WORKING WITH COMMUNITIES IN ASSET MAPPING USING ABCD APPROACH IN ALAUDDIN STATE ISLAMIC UNIVERSITY MAKASSAR

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Abstract: Asset Based Community Development (ABCD) approach has gained popularity as one methodology used in Community-Driven Development (CDD) in approaching the desired change in our left behind local community in Indonesia generally and South Sulawesi specifically. UIN Alauddin as a higher education institution has one responsibility among the three assignments not only to teach and to do research but also to serve the community. In strengthening this function, UIN plans to implement more persistently students and teaching staffs community service with the ABCD approach. This paper discusses the ABCD approach and how it had been implemented for the above purpose. We evaluate how the assigned working group (pokja) from UIN had tried to implement this in Selayar Island and a student community service using this ABCD approach in the specific field of community health in Bantaeng. Finally we list the opportunities and challenges from the discussion to propose a better recommendation for future implementation of this ABCD for the local context in South Sulawesi.
Keywords: community-driven development, assets mapping, ABCD approach.

Introduction

Indonesia is a populous country. The population now is the fourth rank in the world with approximately 250 million people in 2013. This large number of population has made Indonesia as a nation community difficult to achieve the prosperity within the people. The extension of the people settlement is unevenly spread on its 13.000 inhibited islands. One major island is Sulawesi and the

southern part of this island is claimed to be the center of development in eastern Indonesia. Two third of the population dwell in rural areas which associated with low income, low level of education, even can be lack of basic infrastructure and considered marginal. This kind of community is considered at risk in sustaining their life. To survive for long they need basic need, especially education to motivate their living. Many of the local communities migrate to urban areas which in turn due to the low level of education, they will create social problems in urban areas.

Many aspects of lives are difficult to fulfill due to the lack of education especially to the a grass root level of community, the individual, people with less income. The lack of education has made the local community difficult to understand their needs and in turn can not solve their own problems. This usually ends up that the local community will seek for help from larger scope of community. The background objectives of this research is to find solution and to assess how Indonesian community condition in general particularly in the area where the ABCD approach are being implemented . One way of approaching this phenomena is by applying what so called ABCD approach which stands for Asset Based Community Development. This ABCD approach will be discussed further in the literature review.

One of the components in ABCD program is the actor, whose major role in determining the success of the approach, the local community. In community driven development terms there is what so called a power cube diagram (Gaventa: 2013). In this power cube the smallest unit of community role is performed by an individual, family or household then grows to a bigger scope of community, nation, region that affecting the global community. In other words, the strength of one community is determined by the smallest unit and one community can create a strong community and it depends on the community capacity to provide the needs within the community so it will not be depending on the outer support. The more assets the community have the

stronger the community and the longer they can live and interact for each at the community level. To achieve this, the household requires knowledge about what they have and how to use it. This knowledge needs education, experience and local wisdom.

Universitas Islam Negeri (State Islamic University) of Alauddin Makassar, is one major higher education institution in eastern Indonesia, nowadays have gained popularity in terms of the number of students and varieties of faculties since 2005 when it was converted from an institute with only 5 faculties now has become 8 faculties and a strong graduate school in Islamic studies. UIN used to function as religious teachers producers now has extended also in producing secular studies graduates like other state universities. With this background, in 2011 in the new spirit of changing, the SILE Project, a program funded by the former Canadian International Development Agency (CIDA), now absorbed into the Department of Foreign Affairs, Trade and Development – DFATD) and the Government of Indonesia was established to improve the capacity of government and civil society to develop and implement policies and projects that were consistent with democratic governance principles and also supported decentralized service delivery. SILE supported the university to develop a model of university-community engagement and community empowerment to promote democratic governance. In particular, it supported the university in enhancing the community engagement function but also in integrating it with the other two functions of the university, teaching and research. It also worked with the Ministry of Religious Affairs, which regulates Islamic higher education, to reformulate and strengthen its policies supporting the community service function of its universities, (Mastuti et.al, 2014).

Having this background, this paper discusses the ABCD approach as a foundation tool being implemented in SILE projects, assessing the opportunities and challenges occurred in the local community in South Sulawesi especially related to the university community service.

Asset-Based Community Development (ABCD) Approach Review

Communities tend to see that they have problem and deficiency if they have economic challenges. They think that they need support from outside because they feel that they do not have jobs, do not have skills, and have less opportunity for young people.

John Kretzmann and John McKnight in Cameron. J., and Gibson, K. (2001: 20-22) mentioned this is like saying that the glass is half empty. It ignores the resources, skills and abilities that already exist in a community. A community portrayed as half empty will come to rely on outside help. A community portrayed as half full will mobilize its own resources.

