

## Curriculum Community Activist



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## Content

1. Summary.....	3
2. Framework Conditions .....	3
3. Learning Areas.....	5
4. Support notes.....	6
5. Delivery Schedule .....	9
6. Description of Learning Areas .....	12

## 1. Summary

This training course is organized in 3 learning areas, and its goal is to train organisations or activists to improve the abilities of communities to promote social change in society and correct injustice. This is one of the key competences identified by the European Parliament and by the Council of the European Union (2006/962/CE), that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary.

The training course delivers working materials and methods on how to develop community and civic competences. It is suitable for those who want to work for better community life and include people coming from different social, economic or other backgrounds. It will cover general framework of knowledge, skills, methods that trainer should possess in order to deliver CA training, the multiplier and activist to encourage positive change. It will emphasize 3 learning areas that will provide information about general competences such as communication, motivation, lobby and advocating, raising money, inspire followers etc.

The training course contains mandatory and optional subjects that could be combined depending on the needs of the learning group, and the learning outcomes the trainer and the participants want to achieve.

The training course covers 27 learning hours, normally delivered over 5 consecutive days. Other delivery formats are acceptable.

### Learning areas (Summary)

- LA 1 – Understanding the role of Community activist and the Community diversity
- LA 2 - Community activist competences
- LA 3 – Community network – development and sustainability

## 2. Framework Conditions

### 2.1. Recommended Entry

Entry is at the discretion of the delivering centre.

## 2.2. Credit Value

Participation and attendance of this training course is required to achieve the Community Activist Group Award.

1 credit at EQF Level

## 2.3. Evidence Requirements for this Unit

Achievement of this training will be determined by attendance, participation and on completion of the tasks within the training process. A practical assessment will take place at the end of each learning area. At the end could be issued Certificate or other document that describes learning outcomes.

## 2.4. Recommended prior knowledge and skills

Following the requirements of the Sixth key competence identified by the European Parliament and by the Council of the European Union:

- Individuals should have an interest in socio-economic developments and intercultural communication and should value diversity and respect others, and be prepared both to overcome prejudices and to compromise.
  - Individuals should have full respect for human rights including equality as a basis for democracy, appreciation and understanding of differences between value systems of different religious or ethnic groups lay the foundations for a positive attitude.
- Finally, it would be appreciated a former education at EQF level 5/6.

## 2.5. Guidance on the Content and Context for This Unit

This training course is developed to be delivered as part of a trans-international initiative. Therefore the training course must be tailored to meet the needs of each country; particularly in matters dealing with legislation, societal structure and any other pertinent National issues.

Before conduction of the training course we highly recommended research of the needs and state of the environment.

## 2.6. Guidance on Learning and Teaching Approaches for This Unit

The training is created to develop or improve the competences of multipliers and activists to encourage positive change within community. The training course will present the framework of the competences and engagement required and will develop knowledge, skills and competences using appropriate methods.

The content can be taught using a variety of methods including:

- Lectures
- Group discussion
- Group presentations
- Working groups
- Worksheets
- Simulations/ role play
- Use of ICT such as media clips, websites etc.

## 3. Learning Areas

### 3.1. Learning Area 1 – Understanding the role of CA and the Community diversity

- Community activist - what does it mean?
- Community diversity – positive approach to difference.
- Engagement and causes – mission, vision, goals

### 3.2. Learning Area 2 - Community activist competences

- Communication, motivation, leadership, lobby and advocacy – general overview
- Motivation
- Leadership, leadership styles
- Lobby and advocacy

### 3.3. Learning Area 3 - Community network – development and sustainability

- Community network – definition and identification of common values, priorities and principles of work

- Community network – identify your community activists
- Community network – draw your structure
- SWOT analyses and lessons learned

## 4. Support notes

### 4.1. Learning Area 1:

The training course starts with general overview of the training. The trainer should present the main goal and learning outcomes to the participants. The participants should be aware of the expected skills and knowledge for the course. It is more effective when the trainer and participants synchronize a common understanding of expectations from the outset. The trainer should then present/handout the Programme

Introductory ice breakers are part of the first session but should begin by underpinning diversity in the group. Use the tool *Me too* from CoE Education Pack, p. 120. (handout CA\_LA1\_c).

