

A Group Approach in a Community Empowerment: A Case Study of Waste Recycling Group in Jakarta

Puji Hadiyanti

Student of Postgraduate School of UPI Bandung, Indonesia

Abstract

This study reviews a group approach in empowering the community through waste recycling activities related to the development of human resources in Jakarta. The specific objectives to be achieved are the wish to understand and find: (1). Conditions of waste recycling empowerment in Jakarta, (2). Mechanisms of a group approach in empowering communities in Jakarta, (3). Formulating hypothetical model of a group approach in community empowerment. Concepts and theories used are community empowerment and Education for Sustainability Development (ESD) as the grand theories. The supporting concepts and theories are logic models and dynamics. This study used a qualitative approach with the design of case studies towards groups of waste recycling.

Data were collected by deep interviews, documentations and observation. Sources of the data were obtained from waste recycling group domiciled in Jakarta. Analysis of the data was done through the stages of the process of data reduction, data display, making conclusions. Results of the study are: (1) The waste recycling group in doing community empowerment does not carry out the selection phase of the region, (2) There has not been a mechanism of a group approach to the instrumental input which is an indicator of training curriculum and research yet, (3) A formulation of hypothetical model of the group approach in community empowerment.

Keywords: a group approach, empowerment, waste recycling

A. Introduction

In Indonesia, the dynamics of the development model in the efforts against poverty for individuals and wide society changes from time to time in line with the formal regulations that govern it. It is started on the era of economic crisis in 1997, the government issued a policy Strengthening Program to Eradicate Poverty launched since 1997 and in 1998, the government issued Presidential Instruction No. 21 of 1998 on Integrated Movement of Eliminating Poverty which is known by GARDUTASKIN. The point is to instruct to all agencies and community groups involved in the handling of poverty in order to jointly take concrete steps and to coordinate in tackling poverty. Through this instruction, a variety of efforts to reduce poverty are restacked up and rearranged in a system which is more integrated and comprehensive. Various obstacles and bureaucratic procedures that had been thought to reduce the effectiveness and efficiency of the implementation of the program is eliminated.

The existence of the declaration and the instruction is done through various approaches and led to various programs in the community, such as programs of Income Increasing Exertion of Acceptor Families, The Saving of Public Welfare, The Plantation of Core Public, Business Study Groups, Community Group for IDT, Increasing Role of Women towards Healthy Families and Welfare, Family Welfare Program carried out by the Ministry of Internal Affairs, Program of Urban Poverty Tackling held by the Ministry of Public Works, Income Increasing Project of Small Farmers and Small Fishermen held by the Ministry of Agriculture and Business Group (KUBE) implemented by the Ministry of Social Affairs. To help the poor community to face a public policy that is

considered burdensome lives of the poor, the government through the Social Security system approach-makes program roll such as Rice for the poor, direct cash assistance, and the fuel compensation. Various policies of poverty alleviation programs that have been run by the government do not necessarily reduce poverty significantly. Learning from the existing conditions, then the concept of poverty alleviation by the government changes. The change in the concept is in the concept of poverty tackling in an integrated manner on the basis of community empowerment.

Results of a preliminary study carried out shows that the concept of empowerment has not been able to tackle the problem of poverty. The causes are that the poverty alleviation programs still walk on their own according to the ministry's policy concerned, not integrated, partial and sectoral so that there is equality of the programs. Furthermore it is said that poverty alleviation programs particularly through the National Program for Community Empowerment only focuses on physical development. That is the construction of infrastructure and public facilities, then the existing PNPM is continued by the term of PNPM Mandiri, with the addition of the provision of credit to poor people to micro-enterprises, The approach taken in this PNPM Mandiri is in the characteristic of giving assistance. It has not had the human resources development efforts in order to eradicate poverty. Even Jakarta which is as a barometer of success of development is also facing the problem of poverty which has unresolved yet. The Central Statistics Agency of Jakarta releases that in March 2014, the number of poor people (the population with per capita expenditure below the poverty line) in Jakarta reached 398 980 persons (3.92%), increased by 22.3 thousand persons(0, 20 points) compared to the poor in September 2013in amount of 371 700 persons (3.72%). When it is compared to March 2013, the poor population increased by 41. 020 persons (0.37%).