Clients have deficiencies and needs.
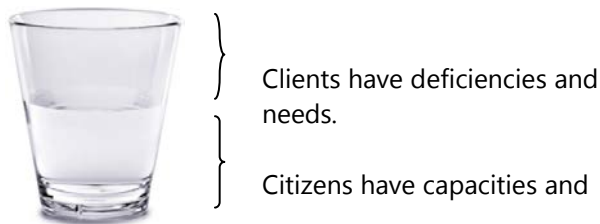
Citizens have capacities and

Figure 1: Is the glass half full or half empty?

Kretzmann and McKnight argue that all people and all communities are gifted, resourceful and capable even those most 60arginalized and disadvantaged by social and economic change. Their project is to turn the "needs map" into an "assets map" (Figures 2&3).
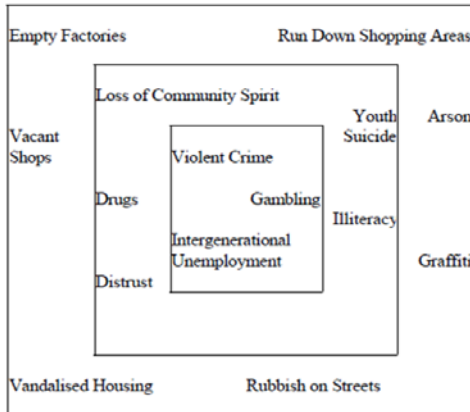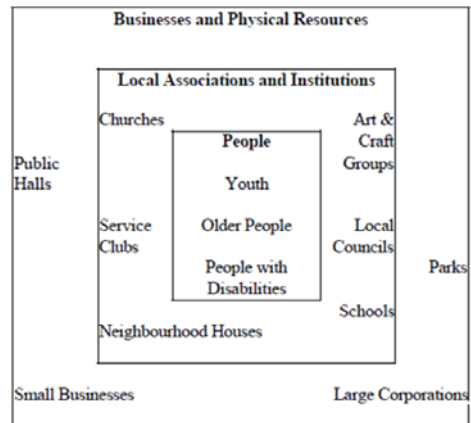
Figure 2. The "needs" map   Figure 3. The "assets" map

Asset-Based Community Development (ABCD) is a term coined by John McKnight and Jody Kretzmann at the ABCD Institute in Evanston, Illinois. ABCD is an approach that recognizes the strengths, gifts, talents and resources of individuals and communities, and helps communities to mobilize and build on these for sustainable development, (Coady).

In other expert perspective, according to Christoper Derue (2013: 30-31), asset based approaches begin with discovering the stories of success from the past and mapping the assets within a community or organization. Stories of success are analyzed to find 'success elements' or the strategies that have given life to the community or organization. Assets are mapped in order to be better appreciated (for their productive value or usefulness) and then mobilized.

Furthermore he said that asset based approaches contain three key steps – carried out in different sequences but always present:

1. An exploration of what has and continues to give life to a group or community (the stories of success so far);

2. A mapping of the available assets (talents, capacities and resources) within an organization or community;

3. A motivating vision of the future that all stakeholders work to formulate for themselves.

According to Cunningham, G., Peters, B., Mathie, A (2013:47). There are some tools for identifying assets and opportunities. Among them are:

1.   Assets maps

Associations are the basic tool for empowering individuals, building strong communities, creating effective citizens and making democracy work in many countries.

Name of Association	Leader (s)	Women	Men	Importance in Village Life		
				A lot	Some	Not sure?
Farmer's Support Group	Nasir	22	18	X		
Youth Group	Akbar	4	6		X	
Mosque Youth Group	Sarah	7	5	X		
Savings Association	Zahra	13	0			X
Home-Based CareWorkers	Abdul	6	6	X		
Craft-making Association	Supriadi	8	3			X

Table 1. Inventorying the Assets

2.   Skills inventories

People's skills and capacities can fall into different categories, including intellectual (head), physical (hand), and emotional (heart). *Head* includes, analysis, accounting, organization, business and trading, management, literacy, problem solving, etc. *Hand* would include cooking, dancing, carpentry, mechanics, sewing, weaving, farming, house construction, etc. *Heart* would include compassion, helping others, childcare, care of elderly, sense of humor, conflict resolution, willingness to collaborate, etc.

3.   Venn diagrams

The Venn diagram represents the associations and their relative size and importance (the closer the component to the center the more important it is).

4.   Transects walk

A transect is an effective way of documenting natural and physical assets in more detail. A transect is an imaginary line across an area to capture as much

diversity as possible. By walking along that line and documenting observations, an assessment of the range of assets and opportunities can be made.