- Community activist - term, role.

The trainer should use Quick thinking to collect the group ideas and knowledge, then summarize them and highlight common perspectives. The trainer presents the definitions of Community, CA, community engagement /see CA\_LA1\_a and CA\_LA1\_b/ and compare with the participants proposals. PPT presentation could be used or pre – prepared flip-chart papers. Finalize the definitions.

- Community diversity

This session provides the idea of solidarity and empathy between members of a group, as well equality beyond cultural and ethnic origin, understanding the difference. The trainer could use Quick thinking to collect the group ideas and knowledge, then summarize them and bring out the common perspective. The trainer presents official definitions. PPT presentation could be used or pre – prepared flip-chart papers. Finalize the definitions.

The next two sessions are practical. The trainer could use different methods from the CoE Education pack to cover different topics and to develop competences for participants. The topics are divided into two groups:



- Equality beyond cultural and ethnic region, Solidarity and empathy, Understanding the difference, Benefits of tolerance
- Equality and diversity, Cultural difference, All different but all equal
- Community engagement, community development

This session starts with the presentation of Mission, Vision and goals as terminology and group discussion. The trainer could use PPT presentation or pre – prepared flip – chart papers. Group work follows. During the next session the participants should define their Mission, Vision and Goals as group, then present the outcomes and support each other. You can use flip- chart papers for the presentations or PPT. During the support each other session the trainer could use the World café method to collect additional proposals and ideas. This should end with feedback to the full group.

#### 4.2. Learning Area 2:

- The LA starts with Community activist competences general overview - Communication, Motivation, Leadership, Leadership styles, Lobby and advocacy. The trainer could use PPT presentation – CA\_LA2\_ppt.

- Motivation

This group work will support knowledge how different people get motivated, relate to the 4 factors of motivation and present different tools of maintaining the motivation. The trainer could use CA\_LA2\_c2.

- Leadership and leadership styles

The trainer use the method Quick thinking to collect the group ideas and knowledge, than summarize it and bring out the common perspective. The trainer could use also PPT presentation or pre – prepared flip – chart papers.

- Lobby and advocacy

The trainer use the method Quick thinking to collect the group ideas and knowledge, than summarize it and highlight common perspective. The trainer could use also PPT presentation or pre – prepared flip – chart papers. Lobby and advocacy simulation/role play – CA\_LA2\_e2.

### 4.3. Learning Area 3:

During this LA the trainer should divide the participants into 3 groups and work with these divided groups during all sessions. It is important to keep the same group to develop throughout the process. This LA is to develop competences of the participants to work with their community, to have a plan and to spread the results of the training.

- Community network, community values, priorities and principles of work

This Learning area starts with the synchronization of the visions of the participants and building a common perspective about network and structure – use the quick thinking method or post it papers. The trainer could divide the group into 3 groups: **values, priorities, principles of work**. The trainer could use the method Cards /CA\_L3\_c/. The trainer could promote different ideas linked to Community development for each group. These can include full citizenship, empowerment, problem focused learning, capacity building, engagement etc. and then encourage participants to elaborate

- Community network – community activists.

The three groups will work on 3 questions:

- What are the competences that we would look for in an activist? - use the outcomes from LA 2
- How we will find activists in our community? - develop a plan
- What is our action plan? - identify the problem of the community, find different solutions and decide what works for you?

The trainer could use the World café method to extract the ideas from the whole group about the different topics. This should end with feedback to the full group.

- Community network – draw your structure

During this session the participants should decide what governing structure is appropriate for resolving problems and making positive change. The trainer should encourage the participants to independently decide an appropriate structure. The trainer could prepare different example of horizontal and vertical structures of management.

- SWOT analyses - handout: CA\_LA3\_e



Handout: CA\_LA3\_d will support achievement of the outcomes. This standard could be presented to the participants.

The training course should end with a general overview of the Learning outcomes. The Learning outcomes follow up Instrument could be used. Group reflection is needed regarding the views of participants and their satisfaction with the training.