On the other hand the conditions of Jakarta today are not only in the problems of poverty and underdevelopment. There are also various issues that are global such as environmental problems. Environmental problems arise because of one of the reasons. That is garbage and waste management, which tend no comprehensive prevention efforts on. The amount of waste in Jakarta is currently growing. It is noted that 7,000 tons per day are produced, 90 percent is household waste and the market, the rest comes from nature such as trees and branches. From the 7000 tons of the waste are transported by Jakarta Cleanliness Agency in the amount of 5200 to 5500 tons per day, the rest is processed by some people through a group of recycling bins with their program of 3R (reduce, reuse, recycle) or is taken by scavengers to be sold or recycled (news Trans 7, Tuesday, January 27, 2015).

Things like this should get more attention, because the waste recycling activities by some residents of Jakarta can be utilized or have an impact on the good purposes such as creating new jobs and create the environment that is clean, beautiful and comfortable. The garbage problem is the linkage between human beings and the environment. In concrete terms it appears that the degradation of natural resources and the environment will result in a decrease in the quality of human life. Therefore, in addition to economic growth, saving the environment and handing it down to future generations in good condition is a moral responsibility in humanity and is the obligation of all parties

Activity waste processing performed by the citizens can play a role that is remarkable for creating a beautiful city, because the processing of waste done by most of the citizens of Jakarta to form a group of the waste recycling (waste bank) is one form of the program of human development with the environment at the same time is forms of community empowerment by forming groups approach that puts the power of the people as the main capital.

In daily life, the empowerment activities are obviously carried out for lots by the development implementer and the community by themselves. Activities of community groups, governments, and Institute of Community Self-supporting are essentially a form of empowerment. Just keep in mind

that these programs have different shapes, purposes and methods. Therefore, this study emphasized on finding and understanding the depth of efforts group to struggle with poverty and the environment (waste management) in Jakarta by empowering the community to achieve the independence stage of society using strategies or approaches. Considering that the group approach is a method that is suitable to be implemented as it is appropriate to the culture of Indonesia.

Based on the background of the problems described above, it can be formulated that the main issue in this study is to assess the group approach in empowering communities through waste recycling activities related to human resource development in the Jakarta area by asking the question "How is the group approach performed in the efforts of community empowerment in Jakarta ?.

This research generally wants to understand and discover how a group approach in empowering communities through waste recycling in the relation of human resource development in the area of Jakarta is. The specific objectives to be achieved in this research is to understand and discover:

1. Conditions of empowerment waste recycling in Jakarta
2. Mechanisms of a group approach in empowering communities in Jakarta
3. Hypothetical Model of a group approach concerning of community empowerment

B. Reader Review

1. The concept of Community Empowerment.

The concept of empowerment is very different from one community to another community, depending on the context and cultural values of local communities. World Bank stated:

"The term empowerment has different meanings in different socio-culture and political contexts, and does not translate easily in to all languages". While Wallerstein (1992) Eempowerment is a social-action process that promotes participation of people, organizations, and communities towards the goals of increased individual and community control, political efficacy, improved quality of community life, and social justice.

The most important here is that the empowerment of communities is an attempt to increase the dignity of society which in the present conditions is not able to escape from a trap of poverty and underdevelopment, in other words is to enable and to make the community stand on its own feet. This is confirmed also by Ife (1999: 12) who states that empowerment can be interpreted simply as giving "power" or energy or strength or capacity to vulnerable groups so that they have the strength to do.

In line with the Cornell University Empowerment Group in Saleebey (1992), defines empowerment as follows: "... a deliberate process and continues over time, which was centered in the life of local communities, include: mutual respect, an attitude of critical reflection, their caring and group participation, through which people who feel that they are less to have valuable resources together into obtaining greater access to obtain and control the sources ".

Based on the definitions of the experts, the key word which is often to use to understand the sense of empowerment is the word "helpless", in this case empowerment is defined as an action taken by someone to "empower" others. Certainly empowering someone is in order to create the resources which are powered and independent.

- a. According to Leagans empowerment in the education process has the following principles: Doing, this means that empowerment activities must involve the community as much as possible to do something. Through the process of doing or acting they will experience the learning process both with thoughts, feelings and skills.
- b. As a result, this means that empowerment should give a good effect or influence or helpful so that participants will feel happy to follow the activities of empowerment.
- c. Association, this means that empowerment must be associated with other activities, because it will create more knowledge.