5. Mapping Physical Resources using Participatory Geographic Information Systems (GIS) Tools.

Geographic Information System is a tool to create an inventory where the assets of local community lies based on the spatial distribution. The development of GIS technology has enabled one community to promote their assets not only locally but even globally. The advancement of communication devices and internet, a local institution can map their potential not only literally but also spatially. Promoting their assets through their websites and building networks with other areas also enable one community with other community to share and exchange assets (Mapping Across Borders in Compendium of Tools for ABCD Facilitation, 2012:93)
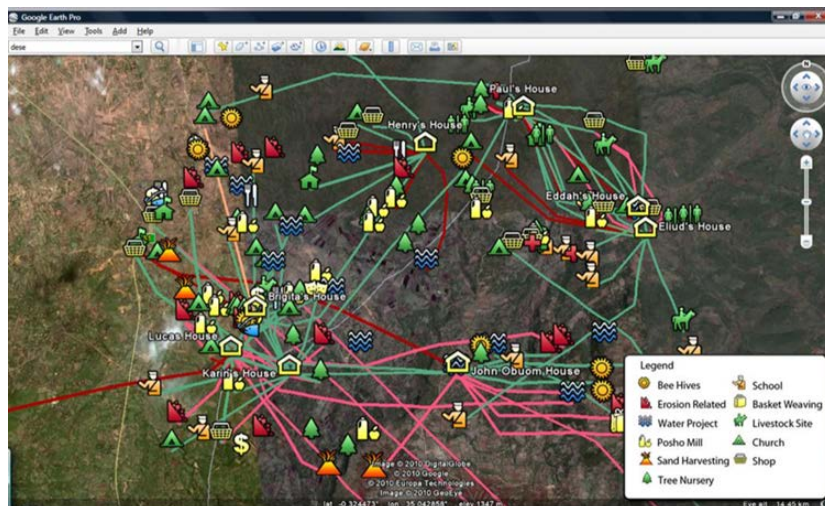

Figure 4: Asset Mapping created by community members using GIS technologies, Western Kenya.

Futhermore Christoper Dureue (2013: 139-140) mentioned the full list of assets is:

1. Personal or Human Assets: - Skills, talents, abilities, what you can do well, what you can teach others to do (Skills of the Hands, Head and Heart).

2. Associations or Social Assets: Any organization that has group membership, Church or Mosque groupings such as Youth and Mothers Union, cultural groups like dance or singing groups, other NGOs and UN groups working in the community or providing training to community members. Associations represent the social capital of the community and it's important for the community to understand how rich this is.

3. Institutions: Any government agency or representative body that has connections with the community. These could be committees set up for school based management, for delivering health services, improving electricity, water coverage or for agricultural and livestock services. These are sometimes connected to Social Assets but they really represent a different type of community asset. School committees, local health posts committees and Government sponsored cooperatives could come under this category of assets.

4. Natural assets - land for gardens, fish and shells, water, sunshine, trees and what comes from trees such as wood, fruit and bark; bamboo, reusable building materials, material for dying and weaving, other bush materials, vegetables.

5. Physical assets – tools for gardens, fishing, people who have transport to borrow, people who have houses or buildings to use for meetings, working together and training sessions, pipes, taps, vehicles.

6. Financial assets – people who know how to save, who know how to grow and sell vegetables in the market, people who can teach how to make money. Things you can sell, or run a small business, including getting together to do jobs for money. Improving the way you sell so

that you can get more money and use what you get more wisely. Bookkeeping skills for the home and for the group or small business.

7. Spiritual and Cultural assets – you can usually find these by thinking about what is the most important value or ideas in your lives – what are you most passionate about? These include values from being a Muslim, or a Christian, being willing to share, being together to pray and support each other. Or they may be cultural values, such as respecting your in-laws or respecting your feasts and the values of harmony and togetherness. Stories of past heroes, past successful ventures are also included here as they represent elements of success and strategies for moving forward.

It can be concluded that some tools can be used to identify community assets so that the community is able to know their strength, gift, resources of individuals and communities. By knowing their assets they can mobilize themselves, act together and achieve more sustainable community in the future.

Case studies of ABCD approach

With the existing collaborative SILE Project, UIN has established 8 Working Groups which consists of UIN teaching staffs collaborated with representatives of Non Government Organisation. This working groups covers several target areas in South Sulawesi. One of the Working Groups acitivities will be elaborated in this study. Other than establishing the working group, UIN has also introduced student community service program based on the ABCD approach. The result of this implementation will be discussed in this paper.

Previous finding in Selayar, South Sulawesi.

