

## Curriculum Community Education Facilitator



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## Module 2

### Systems & Structures



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**EB projektmanagement GmbH, Austria**

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## 1. Summary

This Module is designed for supporting candidates in their understanding how structures and systems of network and communities operate. The participants of this module learn about the establishment of partnerships, co-operations between communities and other relevant pressure groups as well as about the preservation to keep them alive. They also will learn about establishing community networks for learning. Students will gain an understanding of the focus of government policy affecting community development and community education and funding possibilities. They will be instructed by a common understanding about quality assurance and marketing issues.

The Module has a notional delivery time of 12 hours, normally delivered over two consecutive days. Other delivery formats are acceptable.

### Learning Areas (Summary)

- LA 1 Structural and Organisational Systems
- LA 2 Construction of partnerships for networking and cooperation
- LA 3 Quality measurement

## 2. Framework Conditions

### 2.1. Recommended Entry

Entry is at the discretion of the delivering centre

This Module is designed to be delivered as the second module in the Group Award. It can also be delivered as a stand-alone Module

### 2.2. Credit Value

This Module is worth one credit towards the 5 credits required to achieve the Community Education Facilitator Group Award

### 2.3. Evidence Requirements for this Unit

Achievement of this module will be determined by attendance, participation and on completion of the tasks within the module.

## 2.4. Recommended prior knowledge and skills

While there are no prescribed prior knowledge skills for this Unit, it would be beneficial for candidates to have good written and oral communication skills and good interpersonal skills. It would also be beneficial if participants had some work experiences either in the field of adult education, of regional/local development or in the volunteer sector.

## 2.5. Guidance on the Content

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

A supportive learning environment, professional trainers, learners centered methods will support to establish a course of a high quality.

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

It is important that a supportive learning environment is created and that in delivering this Module there should be a balance between teacher led and candidate-centred tasks.

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

- ◆ Lectures
- ◆ Group discussion
- ◆ Group presentations
- ◆ Case studies
- ◆ Worksheets
- ◆ Speakers
- ◆ Use of ICT such as media clips, websites etc.

It is obvious that group work activities will play a major role in this module. The range of activities could comprise all varieties of group work from ice-breaker activities in the beginning to conclusion workshops at the end of the module.

### 3. Learning Areas

#### 3.1 Learning Area 1 - Structural and organisational systems

- a. Communities, structural context, stakeholders
  - Definitions
  - Tools
  - Roles
- b. Global, European and national trends
  - Global trends up to 2030
  - Europe's Societal Challenges
  - Challenges and consequences of CLD
- c. Overview – relevant EU and national funding systems
  - EU funding system and programs
  - National/regional funding system and programs

#### 3.2 Learning Area 2 - Construction of partnerships for networking and cooperation

- a. Developing partnerships
  - Definition
  - Life stages
  - Key components
- b. Developing communities
  - Definition
  - Processes
  - Methods
- c. Enlarging/Maintaining partnerships/communities
  - Reasons
  - Cases
  - Resilience
- d. Development of learning communities
  - Definition and Cases
  - Approaches
  - Processes
  - Life cycle
- e. Enlarging communities for learning
  - Processes
  - Methods

### 3.3 Learning Area 3 - Quality measurement

- a. Quality measurement
- b. Objectives
- c. Input-Output-Outcome-Impact

## 4. Support Notes

### 4.1 Support Notes Learning Area 1 – Structural and organisational systems - M2/LA1/S1

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
00:15	Overview Collecting expectations	Flip	overview agenda

#### Process:

- **Flip:**  
Introduction about Module 2
  - the three learning areas
  - the expected learning outcomes as well as about
  - the timetable
  
- **Dialog:**  
Collecting expectations



- M2/LA1/S2

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
01:00	Structural context –relevant systems for CLD	PPT pinboard Group work	Handout: PPT presentation

**Process:**

- **Input:**
  - PPT Presentation: M2\_LA1
  - Pinboard: Template Stakeholder analysis
  
- **Group work:**
  - 3 groups: stakeholder analyses for their target group/area
  - Presentations
  
- **Additional resources:**

Stakeholder Analysis:

  - <http://de.slideshare.net/SteveRaybould/stakeholder-analysis>

CE Toolbox: Stakeholder Analysis

  - <http://ctb.ku.edu/en/table-of-contents/participation/encouraging-involvement/identify-stakeholders/main>

