

Curriculum Community Education Facilitator



© Rawpixel.com/Fotolia

HANDOUTS Module 2

Systems & Structures



© Rawpixel.com/Fotolia

Handouts Learning Area 1 – Structural and organisational systems

Handout Nr. 1

Stakeholder analysis:

Stakeholders are persons or groups who are directly or indirectly affected by a company's operations as well as those who may have interests in and/or the ability to influence the company's activities (either positively or negatively). Identifying which stakeholders to target ensures that CI is strategic and will help a company respond to site-specific social risks while also taking advantage of opportunities to have a positive impact in its areas of operation. Stakeholder analysis also informs the development of a company's "eligibility criteria" (discussed in Chapter 6). It can be a means to identify those for whom the company can make the greatest difference in terms of development impact. Wherever possible, a company should build on stakeholder identification already undertaken for prior processes, including impact assessments and early engagement activities.

From this flows stakeholder analysis, a more in-depth look at stakeholder group interests, how they will be affected and to what degree, and what influence they could have on your project. The answers to these questions will provide the basis from which to build your stakeholder engagement strategy. Here it is important to keep in mind that not all stakeholders in a particular group or sub-group will necessarily share the same concerns or have unified opinions or priorities.

What Is Stakeholder Mapping?

Stakeholder mapping is a collaborative process of research, debate, and discussion that draws from multiple perspectives to determine a key list of stakeholders across the entire stakeholder spectrum. Mapping can be broken down into four phases:

1. Identifying: listing relevant groups, organizations, and people
2. Analyzing: understanding stakeholder perspectives and interests
3. Mapping: visualizing relationships to objectives and other stakeholders
4. Prioritizing: ranking stakeholder relevance and identifying issues

The process of stakeholder mapping is as important as the result, and the quality of the process depends heavily on the knowledge of the people participating.

Action: Gather a cross-functional group of internal participants to engage in this process. Identify sources external to the company who may have important knowledge about or perspective on the issues, and reach out to these sources for input and participation. Finally, identify a resource who can facilitate your work through the following activities. Capture all your work in writing to help with future steps.

Handouts Learning Area 2 – Construction of partnerships for networking and cooperation

Handout 1:

Selflearning:

- Webinar: Youtube Video: <https://www.youtube.com/watch?v=jQDY-qdatU>

Handout 2:

Key components of a partnership

Leadership

Partnerships imply a shared leadership among respected individuals who are recognized and empowered by their own organizations and trusted by partners to build consensus and resolve conflicts.

Common Understanding

A common understanding of the framework, culture, values, and approach of partner organizations needs to exist. Also important is a clear understanding of individual members' roles and responsibilities regarding the division of labor.

Purpose

A shared common vision and purpose that builds trust and openness and recognizes the value and contribution of all members also needs to exist. Additionally, shared and transparent decision-making processes—extending the scope of influence over and involvement with other services and activities—will prove essential to your partnership. Shared goals and aims, understood and accepted as being important by each partner, lead to improved coordination of policies, programs, and service delivery, and, ultimately, better outcomes.

Culture and Values

Shared can-do values, understanding, and an acceptance of differences (e.g., values, ways of working) are all key components of a successful partnership. Having respect for the contributions of all partners, combined with an absence of status barriers, will lead to the active involvement of members who are identified as being effective, representative, and capable of playing a valued role in the partnership.

Learning and Development

A healthy partnership promotes an atmosphere of learning. This may involve monitoring and evaluation aimed at improving members' performance. Investing in partner skills, knowledge, and competence needs to be highly valued within the partnership. This open mindset and spirit of facilitation creates opportunities to shape each other's work and learn together. In this environment, members can more effectively reflect on both developmental successes and failures. Communication If a partnership is going to succeed in the area of communication, strong feedback loops are required. Effective communication at all levels within the partnership and within partner organizations, sharing and accessing all knowledge and information, needs to exist.

