

香港中文大學社會工作學系

SWK5953A/C

技巧工作坊 1:認識及進入社區

1. 進入社區三步曲

1. 從一個局外人、陌生人的角度去認識社區/社群的面貌(profiles);
2. 從一個局內人、自己人的角度了解居民/社群的感受、關注(subjective feeling and concerns);
3. 與居民/對象一起(working with)選取事件(issue selection),制訂策略計劃(strategy plan),進行組織及介入(organising and intervention)。

2. 認識社區/社群的面貌(profiles)

社區面貌的基本資料

1. 歷史 (History)	<ul style="list-style-type: none"> ◆ 社區歷史 ◆ 居民的搬遷及流動 ◆ 居民居住時間的長短 ◆ 過去社區中出現的問題和事件 ◆ 居民是否有組織經驗
2. 環境 (Environment)	<ul style="list-style-type: none"> ◆ 地域界線 ◆ 周圍環境 ◆ 地區規劃:道路、樓宇、公共空間 ◆ 樓宇及單位的外貌 ◆ 社區設施的外觀: 清潔、燈光、綠化、康樂設施 ◆ 居民可使用的公用設施
3. 居民 (Residents)	<ul style="list-style-type: none"> ◆ 人口規模 ◆ 人口特徵如年齡、族群、家庭人數、雙職家庭等等 ◆ 社會經濟狀況: 就業/失業/無業、收入水平、教育水平、 ◆ 價值及傳統,特別是對組織集體行動的態度、社區事務中婦女的參與 ◆ 在鄰舍層面所進行的社會活動:如公園、街市、空

	<p>地裏進行的各項活動</p> <ul style="list-style-type: none"> ◆ 對服務的需求 ◆ 購買.及使用服務的模式 ◆ 居民的社會參與,透過的方法與組織 ◆ 居民間的社會網絡與聯繫如同鄉、宗教團體
4. 團體及機構 (Agencies and Organisations)	<ul style="list-style-type: none"> ◆ 有什麼團體及機構以區內為基地及在區內提供服務? ◆ 它們在下列範疇中擔當什麼角色? ◆ 誰是這些服務的使用者 <ul style="list-style-type: none"> i. 社會控制 ii. 社教化 iii. 社會參與 iv. 社會支援 v. 經濟生產、分配及消費 ◆ 誰是這些服務的使用者?
5. 信息、溝通 (Information & Communication)	<ul style="list-style-type: none"> ◆ 想法、信息及新聞在區內如何傳播? ◆ 在區內信息網絡中誰人擔任主要角色? ◆ 有何可用的渠道? ◆ 居民對那渠道較大信任? ◆ 區內的公眾意見如何建立?
6. 權力及領袖 (Power and Leadership)	<ul style="list-style-type: none"> ◆ 在區內權力、影響力及領導如何分配和行使? ◆ 權力、影響力的基礎是什麼? ◆ 合法性的來源 ◆ 權力、影響力在那些方面發生作用

搜集社區資料的方法:

- ◆ 社區漫步及觀察
- ◆ 人口統計
- ◆ 報章
- ◆ 區議會文件及報告
- ◆ 機構文件及報告
- ◆ 社區研究報告
- ◆ 與居民個別接觸
- ◆ 訪問區內重要人物及團體
- ◆ 問卷

Reference : P Henderson & D.N. Thomas, *Skills in Neighbourhood Work*, London : George Allen & Unwin , 1987. Chapter 3.

Assess Community Needs and Resources:

- Understanding a community's concerns enables us to effectively characterize its needs and respond with appropriate interventions.
- In order to assess communities and create a community profile, we need to
 - discover those **things that matter to the community**,
 - what **issues** the community **feels are most important to address**, and
 - what **resources are available to bring about change**.
- By interviewing community members, conducting listening sessions and public forums, and spending time in the place, we can develop an assessment (or profile) of the community that helps identify critical issues and plan future interventions.

Outline for Assessing Community Needs and Resources

- 1. Describe the makeup and history of the community to provide a context within which to collect data on its current concerns.**
 - a. Comment on the types of information that best describes the community (e.g., demographic, historical, political, civic participation, key leaders, past concerns, geographic, assets)
 - b. Describe the sources (e.g., city hall, maps, phone book, library, newspaper) of information
 - c. Comment on whether there are sufficient resources (e.g., time, personnel, resources) available to collect this information
 - d. Comment on the methods (e.g., key leader interviews, observation, ethnography, windshield tour) used to collect the descriptive information
 - e. Assess the quality of the information
 - f. Describe the strengths and problems you heard about