As mentioned earlier in the background of this study, UIN Alauddin supported by SILE project conducted a program of community outreach using the ABCD approach. Several working groups were established involving lecture

group incorporated of different faculties within UIN and a CSO (community service organization) for each working group for different target area.

One of the target area are 2 villages, Parak and Binga Sombayya on the Island of Selayar, Subdistrict of Bontomanai, and District of Selayar. Stages of the ABCD approach had been carried out with the result list of the local assets mapping of the 2 villages. Other than asset mapping, the working group also conducted trainings. The result of the training activities of core group is a changing paradigm in the mindset of the problem-based community-based development paradigm to the asset-based community development paradigm. Trainees also gain an understanding of the principles of democratic governance and skills in performing the mapping of their assets. In this preparatory phase whose activities include the establishment and training of the core group, the core group also managed to strengthen the confidence of the community of the need to involve women in the public forums. Based on the mapping, they have proposed some action plans and one of them is building a library using their own asset, building material of bamboo, wood, sand from the river deposit and will be constructed by the local community member.

Previous finding in Bantaeng, South Sulawesi.

The student community service was conducted by Rifqah, a Public health student of State Islamic University of Alauddin, Makassar (2014: xvii). She reported some findings during the implementation of this ABCD approach to her local community outreach area.

Rifqah reported that the process of finding assets accomplished by the three main steps namely the AI (Appreciative Interview), Focus Group Discussion (FGD) and Asset Mapping. Human assets are dominated by the expertise of local resident in carpentry (making home), farmers' gardens, as well as trading skills. Natural assets found in the village are in the form of springs, waterfalls, fertile soil, and plants/trees with huge potential. Physical assets that

can assist in the efforts of environmental health is health centers, integrated health service, and other physical assets which are also potential such as offices, schools, and mosques. Social assets is highly obvious with family values that make everyone feels very close to each other because of the mutual aid and social habits can create a safe environment. Financial assets with incomes over the results obtained through the daily work as farmers or carpentry. The whole assets are very supportive in efforts to improve sanitation in the village by combining the assets held in a bid to become the potential inclusion of the establishment of the what-so called STBM (Community-Led Total Sanitation) and the community can mobilize independently with the help of a facilitator.

Rifqah also managed to encourage the people to build the toilet from their local assets. The local people made toilets from the surrounding material grown in the area, namely bamboo and wood. Sanitation knowledge is the first to make sure grabbed by the people then they need to learn how by using their own resources they can provide their own sanitation, cheaply.

Figure 5. Local assets mapping using GIS

Opportunities and Challanges

From the two case studies above, we have learned that the ABCD approach can actually be implemented in our local community condition

especially in South Sulawesi. But on the other hand we should be able to weigh the opportunities and challenges exist in impelementing this approach.

The opportunity that UIN can have is the trust. The project involves the development of the university or on behalf of UIN Alauddin is something that is very attractive to them because they have a high enough trust to institutions of higher education that is labeled Islamic. But on the other hand is also a challenge for working group members to maintain the trust so that the working group's members are required to think creatively and intelligently so that the community development project is conducted in accordance with its intended purpose.

One challange faced by lecturers is they will find difficulties to work with Non Govenment Organiosation (NGO) becuase they have to manage and spare their time working with this NGO while teaching and doing research are dominating their core responsibilities in the university.

Having the experience of pokja where funding is available to conduct the ABCD approach training, for future programs the teaching staffs must design programs and create funding at the same time and this is not easy. But the opportunities are there. If the lecturers are creative to make reasonable proposal, the ministry of religious affairs can give a proper funding for community service.

Nevertheless, the most effort must be considered is actually changing the mindset of the lecturers in doing new paradigm in community engagement. As we know that mostly the UIN lecturer conduct their community services by preaching religious sermon. The output expection is lecturers will have a new vision in conducting community service.

The situation is similar in changing the mindset of the local community. Turning the half glass upside down as featured in figure 1 is not as simple as flipping our hands. Changing the mindset of local people will need time. It cannot be done in a short time as it involves education. After assessing the long

term implementation of community service, we discovered that only by educating the people in the village area that they can understand their needs and in turn will understand how to use their assets to sustain the life support.

Conclusion

From the discussion above we can conclude that ABCD approach can be implemented with its opportunities and challenges within the local community condition. Understanding the opportunities and challenges faced by lecturers, students and the local community can make UIN aware of designing the best program for the specific community. The biggest challenge for the implementation of ABCD approach in community service is changing the people's mindset. This will take time to change. We propose to UIN community service management to prepare the lecturers and students with ABCD approach training so they can be more prepared in motivating the target local community.

Acknowledgement

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