Performance Management

Management practices and resources are required to achieve the partnership goals and complement the intended purpose of the partnership. Specifically, members must demonstrate accountability for the actions they take and ownership of delivery of the objectives and targets for which they are responsible. You must remain equally aware of key barriers to a working relationship with a potential partner. Furthermore, as relationships evolve, partners must work to resolve any barriers. Below is a list of potential barriers to successful partnerships for you to consider.

(<http://www.strengtheningnonprofits.org/resources/guidebooks/Partnerships.pdf>, P 4f)

Handout 3:

PDSA Method:

PDSA, or Plan-Do-Study-Act, is an iterative, four-stage problem-solving model used for improving a process or carrying out change. Once a team has set an aim, established its membership, and developed measures to determine whether a change leads to an improvement, the next step is to test a change in the real work setting. The PDSA cycle is shorthand for testing a change—by planning it, trying it, observing the results, and acting on what is learned. This is the scientific method, used for action-oriented learning.

The steps in the PDSA cycle are:

- Step 1: Plan—Plan the test or observation, including a plan for collecting data
- Step 2: Do—Try out the test on a small scale
- Step 3: Study—Set aside time to analyze the data and study the results
- Step 4: Act—Refine the change, based on what was learned from the test

Handout 4:

Methods for Developing and Reviewing Community Plans

		Process				
		COMMUNITY PLAN	LOCAL COMMUNITY PLAN	THEMATIC COMMUNITY PLAN	COMMUNITY PLAN REVIEW	EVALUATING COMMUNITY PLAN
Methods	ART & CREATIVITY	■	■	●	▲	▲
	COMMUNITY MAPPING	■	■	●	▲	▲
	PLANNING FOR REAL®	■	■	●	▲	▲
	PUBLIC MEETINGS	■	●	●	▲	▲
	FOCUS GROUPS/ WORKSHOPS	■	■	■	■	■
	WORKING GROUP OR FORUM	■	■	■	●	●
	WEB BASED CONSULTATION	■	●	●	●	●
	FUTURE SEARCH	■	●	▲	▲	▲
	OPEN SPACE TECHNOLOGY	■	■	●	▲	▲
	CITIZENS' JURIES	●	●	●	▲	▲
	ROUNDTABLE CONSENSUS BUILDING	●	■	■	●	●
	CITIZENS' PANELS	■	●	●	●	●
	STREET STALL	●	■	●	▲	▲
	QUESTIONNAIRE	■	●	●	▲	●
	LOCAL COMMUNITY MEETINGS	●	■	■	■	■
KEY	▲	Not Appropriate				
	●	Often Appropriate				

<http://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf>

Handouts Learning Area 3 – quality measurement

Handout Nr. 1

Example 1:

Standards for behaviours

- 1 Encourage individuals to value their views and their right to be heard
- 2 Challenge constructively any unrealistic views, or those based upon unfounded information
- 3 Treat others with respect
- 4 Seek to understand other people's needs and motivations
- 5 Work towards solutions which are mutually agreed

Example 2:

Acquiring or developing the following core qualities or personal attributes are essential to good community work (CLD Ireland)

- Integrity
- Competence
- Personal awareness
- Empathy
- Dependability
- Sensitivity and respect
- Discretion
- Openness
- Flexibility
- Commitment to change, equality and inclusion
- Political consciousness and environmental awareness

Handout Nr. 2

Values and principles¹

VALUE 1. COLLECTIVE ACTION

Community education and development is based on working with and supporting groups of people. It enables them to develop knowledge, skills and confidence so that they can develop an analysis, identify priority needs and issues and address these through collective action.

VALUE 2. EMPOWERMENT

Community education and development is about the empowerment of individuals and communities, and addressing the unequal distribution of power. It is about working with people to enable them to become critical, creative, liberated, and active participants, allowing and enabling them to take more control of the direction of their lives, their communities and their environment. It aims to effect a sharing of power to create structures that provide genuine participation and involvement. It is a process based on mutual respect and equal and genuine partnership between all those involved to enable a sharing of talents, experiences and expertise.

