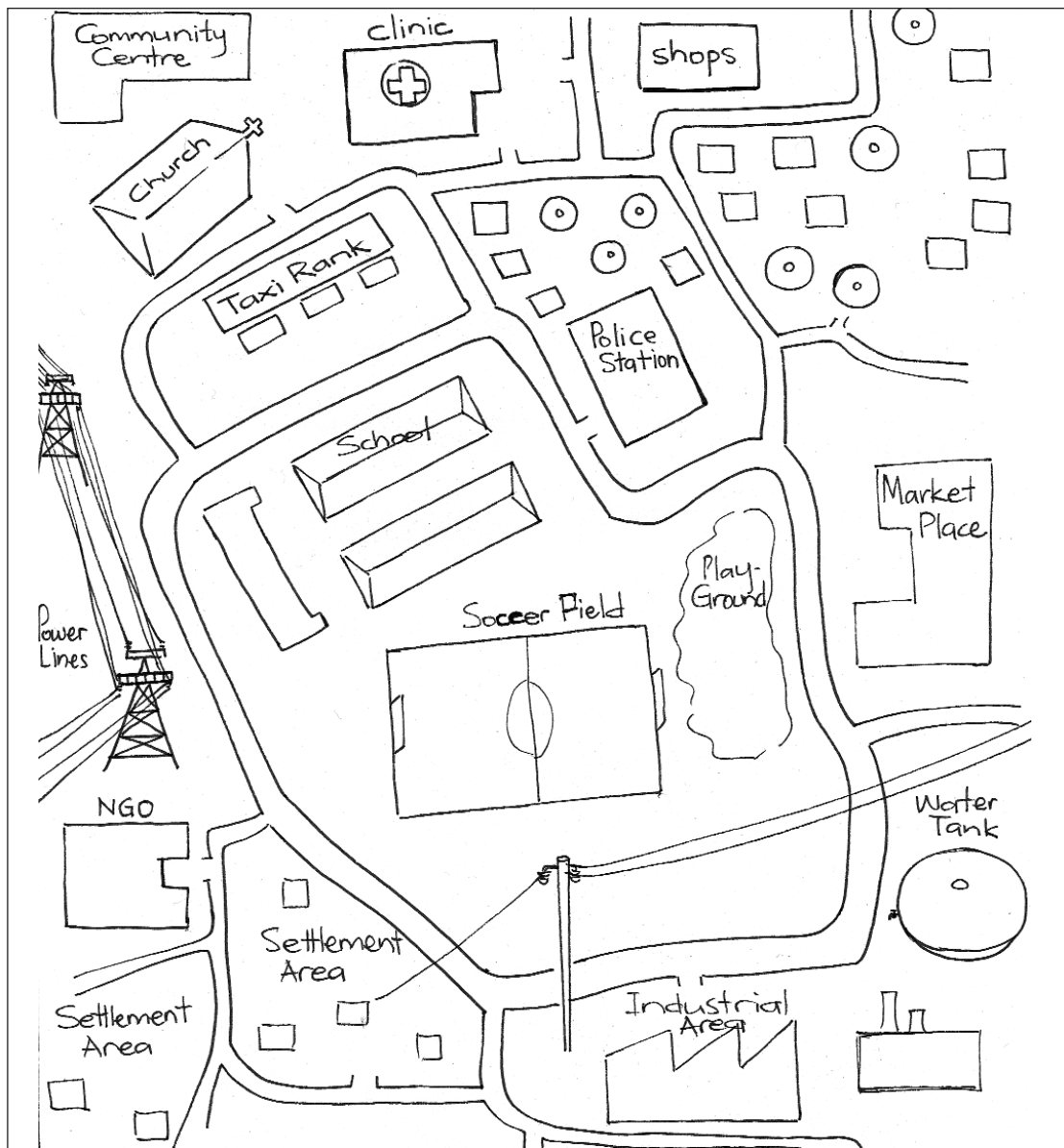
### Activity

1. Ask participants to work in small groups and to draw a map of their community on a flipchart. Show them the example of a map on page 38. Ask participants to mark the following on the map:
  - the position of the school
  - the areas where children come from.
2. Next to the areas where children come from, ask participants to write a word to describe the different types of places where people live. They can choose a word from the list below or write their word. Examples of words that describe the areas or settlements where people live are:
  - old (there for a long time)
  - new (people haven't lived there for long)
  - safe (people don't feel scared to live here)
  - dangerous (people feel unsafe in the area)
  - other?
3. Ask participants to mark basic services on their maps, for example:
  - main roads
  - bus stations or taxi ranks
  - post office
  - police station
  - bank
  - public telephones
  - water sources
  - electric sources
  - rubbish dump.
4. Ask participants to mark the following areas on their maps:
  - agricultural areas
  - markets
  - shopping areas
  - informal trading areas
  - main employment / industrial areas
  - cultural and recreational areas
  - sports fields
  - community centres.