To achieve the goal of community empowerment that impact on the sustainability of the program, the Word Bank suggests:

- a. Financial capital improvements, such as macro-economic planning and fiscal management.
- b. Physical capital improvements such as facilities and infrastructure.
- c. Capital repairs of various resources both human and social environment.
- d. The development of social capital that involves skill and ability of community, institutions, and partnerships.
- e. Management of natural resources whether commercial or non commercial for the improvement of human life such as clean water, waste management and climate stability.

Community empowerment according to Delivery (2004: 67) is carried out through several stages as described below. Each of these stages needs to be adjusted to the conditions and dynamics that exist in the area of implementation.

The first step is the selection of the location / area done in accordance with the criteria agreed by the institutions, stakeholders and the public. It is important to do as good as possible because for the problem of garbage management in Jakarta, not all elements of society can participate in the form of labor, sometimes they are only able to participate with funds and ideas.

At the second stage, it is socialization, is an effort to communicate events to create a dialogue with the community. At this stage the involvement of all elements of society is really needed because socialization will help to increase the understanding of the target community and related parties regarding the activities to be carried out. There will be seen for the interest or the attraction, and how far the involvement of the target communities is to the activities of waste problem tackling in the area of Jakarta, so that the implementation process will determine also the strategy or approach which is used.

The third stage, it is a process of community empowerment. At this stage, it is the embodiment of the first and second stages. This third stage involves several activities processes that must be passed in the implementation of community empowerment, they are:

- a. Study of the conditions of the target area.
- b. The formation of the group,
- c. Implementing the plan of group activities.
- d. Conducting monitoring and evaluation activities.

The last stage is to make the community stand in their own feet, at this stage an agent of change as well as a companion of community empowerment activities which at first have an active role, gradually began to diminish its role even gone. The role of the companion will be continued by

the group management, while the expiration time of the companion's role is adjusted by the mutual agreement which has been set at the start of activities

2. The Community's success in *Education for Sustainability*

An understanding of the success of the group objectively, will make the interventions done more precise and accurate according to the success of the group. One of the important aspects in the success of the group is the aspects relating to social which is the activities associated with the efforts of the welfare of members of the group performed, aspects relating to the economy which is the activities related to the productive economic activities which is developed by the group. When a group has already demonstrated success in social and economic aspects will be followed by a sustainable existence.

Today, the application of the sustainable concept is more focused on the need for balance among the various aspects in the development. They are environmental, economic and public life itself (social and cultural). Unesco (2004) states that Education for Sustainable Development (ESD) is a dynamic concept that includes a new vision of education with human empowerment in all ages to share responsibility in creating a sustainable future. ESD is an attempt to change behavior and lifestyle for positive community transformation.

The values developed in sustainable development through education to change the behavior and the transformations lifestyle of community which are positive are: (a) appreciating the value and rights of all human beings in the earth and a commitment to social and economic justice for all, (b) respecting the human rights of the future generations and a commitment to responsibility among generations, (c) respecting and caring for the community life with a diversity that includes the protection and improvement to the ecosystem of the earth, (d) appreciating the cultural diversity and a commitment to build a cultural tolerance of local and global, peace and anti-violence, then ESD is defined as meaningful, functioning and purposing education to:

- a. Development that can meet the needs of the present generation without having to override the ability of future generations to fulfill their basic needs.
- b. Improving the quality of human life while living within the supporting capacity of the ecosystem and beneficial for all human beings on earth (humans and ecosystems) in the present and in the future. In non-formal education the accomplishment of ESD can be implemented through the forms of training with a content structure and content of the curriculum containing three pillars which are socio-cultural, environmental and economic.

3. Logic Model as a Group Approach Mechanism in Community Empowerment

Modeling is a process consisting of several steps that must take place in the order. In addition the requirement conditions are also required to establish. They are the voluntary social unit and organizations, and the identification of the variables change. Difficulties faced by the community are aspects of empowerment which are power, cognitive, psychological, economic and political. Because all of them are related to the behavior to be changed, then these aspects are used as *short term outcomes*. Hypothetically, if there is a change of behavior (knowing, willing, capable) in the five aspects, and supported by *supply* and infrastructure, there will be changes in productivity (*medium term outcomes*), which will then lead to an increase in *income* and welfare level (*long term outcomes*).