**M2/LA1/S3**

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
01:00	Political context – general strategies on EU level  supporting strategies, participation, ...	group work  Video	Handout: PPT

**Process:**

- **Flip: quick thinking**  
What do you think, which trends (global, European, national) are influencing individuals, groups, communities or regions in your area?
- **Input:**  
Youtube: [https://www.youtube.com/watch?v=V46MUYE\\_MGI](https://www.youtube.com/watch?v=V46MUYE_MGI)  
talking about trends (see handout)
- **Group work:**
  - 3 groups: relevant trends that are influencing us
    - Which
    - How
    - Impact
  - Presentations

- M2/LA1/S4

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
01:00	learners context – why CLD is important for individuals and communities – trends that are influencing local activities	Flip  Group work	Handout: PPT presentation  You Tube Video

**Process:**

- **Flip: quick thinking**  
Why there is an increasing interest of creating communities and working on local level?
- **Input:**  
PPT presentation

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
00:15	Overview about funding systems	Pinboard	Handout: PPT presentation

Process:

- Pinboard

Structure of EU funding system



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## 4.2 Support Notes Learning Area 2 – Construction of partnerships for networking and cooperation

### - M2/LA2/S1

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
00:25	Overview	Flip	Agenda

#### Process

- **Flip:** Introduction about learning area

#### Dialogue:

- collecting expectations

### - M2/LA2/S2

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
02:00	Developing community partnerships	PPT, pinboard	Handout: documents, PPT

#### Process:

- **Flip:** Overview about LA 2
- Starting with Youtube Video: <https://www.youtube.com/watch?v=Wa7O0g0LUbl>
- Presentation PPT
- Quick think: What do you think: what are the indicators for a good partnership, why partnership fails? (after Slide 6)
- Presentation mind map – Indicators for a good partnership
- Exercise: Think about a case of action: whom you will contact, how you will contact, how you would like to introduce the case of action (after Slide 16)

- **M2/LA2/S3**

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
01:00	Enlarging/Maintaining partnerships – for learning activities	PPT workshop	Handout: documents

**Process:**

- **Conversation in team (2 to 3 per group)**
  - Cases for enlarging partnerships for Community Education issues
  - Presentation
- **Input:**
  - Presentation: PPT
- **Group work in 3 groups:**
  - Developing a strategic plan for enlarging existing partnerships
  -

- M2/LA2/S4

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
01:75	Developing learning communities	Pinboard, workshop	Handout: documents

**Process:**

- **Introduction**
  - Youtube: TEDxFortMcMurray:  
<https://www.youtube.com/watch?v=BXnqJ3dfyKo> or
  - Learning communities standard:  
<https://learningforward.org/standards/learning-communities>
- **Input:**
  - Presentation
- **Group work in 3 groups:**
  - Developing a design for a community learning process

- M2/LA2/S5

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
01:00	Enlarging communities for learning activities	PPT workshop	Handout: documents

**Process:**

- **Flip: quick think**  
Why there is an increasing interest of creating communities and working on local level?
- **Input**
  - Presentation
- **Group work – 3 groups**
  - Collect ideas of embedded learning
  - Collect ideas of integrated learning approach
  - Collect ideas of Integration of learning in other activities



### 4.3 Support Notes Learning Area 3 – quality measurement

#### - M2/LA3/S1

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
00:15	Overview Collecting expectations	Flip Dialog	Agenda

**Process:**

- **Flip:**
  - Introduction about learning area
  - Presentation of the timetable and agenda
  - Collect the expected learning outcomes
  
- **Dialog:**
  - collecting expectations

- M2/LA3/S2

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
01:00	quality standards and quality measurement methods used in CLD practice	PPT presentation  Questions and answers	Handout: PPT Presentation, teaching material

**Process:**

- **Input:**
  - PPT Presentation MA2\_LA3\_S2\_1
  - Questions and answers

- M2/LA3/S3

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
01:00	objectives and goals  Impact and outcomes	Input  Group Work  Tool	PPT presentation, Handouts, Template Tool

**Process:**

- **Input:**
  - PPT Presentation MA2\_LA3\_S2\_1
  - Presentation: Tools and Resources for Assessing Social Impact - <http://trasi.foundationcenter.org/browse.php>
  - Presentation: tool for measurement of impact
  