5. Ask participants to mark different institutions, organisations and structures on their maps, for example:
- schools (say if they are primary, secondary, child care centres, creches, colleges)
  - health services (say if they are clinics, hospitals, other formal and informal services, traditional healers)
  - government services (say if they are local government offices, welfare offices)
  - traditional leadership structures
  - civic organisations
  - non-governmental organisations
  - churches.

If participants do not have all the information about different services and organisations, give them some time to get this information. Tell them that they can get this information after the training session and bring it back the next day or at an agreed time, to add to their community map.

Here is an example of a community map. Remember that your participants' map should be big enough to fill a flipchart page.



## STEP 2

### Identify resources in your community that can help support children

*Who is involved:* neighbourhood agents and school convenors

*What you need:* completed community map, coloured stickers, copies of worksheet **List of Organisations that Support Children** (from the diary)

**TIME**  
**60**  
mins

Each group should bring their completed map of the community to this session. In this step, participants will identify up to five institutions, organisations or structures that play the most important role in supporting children in their community.

#### Activity

1. In small groups, ask participants to discuss this question:

**?** : ***Which institutions / organisations / structures play the most important role in helping to improve the lives of children in your community?***

2. Ask participants to put a sticker next to the most important institutions / organisations / structures on their map that support children in their community. Then ask groups to list the five most important institutions, organisations or structures that support children on the copy of the worksheet on page 40.

3. In the same small groups, ask participants the following question:

**?** : ***Are there community resources that you don't know about e.g. certain organisations, church groups or people with useful skills that are working with children? How can you find out about these?***

Ask one person from each group to tell the whole group how they would find out about these resources.

#### Main teaching points

- There are many different resources in a community.
- It is important to identify the most important resources that can help support children and keep them in school.
- There may be community resources that people do not know about but should try to find out about.
- Creating a map of a community is a useful way to get a full picture of how the community looks, what resources there are and where they are.

## WORKSHEET

### LIST OF THE MOST IMPORTANT ORGANISATIONS THAT SUPPORT CHILDREN

	Name of organisation / structure
1	
2	
3	
4	
5	

### STEP 3

#### Find out about any examples of community action to help children

*Who is involved:* neighbourhood agents and school convenors

*What you need:* copies of the worksheet **Reflection Activity** (page 42)

TIME  
60  
mins

In this step, participants will look at examples of community action. This would include actions from formal organisations such as non-governmental or community organisations as well as informal actions from community leaders or community members.

#### Activity

1. In the whole group, ask participants to think of examples of any community action that they know of or have heard of to help children stay in school, for example:
  - action from non-governmental organisations (NGOs) or community based organisations (CBOs)
  - action from an informal community group
  - action from one or more members of the community.
2. Tell participants about the following example of community action from Swaziland:

#### An example of community action from Swaziland

An **Indlunkhulu** is a community structure that cares for disadvantaged or poor people. It also helps with communal farming.

A **Kunanisa** is made up of community members who help vulnerable and poor people to work on the land: preparing the land, weeding and harvesting.

3. Ask participants to work in small groups. Ask participants to choose one community action they all know of or one that they agree to use. They should discuss and fill in copies of the **Reflection Activity** worksheet on page 42.
4. In the whole group, ask one person from each group to report back on the lessons learnt from this example of a community action.
5. End off by collecting all the completed community maps, the worksheets listing the five most important organisations that support children and the reflection activity worksheets.

<b>What was the aim of the community action?</b>	
<b>Who organised the community action?</b>	<b>Tick the correct box</b> <input type="checkbox"/> NGO or CBO <input type="checkbox"/> Informal community group <input type="checkbox"/> Individual community member
<b>What kind of problems were there?</b>	
<b>What has changed because of this action?</b>	
<b>Was it a success or not? Why?</b>	
<b>What can we learn from this example of community action?</b>	

## Main teaching points

- It is important to find out about any community actions to help support children and keep them in school.
- We can learn lessons from past or ongoing community actions. In this way we can try to make sure that any future community actions we do have a good chance of success.