2. Describe what matters to local people

- a. Discuss how you arranged to listen to community leaders and members
- b. Describe who you listened to and why
- c. Discuss the methods (e.g., listening sessions, public forums, interviews, concerns surveys, focus groups, ethnography, interviews) you used to listen to the community
- d. Illustrate the issues of concern to people in the community
 1. Explain how important these issues are to citizens
 2. Express how satisfied citizens are with community efforts on the issues
 3. List priorities based on issues of high importance and low satisfaction
- e. Describe barriers or resistance to solving the problem
- f. Describe the resources available to problem solving efforts
- f. Tell of possible solutions and alternatives suggested by the community

3. Describe the needs identified by community stakeholders (optional)

- a. Indicate the target populations and subgroups
- b. Specify who the stakeholders are
- c. Describe what they wanted to know
 1. List the questions you asked
- d. Describe the methods (e.g., surveys, interviews, secondary information, small group discussion) you used to gather information
 1. If you used a survey, describe the sampling method
- e. Describe the limitations of the needs assessment

4. Compile and describe the evidence suggesting that identified issues should be a priority

- a. Describe the community level indicators -- those incidence or prevalence levels of behavior or events that relate to the issues of concern (e.g. if joblessness is an issue in the community, you may want to collect information on the unemployment rate and the rate of job creation in the community)

- b. Explain how frequently it occurs
 - c. Illustrate how many people are affected by it and in what severity
 - d. Discuss how feasible attempting to solve it is
 - e. Explain the possible impact and/or consequences of solving it
5. Describe the resources available in or to the community that help address this issue
- a. Indicate what and where the resources are. Express how we identify and tap into those attributes that could help facilitate the process

WHEN should needs and assets be identified?

- Identifying needs and assets can be helpful to your organization at almost any point in your initiative. If your group has a specific goal, such as reducing teen pregnancy, identifying local needs (better communication between parents and teens, education programs, etc.) and resources (youth outreach programs, peer counselors) around the goal can help you craft a workable, effective goal.
- On the other hand, if your organization is more broad-based, for example, if you're dedicated to helping the health needs of under-served people in your city, identifying assets and needs can help you decide which aspect of the problem to tackle first.
- Identifying resources and needs should be done on an ongoing basis throughout your initiative:

Prior to planning the initiative. This gives coalition members, community leaders, and those being served an idea of how to improve their surroundings.

During implementation of an initiative. It is important to make sure that you are on target not only at the beginning and the end of a project, but also during its implementation. If car companies only did quality checks on the steel before the parts are constructed and the paint job after it rolled off the line, I wouldn't trust the engine. Would you? Identifying needs and assets during the life of the initiative helps get the maximum impact from the resources you have, and to get the most "bang from your buck."

On an ongoing basis. When efforts are being reviewed. After the completion of any project, it is important to celebrate successes and also learn from setbacks to further the development of a community initiative.

- There are many ways to identify local needs and resources. You can focus on the needs or strengths in your community. You can interview key people, hold community meetings or focus groups, or follow one of a number of other methods.
- The most important part of identifying local needs and resources is listening to the insights of group members, community members, leaders, and others while incorporating community data and history into the analysis.
- A document that identifies the local needs and resources of a community should ring with a richness that only a comprehensive, diverse, and large group can give.
- The Concerns Report Method for identifying local needs and resources is briefly outlined below. In following this method, you'll go out to people in your community and ask them what they feel are your community's greatest needs and assets. Sound simple? It is, but as with anything else, first, you need a plan.

Phase 1: Brainstorm!

Before you poll the community, take some time to think broadly about what you're really after. Are you interested in finding out the health needs of the entire community, or are you going to focus on the services a targeted group is receiving? Determining the focus of your area of interest is a key first step to putting together a useful, usable plan. Ask yourself:

Which issues, questions, and behaviors are of particular interest to our organization, and why?

What don't we know about these issues, questions, and behaviors? What questions do we need to have answered?

What outside resources can we tap into to help us understand the issues?

For example, your organization may be interested in the issue of teen violence in the community. But this is actually a fairly broad topic. Do you want to look at the whole, overarching issue, or would you prefer to look at gang violence? Or violence among teenage girls? Once you've chosen a specific area to explore, you can narrow it even further -- do you want to identify and tackle the root causes of gang violence? Or produce an educational campaign for youth about the dangers of becoming involved with a gang? Or even offer self-defense classes for groups likely to be targets of gang violence?

Phase 2: Start with what you know.

After choosing an issue to focus on, you may find that you are aware of many possible solutions. For example, if you're working on gang violence, you may know all about the thriving gang awareness program that has been implemented in your city's public schools. Identifying what you know about an issue also helps highlight what you don't know and what you don't know will form the basis of the questions you will ask when you survey the community members.

Ask yourself:

What do we already know about the needs and available resources around this topic in our community?