- **Group work:**
  - 4 groups:
    - Two groups:
      - one example presented and selected by the member of the groups
      - Definition of input, output, outcome, impact
    - Two groups:
      - Developing measurable goals and objectives
  - Presentations

- M2/LA3/S4

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
00:15	closure and outlook	Feedback	Questionnaire flip

**Process:**

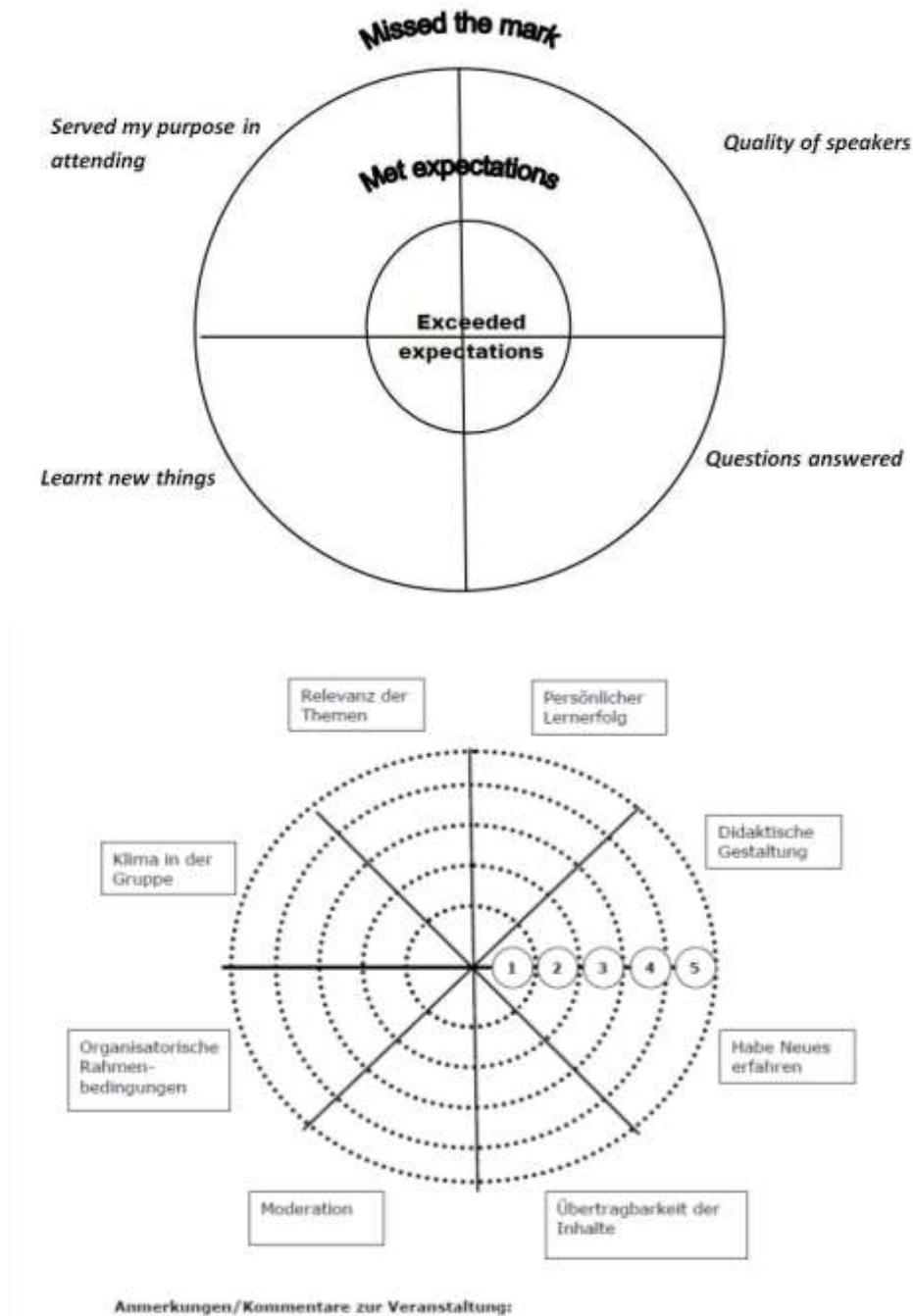
- **Flip: evaluation dartboard**

The evaluation dartboard is a quick and simple method for participants to rate the delivery of a workshop, training session or similar activity.