## 5. Delivery Schedule

### 5.1. Learning Area 1: Understanding the role of the CA and the Community diversity – 10 hours and 30 minutes

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
01:30	General overview of the training. Goal and learning outcomes. Overview of the Programme and materials.	Presentations, Learning games, Meet each other activities. / Me too, p.120 /	Flips, Post it, Handouts, Colored Sheets - with schedule
01:30	What is CA? What is Community diversity? Establishing common conceptions.	Brain storming, Presentation, Tutor inputs	Flip, Handouts: CA_LA1_a and CA_LA1_b, examples
01:30	Community diversity - Working groups: <ul style="list-style-type: none"> <li>- Equality beyond cultural and ethnic region</li> <li>- Solidarity and empathy</li> <li>- Understanding the difference</li> <li>- Benefits of tolerance</li> </ul>	Dreams, p.74, The Island, p.97 CoE Education Pack	Handouts: CA_LA_c
01:30	Community diversity - Working groups: <ul style="list-style-type: none"> <li>- Equality and diversity</li> </ul>	My Childhood, p.125, One equals one, p. 133	Handouts : CA_LA_c

	- Cultural difference All different but all equal	CoE Education Pack	
01:30	Community Engagement and Cause. Community Mission, Vision, Goals	Presentation, Discussion	PPT presentation, Flip, chart papers markers
01:30	Community engagement – Community development. Group work - What we can do? Define our common Mission, Vision, Goals	Group work, World café	Flip - chart papers Markers
01:30	Presentations of participants’ community common mission, vision, goals. Group work - support each other of making our common goals better	Presentations, Feedback	Flip – chart papers

## 5.2. Learning Area 2: Community activist competences - 7 hours and 30 minutes

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
01:30	CA – Competences. Creating core with terms and explanations of the group.	Quick thinking, Group work, tutor inputs	Handouts: definitions Flip
01:30	Communication	Quick thinking Presentation, Tutor inputs, Communication games	Flip, Handouts: CA_LA2_a, examples, CA_LA2_b, CA_LA2_b2
01:30	Leadership, leadership styles	Tutor inputs, Quick thinking,	Handouts: CA_LA2_d, PPT presentation

		Presentation	Cartoons
01:30	Lobbying / advocacy	Tutor inputs, Quick thinking, Presentation	Handouts: CA_LA2_e, CA_LA_f PPT presentation Cartoons
1:30	Lobby and advocacy Simulation	Group work, Simulative role, Game	Handouts : CA_LA1_e2

### 5.3. Learning area 3: Community network – development and sustainability – 9 hours

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
1:30	Community network? Short quick thinking with the group. Short presentation of terms. Identify your common values, priorities and principles of work	Quick thinking, presentation, tutor inputs	Flip, markers Handouts : CA_LA3_a, CA_LA3_b, CA_LA3_c
1:30	Community network - Identify the community activists	Group work, Presentations	Flip, markers Handouts : CA_LA3_d
1:30	Community network - Group or individual work. Draw your structure.	Group work, Presentations	Flip, markers Handouts : CA_LA3_ppt
1:30	Ready for this Community work? Do the SWOT analyze and develop time frame.	SWOT analyses – Instrument 3 Instrument 2	Flip, markers Handouts : CA_LA3_e and CA_LA3_f
1:30	General overview of the training and learning outcomes. Consideration of the added value	Learning outcomes Instrument Group Reflection	Handout: CA_LA3_g and CA_LA3_h

	of the training.		
1:30	Evaluation of the training Certificates 😊		Handouts : evaluation forms, Questionnaire, Prepared Certificates

## 6. Description of Learning Areas

Learning Area 1	
<b>Title</b>	<b>Understanding the role of the CA and the Community diversity</b>
<b>Main contents</b>	<ul style="list-style-type: none"> <li>• Community activist - what does it mean?</li> <li>• Community diversity – positive approach to difference.</li> <li>• Engagement and causes – mission, vision, goals</li> </ul>
<b>Skills</b>	Participants can: <ul style="list-style-type: none"> <li>• Define CA</li> <li>• Understand the idea of Community diversity</li> <li>• Use positive approach to support diversity</li> <li>• Define mission, vision and goals of the community</li> <li>• Understand the process of group formation</li> </ul>
<b>Competences</b>	<b>Knowledge</b>
Describe the role and responsibilities of the CA	<ul style="list-style-type: none"> <li>• The role of CA in the Community</li> <li>• Different positive approaches to encourage understanding of differences</li> <li>• Engagement and efforts that are needed to make a positive change</li> <li>• The role of multicultural understanding for the “community contract” and the principle of “no one left behind”</li> <li>• The definition of mission, vision and goals and the importance of setting them at the beginning</li> </ul>
Explain and understand the engagement and commitment of community work	
Use positive approaches to encourage understanding of differences	
Lead the process of group formation	
Formulate the mission, vision and goals of the community	