Have other studies of this topic been done in our community? Can we rely on this other work to give us insight and answers?

Are there a few selected experts in the community who can answer some of our questions before we finalize our questions? (Their input may narrow the remaining questions you need to ask other community members.)

A final thought on "starting with what you know" -- keep in mind that you (or your sources!) may be wrong. People -- even experts -- you talk to may have strong but irrational opinions about the problems in your community; studies you find may be outdated; and even "conventional wisdom" can be just plain wrong. So, as you begin to finalize the questions you're going to ask the community members, be willing to think critically about what you think you know.

Phase 3: Decide what you still need to know, and finalize the questions you will ask.

This is the time to review the questions you created in brainstorming sessions and in initial inquiries with colleagues. But before going out into the community with the newly formulated questions, run them by your group one more time to make sure that they will clearly convey your interests. Also, talk to a couple of influential people outside your organization, and refine your questions with the help of their edits. Once this process is complete, your group should have a set of questions to ask designated community members.

Phase 4: Identify your target population.

Who in the community has the information that will help you answer the questions you have formulated? Probably, a wide range of people can help answer the questions; you will want to identify those who will provide the most useful information. For example, if you want to learn why youth in your community join gangs, you'll probably want to plan to target some gang members. However, teachers, parents, police officers, and even teens who don't join gangs may also be excellent resources.

Once you've identified your target audiences, you may wish to revisit the questions you plan to ask and make sure they're appropriate for each group. For example, gang members, parents, and police officers will all have slightly different perspectives on the problem of gang violence, and will likely identify different needs and resources in your community.

Phase 5: Decide what methods you will use to collect information.

The next step is to determine which method you will use to collect information. For example, individual interviews followed by a survey is an excellent combination if your organization has a large enough budget. Calling influential community members is useful if the issue is acute or if you are already knowledgeable in the area.

Regardless of the method you choose, it is important to take into account:

- The amount of time available
- The number of people assisting you
- Available resources
- The size and characteristics of the target population(s)
- Your relationship with the target population(s)

Some commonly used methods include:

Listening Sessions. Listening sessions are public forums you can use to learn about the community's perspectives on local issues and options. They are generally fairly small, with specific questions asked of participants. They can help you get a sense of what community members know and feel about the issue, as well as resources, barriers, and possible solutions. For more information, check out [Conducting Public Forums and Listening Sessions](#).

Public Forums. If listening sessions are a can of Coca-Cola (or Pepsi if you prefer), public forums are soda pop. They tend to be both larger in number of participants and broader in scope than listening sessions. They are gatherings where citizens discuss important issues at a well-publicized location and time. They give people of diverse backgrounds a chance to express their views, and are also a first step toward understanding the community's needs and resources. A good public forum informs the group of where the community is and where the members would like to go.

Needs assessment. A needs assessment is a way of asking members of the community what their most important collective needs are. This type of assessment stems from dissatisfaction with the status quo, or current situation, and is focused on the outcomes rather than the process of improving the dissatisfaction. If the status quo is a looming question mark in the community, a needs assessment can also be used to do a preliminary analysis of the area. For a more detailed description, refer to [Conducting Needs Assessment Surveys](#).

Asset Mapping. Asset mapping focuses on the strengths of the community rather than the areas that need improvement. Focusing on assets gives the power back to the community members that directly experience the problem and already have the resources to change the status quo. If the changes are made by the community and for the community, it builds a sense of cohesiveness and commitment that makes initiatives easier to sustain. [Identifying Community Assets and Resources](#), will help you do an asset map.

Phase 6: What is missing? What are the limitations of the assessment or study?

Once you've identified your questions, your audience, and your data collection methods, you're almost ready to implement your plan. But first, it's a good idea to review your plan and identify and fix, to the extent possible its limitations. Taking a look at the weaknesses in the method you are using can strengthen the study or prompt supplemental ideas. Evaluate the effort that you have put together, and build from what you find.

Phase 7: Determine whether you have the resources to conduct the study.

Make sure you have the resources to conduct the study. This is something you should have held in the back of your mind throughout the planning phase; now that you're ready to implement your plan, it's time to focus on the cost. It should go without saying that before you begin a full-scale effort, you should be sure your organization can afford it!

But keep in mind that even if you are not able to conduct an assessment right now, you can lay out your ground work with a strong plan. With a plan in place, you have a better chance of obtaining future funding, since you have established contacts out in the field and have brought to the forefront issues that are important for the community. Developing a plan for identifying needs and assets in the community is also a great way to expand your knowledge of the community and see what others around you have to say, piquing interest for future efforts.