Noting the characteristics of people in Jakarta, this strategy has a better chance to succeed, if it is implemented in the group. It means almost all of the output activity should take place in the physical environment group. It is stated "almost all", because the physical activities outside the group is sometimes needed. However, it lasted just if you really prosecuted to do that, for example benchmarking with other groups who are more advanced. Many facts and experience show that empowerment activities that take place outside the physical environment of groups, such as a displacement of activity places, it becomes a blunder that led to the failure of empowerment.

Another important thing to remember is that the education process requires a relatively long time to see the measurable results. In addition the capacity and speed of learning groups should be noted also. Thus, this model should be applied to the staged approach within a certain time. The taking place activities are selected based on important, easy criteria and stages. Here is an overview of groups approach mechanism in the community empowerment using logic models.

C. Research Method

This study used a qualitative approach with a design of case studies of waste recycling groups. Data were collected by deep interviews, documentations and observation. Sources of the data are obtained from waste recycling group domiciled in Jakarta. Analysis of the data was done through the stages of the process of data reduction, data display, making conclusions. During the process of the data analysis researchers also verified the data.

D. Results and Discussion

1. Conditions Empowerment In Waste Recycling Group

Group Condition is a situation happening in a group that can be seen in several indicators. The first indicator is a resource that is owned by groups. Among the resources owned by groups, the most important is in terms of human resources management and members of the group, because of without the involvement among humans, a gathering or a group will never happen. Based on interviews with respondents, until this time the current number of members who join in the waste recycling consists of five persons of group administrators and members from the surrounding community in the area where a group is consisting of 336 people from 10 RT (one RW) with one RT numbered 39 of households head. In general, members of the group that still exist are families coming from the middle to the bottom of economic level. It consists of housewives that do not have any activities outside the house or working women, so they use their spare time by attending various courses and training from groups with a reason which is to add money to buy necessity of kitchen. This is consistent with the conditions proposed by Gibson (1984) that there are several reasons of groups formation, they are: (1) the satisfaction of needs for the safety, social, respect and self-realization; (2) proximity and attraction due to the similarity of perception, attitude, work and motivation; (3) economic purpose (group goal) is that someone who is eager to be a member of a group because of being interested in the group goals; (4) economic reasons means that profits will be obtained in the greater number from a group.

So we can say that the interest of families of low class economic (poor) in their participation in group activities prove the existence of such reasons. This condition is actually very unfortunate because in the case of waste recycling, the group involvement of all elements of society has a big hand in the development of the group so that the waste problem is not just a matter of some members of the community alone, but covers all elements of society. Nevertheless, various strategies have been carried out by the group to develop the group. This is evidenced in the second indicator which is the

ability to develop a group which is based on interviews result, a conducted strategy is to conduct socialization with personalized and integrated manner to groups in the community such as religious study groups and social gathering, following competitions about environment and the exhibition on handicrafts. The result of this strategy is the increasing number of group members which is 336 persons scattered in RW 03.

Next, the fourth indicator is the form of the group management in the sense of the dynamics that exist in the group. Various factors affecting the dynamics of the group includes seven elements, they are: (1) the purpose of the group; (2) the unity of the group; (3) The group atmosphere; (4) the tension of the group; (5) the structure of the group; (6) the function of the duty; (7) coaching and group development. Result from the interviews is that dynamism both in terms of conflict never happened and group development is relatively increased. One of the problems that exists is the difficulty of finding a cadre of officials to be active in the group. It is said that the growing participation of the various elements of society proved to be difficult. This tendency occurs because the goal of empowerment in general are adults who have had the experience and thinking that has become the pattern of thought so as to receive updates offered must be in accordance with the interests and needs of the individual.

Therefore it is necessary to process massive awareness to the community outside of RW 03 by conducting educational awareness as a form of participation of the society in the framework of sustainable development. The education of awareness might be committed during the promotion phase, which at this stage the involvement of all elements of society is really needed because socialization will help to increase public understanding of the target community and related parties regarding the activities to be carried out. So in the socialization stage, it does not only provide information and invite residents to participate in the group but also show interest or attraction and target behavior change to activities of the garbage problem tackling in Jakarta.