<b>Target</b>	Community formal or non-formal leaders, activists, multipliers
<b>Prerequisites</b>	EQF level 4/5
<b>Duration</b>	10.5 hours
<b>Methodology</b>	tutor inputs, Quick thinking in groups, Team work in small groups, Presentations, instruments from CoE Ed. Pack
<b>Evaluation</b>	Practical assessment - individual work with template paper Learning outcomes Follow up Instrument

<b>Learning Area 2</b>	
<b>Title</b>	<b>Community activist competences</b>
<b>Main contents</b>	<ul style="list-style-type: none"> <li>• Communication, motivation, leadership, lobby and advocacy – general overview</li> <li>• Motivation</li> <li>• Leadership, leadership styles</li> <li>• Lobby and advocacy</li> </ul>
<b>Skills</b>	Participants can: <ul style="list-style-type: none"> <li>• Provide a general overview of CA competences</li> <li>• Explain how to motivate others to participate and stay engaged</li> <li>• Understand leadership as key characteristic of CA</li> <li>• Explain different leadership styles</li> <li>• Explain the process of lobbying and advocacy</li> <li>• Do lobbying and advocacy on basic level</li> </ul>
<b>Competences</b>	<b>Knowledge</b>
<ul style="list-style-type: none"> <li>- Describe specific communication skills</li> <li>- writing documents and letters to different stakeholders</li> <li>- explaining the cause in front of wide audience or face to face conversation</li> <li>- to meet with people from different backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of documentation in the process of representing community and transparency</li> <li>• Engagement requires face to face communication</li> <li>• The different principles of motivation</li> </ul>

- other	<ul style="list-style-type: none"> <li>• The theory of leadership and different styles</li> <li>• The process of lobbying</li> <li>• The process of advocacy</li> </ul>
Motivate and inspire other people	
Lead and inspire people to participate and manage a process	
How to lobby institutions	
How to advocate for causes and processes	
<b>Target</b>	Community formal or non-formal leaders, activists, multipliers
<b>Prerequisites</b>	EQF level 4/5
<b>Duration</b>	7.5 hours
<b>Methodology</b>	Tutor input, Quick thinking in the group, Team work in small groups, presentations, discussions
<b>Evaluation</b>	Practical assessment: preparation, simulation of the lobby and advocacy process

Leaning Area 3	
<b>Title</b>	<b>Community network – development and sustainability</b>
<b>Main contents</b>	<ul style="list-style-type: none"> <li>• Community network – definition and identification of common values, priorities and principles of work.</li> <li>• Community network – identify your community activists</li> <li>• Community network - draw your structure.</li> <li>• SWOT analyses and lessons learned</li> </ul>
<b>Skills</b>	Participants can: <ul style="list-style-type: none"> <li>• Describe the role and structure of Community network</li> <li>• Identify and define community values</li> <li>• Identify and include new Community activists in the cause</li> <li>• Draw a management structure</li> <li>• Understand the key principles for sustainability – standards, documentation</li> <li>• Do SWOT analyses</li> </ul>



Competences		Knowledge
- Define community network		<ul style="list-style-type: none"> <li>• Theories relating to the two pillars of Community development/Capacity building</li> <li>• What values and principles engage people</li> <li>• The importance of priorities and principles of work</li> <li>• Different management structures</li> <li>• Principles of SWOT analyses</li> </ul>
- Identify common values, priorities and principles of work		
- Identify community activists and support them to develop competences		
- Draw management structure		
- Do SWOT analyses		
<b>Target</b>	Community formal or non-formal leaders, activists, multipliers	
<b>Prerequisites</b>	EQF level 4/5	
<b>Duration</b>	9 hours	
<b>Methodology</b>	Tutor input , quick thinking in group, Team work in small groups, instruments	
<b>Evaluation</b>	Practical assessment – Learning outcomes Follow up Instrument	