To sum it up

Needs and resources are really two sides of the same coin. Without each other, they don't buy much! In order to get a comprehensive view of your community, it is important to look at what you have and what you need. With these things in mind, you can have a positive impact on the problem you wish to address. Understanding your community in this manner will also help your organization clarify where it would like to go and how it will get there.

(Extracted from Community Tool Box

http://ctb.ku.edu/tools/en/sub_section_main_1019.htm)

3. 了解居民感受及作初步動員：街展與家訪的運用

錄影帶播放：初步接觸技巧——家訪及街頭展覽

接觸群眾的基本原則

初次接觸街坊

a) 開始介紹自己

我姓X，呢位係我同事Y姑娘，我地係ABC中心社會工作者呢！係街市隔離個間！

我地今日泥衣度，主要係希望聽下街坊·意見，睇·大家係呢個區住，有冇覺得有乜·服務係唔足夠又或者有乜·唔方便或唔滿意·地方，希望可以改善·。

係呢！請問點稱呼你呀？啊！X太！

呀X太！唔知你介唔介意我地同你傾幾分鐘，好快架咋！

係呢！X 太，呢張係我地中心/社區工作隊單張。拿！你睇下，裏面印·我地·名。同理中心·地址、電話，仲有D 介紹我地工作及未來的計劃，你有時間個陣慢慢睇下啦！

唔知阿X 太以前有冇聽過·我地中心·名，或者我地搞過·服務之類。

其實，係呢區及其他XX 屋，我地機構都有派社工落去幫手，係呢D 區，我地D同事同埋D 街坊一齊，舉辦過好多唔同·活動，例如：家庭旅行、婦女組、老人組、義工組、兒童組等等，令到街坊·生活更多姿多采；係有D 區，我地D 同事重幫居民手，成立·居民委員會（環境改善組），為呢道·街坊爭取到好多好處，例如入屋水喉，合法供電、街燈.....，令到居住環境大有改善，透過呢D 活動，居民之間·關係亦好左好多。

係呢，你係呢度住左幾耐呀！

(start the conversation)

b) 臨完前

唔好意思，今日都阻你好耐！或者下次我地印起新的單張/通訊/搵到有班居民關心頭先你提個D 問題(找一些呼應上面對話之借口)。我地再嚟探你，唔知你通常係咪呢個時間得閒？

當然，如果你去開街市，我地好歡迎你上來我地中心坐下，傾下計，甚至打個電話來傾下都好，頭先張單張已經有我地·開放時間、地址、電話嚟啦！

註：這例子只是一個提議，好多次序會隨對方之反應而可能有所變動。最重要的是社工應在每段講話後，有些少停頓（PAUSE），讓對方有消化和回應（FEEDBACK）之機會。

家訪技巧

技巧	涵義
引起興趣(Arousing interest)	以個人利益或對方所關注的議題，引發被訪者的興趣
打開話題(Ice-breaking)	以對方熟識或感興趣的問題作引旨，進入探訪內容
正面肯定(Positive regards)	對於對方的能力及所作的貢獻加以肯定
表達關心(Concern showing)	關懷被訪者的處境及辛勞
積極聆聽(Active listening)	運用全身/心去理解與你交談的對方是一個怎樣的人
同理心(Empathy)	跨越彼此的差異，穿上對方的鞋，去看他/她們看到的世界，感受他/她們的感覺
探索(Exploring)	透過詢問，深入了解對方的感受、困難及處境
澄清(Clarifying)	當工作人員接收被訪者訊息不清楚或想確切肯定時，可透過問題加以澄清
意譯(Paraphrasing)	運用對方的一些關鍵詞(Key Word)，再加上自己的字詞將對方的意思覆述一次
尋找優勢(Seeking strength)	發掘對方的強項或所表達的優勢
挑戰(Challenging)	就對方的想法、內容提出挑戰，使之促進思考及反省
重構(Re-framing)	將對方所提的觀點或內容重新建構，幫助他/她從另一觀點或較正面的角度理解問題
促進聚會(Promoting gathering)	提出參與聚會的優點或好處，引發參與聚會的興趣

提出問題(Problem-posing)	提出問題，促進反省及了解問題核心，達致激發思考之作用
激發思考(Galvanization)	經過反省及了解問題核心後，作出適當的選擇/行動
認同(Recognizing)	就對方所表達的想法或困難表示認同或理解
探索解決方案(Exploring the solution)	一起集中於從解決問題上加以研究或探索
支持(Supporting)	就對方的處境作出情感上的支持
使溶入(Engaging)	營造有利的參與條件及增加參與機會，使其更為投入整個參與過程
磋商契約(Contracting)	擬定下次再會面的時間或各自所負責的分工
服務介紹(Services Promoting)	推廣中心合適的服務予被訪者

參考資料

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Community Tools Box : <http://ctb.ku.edu/index.jsp>