This is consistent with the Unesco's statement that informal and non-formal education refers to the collective learning that occurs outside of the formal education system in everyday life, for example in the context of the family, a workplace, a club, a web-based community, and others. In Non-formal education can be more or less structured and range from learning occurs in study groups, non-governmental organizations, social movements, youth, church, folk of high schools and others. Informal and non-formal educations in all forms are characterized by being voluntary, by the active participation and the mutual exchange of ideas. They are an important part of the concept of lifelong learning and happen everywhere.

2. Mechanism of Group Approach

In the mechanism of a group approach is consistent with the empowerment procedure in the third stage of the implementation process. In the community development activities carried out by the recycling of waste based on in-depth interviews and documentation study as described, it can be said clearly seen the process of management of development by community themselves and act together to increase the life together which is a normal routine and the existence is acknowledged. In addition, the perceived benefits and placed as part of the pattern of joint action, in other words the development management mechanism by the community has been institutionalized. Therefore it has become part of a social institution, so the process and the mechanism will still take place in public life, regardless or not there is an external stimulus. Such conditions eliminate dependence on others, and foster sustainable development.

What happens to the waste recycling group is a learning process. The learning process in addition to generating knowledge and understanding of problem waste and its management based on the social conditions (values and norms of local communities-indigenous) also resulted in the development of institutional mechanisms. A mix of all the elements that are coupled with the existence of social capital can become the driving force for joint action, so that community can make waste management independently and sustainably. This mechanism that drives the cycle of self-reliance in the community that is the ultimate goal of community empowerment process that is “Help the people to help themselves” especially at the local community level. In this cycle the dynamics of the local activity of the next local activities will take place. It reflects the increasing capacity of the community in parallel and also their increasing prosperity condition.

It can be seen in the activities that occurred in the group of recycling of the waste starting from activity of collecting garbage, sifting through garbage, conducting the interview, making compost to perform for souvenirs (bags, wallets and umbrellas) with a basis of dry waste (non organic) as well as the cultivation of catfish as a form of activity that develops. To see the results in real in the sense that it can supplement the family income, so the group also formed a cooperative group with such management of the cooperative bank so the bank is called trash bank. This condition allows each member of the group to have the potential to develop on its own capabilities and to have self-sufficiency.

Within each community life embodies the potential and resources to improve the conditions of life. Moreover, in the life of the community is also formed a system with a variety of supporting components. These systems are formed and become established through the dynamics of a long life that had already been tested. Through this system also processes, mechanisms and social relations take place as well as on waste recycling group. Here, the development of the community capacity constructed on the basis of its own strength is clearly visible.

The community not only has the potential to grow, but also has a system and mechanism to develop itself. The system is built and refined through a process of interaction (learning process) in environment with both internal and external environment, both social environment and natural environment. The system developed through a process of social learning that more have the ability independently. Moreover, the public is also able to independently tune the process and mechanisms and capable of solving social problems inherent with the ability to process feedback. Through this learning process, the community develops the capacity and knowledge cumulatively with the process of learning by doing and through a lifelong learning process.

In the perspective of Non-formal Education course this is a manifestation of the ideals or goals to be achieved. It is building societies who are eager to learn or learning society by learning principles of the 21st century according to UNESCO, which is based on four pillars: 1) learning to thing, 2) learning to do- 3) learning to be and 4) learning to live together among nations. Therefore, a culture of learning should be the necessities of life and culture of the nation.

3. The hypothetical model of the group approach in Community Empowerment

This model begins by describing how the conditions of the government, community and the business world (CSR) by making it as the input so these elements can collaborate well in running a community empowerment program commitments. The success of the empowerment program in this model is very determined by how far the input (government, public and business-CSR) that is expected to participate fully.

The process - output in this model is a follow up of the available input illustrated by the presence of: first, the implementation of the empowerment of the community with guidance / integrated on the components of the three pillars (social, environmental and economic) in the ESD and through the procedure of empowerment as well as the mechanism approaches groups in the community empowerment noted above, the second, the assistance as the control in the process of empowering people to avoid the occurrence of deviations as well as a learning resource in the implementation of community empowerment and thirdly, the development of partnerships, it is important to do for building partnerships with parties related really determines increase in productivity and economic business activities are conducted in community empowerment. The presence of all three components (the process of empowerment, advocacy and partnership development) is believed to achieve the independence of the community that is outcomes of the model formulated.