VALUE 3. SOCIAL JUSTICE

The active pursuit of social justice is an essential element of community education and development makes an important contribution towards a socially cohesive society. Community work is based on a belief that every person and every community can play an active role in creating conditions for a just and equal society where human rights are promoted and all forms of oppression or discrimination are challenged. The pursuit of social justice involves identifying and seeking to alleviate structural disadvantage and advocating strategies for overcoming disadvantage, discrimination and inequality. It entails the promotion of policies and practices that are just and equitable. In effect it means working to promote human rights for all.

VALUE 4. EQUALITY AND ANTI-DISCRIMINATION

In working for equality community education and development workers must work from the starting point that while people are not the same, they are all of equal worth and importance and are therefore equally worthy of respect and acknowledgement. community education and development workers have a responsibility to challenge the oppression and exclusion of individuals and groups by institutions and society that leads to discrimination against people based on ability, age, culture, gender, marital status, socioeconomic status, nationality, skin colour, racial or ethnic group, sexual orientation, political or religious beliefs. It is particularly important that community education and development workers acknowledge the particular and historical inequalities experienced by women in all cultures.

¹ Community workers's co-operative, Towards Standards for quality community work, p.22ff

VALUE 5. PARTICIPATION

Participation is about the involvement of groups who experience social exclusion, marginalisation and discrimination in decision-making, planning and action at different levels, from the local to the global. It can be viewed as a continuum of activity that can start from information sharing through capacity building and empowerment to active engagement and meaningful participation in democratic processes. It recognises that people have the right to participate in decisions and structures that affect their lives. In working to promote participation it is vital that inherent power imbalances are acknowledged and addressed. Ultimately the participation of marginalised and disadvantaged communities should contribute towards bringing about social change through appropriately informed policies and processes, to the benefit of all.

QUALITY 1. INTEGRITY

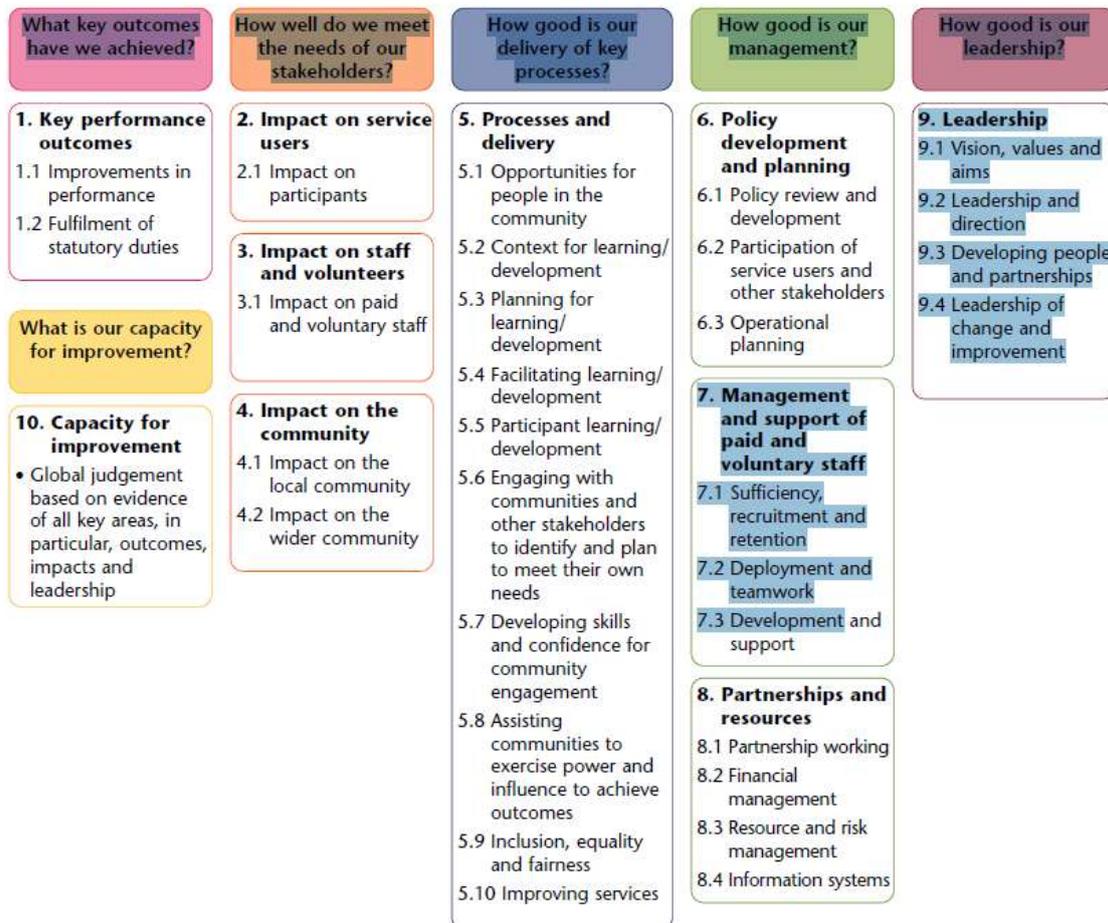
Integrity is a generic quality for all professions. Community workers should act with integrity in accordance with their responsibilities and duties. Community education and development workers should also work towards the maintenance and promotion of high standards of practice, and uphold and advance the values, ethics and mission of community work.

QUALITY 2. COMPETENCE

Competence is about being competent to fulfil the obligations and tasks of the work. Community education and development should continually strive to increase their professional knowledge and skills through further professional development and through formal and informal learning networks. Community education and development workers should also contribute to the knowledge, experience and skills base of their profession.

Handout Nr. 3

Key questions for measuring key dimensions of CLD2



WHAT KEY OUTCOMES HAVE WE ACHIEVED

It focuses on the overall performance of CLD provision and takes a broad long-term perspective. It provides a structure for councils to use when considering their success as organisations in delivering national priorities for CLD as set out in guidance and programmes for development, as well as strategic priorities relating to their distinctive vision, values and aims.

HOW WELL DO WE MEET THE NEEDS OF OUR STAKEHOLDERS

These area look at the benefits which stakeholders derive from the services delivered by CLD partners. Evaluation in these Key Areas will take into account stakeholders' views, together with evidence from direct observation and quantitative data, in order to arrive at overall judgements of the CLD services' impact on its key stakeholders.

² Community workers's co-operative, Towards Standards for quality community work, p.22ff

PROJECT NUMBER: 2015-1-AT01-KA204-005011

HOW GOODE IS OUR DELIVERY OF KEY PROCESSES

This area focuses on the work of the provider in relation to its CLD functions. It builds upon the processes that effective practitioners employ to achieve maximum impact in their work.

HOW GOOD IS OUR MANAGEMENT

This area focuses on the operational activities necessary to ensure effective and efficient delivery and best value. These activities include the provider's processes for developing and updating policies, for involving its stakeholders, for operational planning, for managing staff, finance and resources and for developing productive partnerships.

HOW GOOD IS OUR LEADERSHIP

It focuses on the strategic direction of the council and its partners in relation to CLD. It looks at their corporate purpose and the expression and delivery of their aspirations by means of strategic planning with partner agencies and the community. It considers the quality of leadership at strategic level, and within teams and organisational units. Individual organisations can also use this indicator to consider the effectiveness of their leadership.

QHAT IS OUR CAPACITY FOR IMPROVEMENT

The CLD provider's focus on improvement and its track record in bringing about improvement are particularly important, as is the accuracy of its self-evaluation, which is used as the basis for planned improvements. The judgement also takes into account any significant aspects of the CLD provider or partnership's internal or external context. The judgement reviews the past, and looks forward to the future. Judgements of a CLD provider's capacity for improvement could be expressed in terms of a degree of confidence that it has the capacity to continue to improve.