The hypothetical model formulation group in the community empowerment approach, intended among other things to synergize the research (empirical conditions) with the relevant theories as a form of findings which can be exploited by a party related to community empowerment. The formulation of this model is very important for global efforts to overcome the problem which is still a problem experienced mainly by developing countries namely poverty and the environment which has not been fully resolved. Therefore the formulation of a model based on the assumption of academic, social and economic. Academic assumptions, that the community empowerment and ESD becomes a concept that is very instrumental in significantly when actually applied in accordance with its maxims. As for the social assumptions because of poverty and environment is a social problem, where the response should take into account social aspects such as values and norms prevailing in society as well as the characteristics of their communities. While the economic aspects for alleviation of poverty and environmental problems are closely related to the productive economy generated either by individuals or communities, which are the productive economic activities while maintaining environmental sustainability for the benefit of future generations or not.

Formulation of model approaches in community empowerment groups referred to in this dissertation is to develop or add a model approach to empowerment group that has been done. For more details, here is a look schematically formulation hypothetical model of community empowerment approach in the group as described above.

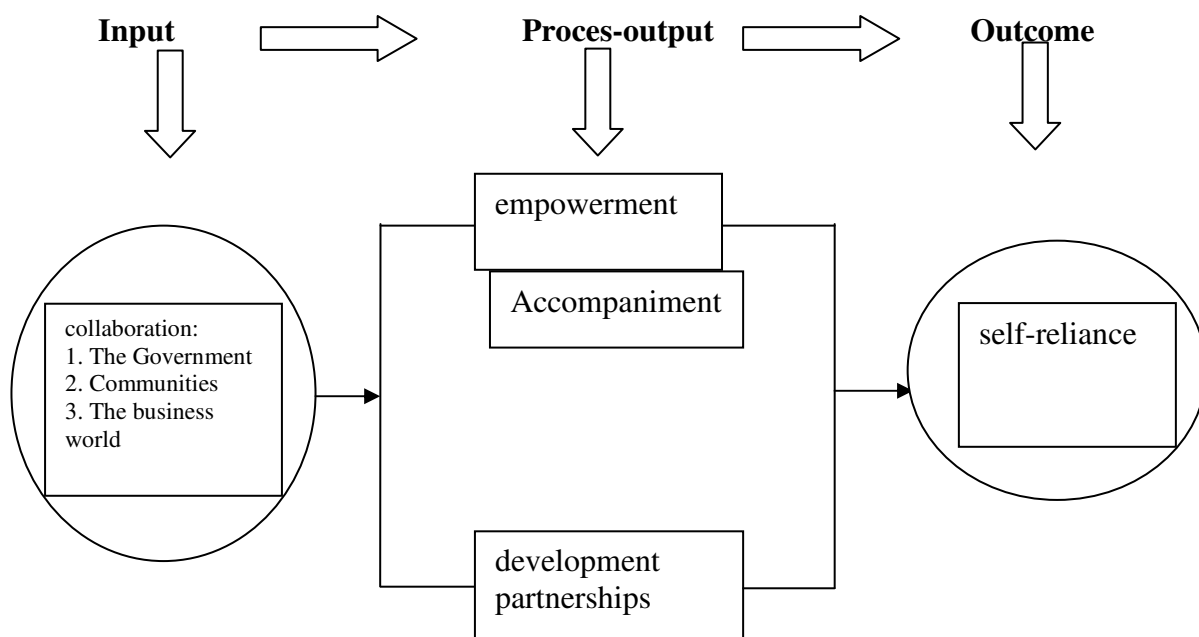


Figure
 The hypothetical model of the Group In of Community Empowerment

E. Conclusions and Recommendations

Conclusion

1. A condition of group empowerment recycling bins succeeded in maintaining its presence, this is evidenced by the variety of work in both routine activities such as waste collection and incidental by following various competitions on environmental hygiene and exhibition of handicrafts, but in the perspective of empowerment has not fulfilled stages such as the absence of the first phase of the analysis of the region, while in the second phase of the socialization is also incompatible with empowerment in the educational process, thus resulting in a lack of community participation where of the total 700 households were active in cooperative 336 people.
2. A mechanism group approach in the implementation of empowerment at every stage has not been integrated to education for sustainable development (ESD), so group members tend only active in cooperative activities with the name of the waste bank group, as for activities process waste such as making compose and less desirable souvenir (10 -15 persons).
3. A Formulation hypothetical model in effective empowerment group approach implemented in the implementation of development programs. The model considers a number of assumptions and meets certain elements. The assumption in question is the assumption of the academy, social and economic. The formulation of the model is consistent with the function of non-formal education that is developing human resources in the aspect of knowledge, attitudes and skills.

Recommendation

1. Recommendations for policy makers To realize the independence of the public so that it can power the government should realize:
 - a. Policies that supports community development in tackling the problem of waste program.
 - b. In addition to funding and infrastructure also need for assistance in the form of training that is integrated with ESD.

- c. During this assistance in the form of physical and economic, the need for intensive mentoring and coaching to groups in the community related to tackling the problem of waste through non-formal education system.

2. Recommendations for waste recycling group.

These results indicate that the approach of the group performed in community empowerment proved to be effective and efficient. However, there are things that need attention are:

- a. At the beginning of the formation of the group, should conduct the analysis area and empowerment target as well as the analysis of the level of knowledge, skills and productivity of society by conducting intensive needs assessment of the real needs required.
- b. Doing Kohesivisme / integration between the provision of motivation, reward and punishment to group members that the study's findings that is "the difficulty of the regeneration board" is no longer an obstacle.
- c. To disseminate the principles of empowerment in the educational process.
- d. To empower groups through training by using a set curriculum.

References

- Saleebey, Dennis. (1992). *The Strength Perspective in Social Work Practice*. London: Longman.
- John W. Creswell. (2010). *Research Design Edisi Ketiga*. Yogyakarta: Pustaka Pelajar
- Koberg, Don & Jim Bagnall. (1974). *The Universal Traveler. A Soft – Systems Guide to: Creativity, Problem Solving*. California: William Kaufmann Inc.
- Word Bank. (2002). *Empowerment and Poverty Reduction; A Sourcebook* Washington DC: World Bank
- JohnLord and Peggy Hutchison, 1993. *The Process Of Empowerment: Implications of Theory and Practice. Canadian Journal of Community Mental Health*
- Hall, Anthony and James Midgley, 2004. *Social Policy for Development*, Sage Publication, London
- Helena Kopnina dan Frans Meijers, 2013, *Educational For Sustainable Development (ESD) Exploring Theoretical and Practical Challenges*, IJSHE, 15,2
- Joyce Selome Nevel Tshuma, *Microfinance and Women Empowerment in Zimbabwe: A case of Women Development Fund in Umguza District*, International Letters of Social and Humanistic Sciences Vol 35
- Lionberger & Gwin 2000. *Social Capital: Implication For Development Theory, Research, and Policy In Research Observer*. Vol 15 No. 2
- Mosher. 1990. *Participatory Governance, People's Empowerment and Poverty Reduction*. SEPED Conference Paper Series No.7. UNDP. Washington DC
- Mitchel, T. 2007. *Motivation and Participation: an Integration*. Academy of Management Journal. Vol 16 No. 4.
- Martinez, V.A. 1990. *Evaluation of The Effectiveness of Training Programme In The Evaluation Of Extention Training Programme*. Technical Bulletin No.68 (August)
- Niehoff, B.P., Moorman, R.H., Blakely. 2003. *The Influence of Empowerment and Job Enrichment on Employee Loyalty in a Downsizing Environment, Group & organization Management*. Vol 26 No.1
- National Journey, 2011, *Toward Education For Sustainable Development*, Unesco, 2011.
- Nehru, 2016, *Corporate Social responsibility (CSR) dan Education For Sustainable Development (ESD)*, IRJEIS Vol 2, issue 3
- Pichardo, Francesca and James M. Jasper. 2001. *Collective Identity and Social Movement*. Annual Review of Sociology, Vol.27
- Participatory Reseach and Development*. Vol 1. CIP- UPWARD and IDRC. Los Banos
- Klandermans, Bert, Jose Manuel Sabucedo. 2002. *Identity Procesess in Collective Action Participation : Farmer"Identity and Farmers" Protest in Nederlands and Spain*. Political Psychology. Vol.23. No. 2