Participants, using sticky dots or a marking pen, make a mark on the dartboard based on a rating scale, for example from 'highly satisfied' to 'highly dissatisfied' or 'exceeded expectations' to 'missed the mark'. The dartboard provides a visual snapshot of participants' views without the need for further analysis or work (for example, compared to questionnaires).

An evaluation dartboard consists of drawing a large circle on a flip chart paper, a whiteboard or similar. You can then draw another ring in the centre of the circle to represent the bull's eye, and one in between the centre and the outer ring.

Participants are asked to place a separate mark within each sector that represents a question. The nearer the bulls eye, the more satisfied a participant is, and the further they are away from the centre, the less they are satisfied. This is presented in the diagram below.



- Final sentence of each participant

## 5. Delivery Schedule

### 5.1 Learning Area 1: Structural and organisational systems – 3,5 h

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
00:15	Overview Collecting expectations	flip	overview
01:00	Structural context – what are relevant systems for CLD	PPT, pinboard Group work	Handout: PPT presentation
01:00	Political context – Ill strategies, participation, ..	group work	Handout
01:00	learners context – why CLD is important for individuals and communities- – trends that are influencing local activities	Flip Group work	Handout
00:15	Overview about funding systems	Pinboard	Handout: PPT presentation

## 5.2 Learning area 2: Construction of partnerships for networking and cooperation – 6,0 h

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
01:30	Developing partnerships	PPT, pinboard	Handout: documents, PPT
01:30	Enlarging partnerships – for learning activities	PPT workshop	Handout: documents
01:30	Developing communities	Pinboard, workshop	Handout: documents
01:30	Enlarging communities for learning activities	PPT workshop	Handout: documents

## 5.3 Learning area 3: Quality assurance and impact orientation - 2,5 h

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
00:15	Introduction	speech, flip	accompanying documents
01:00	quality standards and quality measurement methods used in CLD practice	flip	list of used quality standards
01:00	Objectives, Impact and outcomes	tool	Documents
00:15	closure and outlook	feedback	Questionnaire Flip

## 6. Description of Learning Areas

LEARNING AREA 1	
<b>Title</b>	<b>Structural and organisational systems</b>
<b>Main contents</b>	a. Communities, structural context, stakeholders b. Global, European and national trends c. Overview – relevant EU and national funding systems
<b>Skills</b>	Students can <ul style="list-style-type: none"> <li>analyse the political system in their country</li> <li>identify relevant strategies and approaches, that are relevant in their sphere of action.</li> <li>identify relevant outcomes of global trends that influence their area/region/field.</li> </ul>
<b>Abilities</b>	<b>Knowledge</b>
Analyses own political system and identifying competences and responsibilities regarding developing partnerships for CLD approaches	<ul style="list-style-type: none"> <li>Framework of political systems</li> <li>How to analyse and identify global trends that are influencing communities/regions/target groups</li> <li>European strategies and global intervention instruments</li> </ul>
Breaking down global trends and their influences to regions or target groups	
Interlink local challenges with global trends and European strategies	
Identify relevant European funding instruments for own usage	
<b>Target</b>	Community professional and aspiring community operators
<b>Prerequisites</b>	EQF level 5/6
<b>Duration</b>	3,5 hours + 3,5 of individual study + 2 for practical assessment
<b>Methodology</b>	<ul style="list-style-type: none"> <li>Frontal lessons,</li> <li>Practical work</li> </ul>
<b>Evaluation</b>	Practical assessment:



LEARNING AREA 2	
<b>Title</b>	<b>Construction of partnerships for networking and cooperation</b>
<b>Main contents</b>	a. Developing partnerships b. Developing communities c. Enlarging/Maintaining partnerships/communities d. Development of learning communities e. Enlarging communities for learning
<b>Skills</b>	Students can <ul style="list-style-type: none"> <li>• analyse existing partnerships</li> <li>• identify different circles in partnerships</li> <li>• develop a strategy for developing a partnership</li> <li>• create a process how to develop a partnership or a community in their sphere of action.</li> <li>• use different approaches for developing strategies</li> <li>• use different approaches for bringing people together</li> <li>• develop learning communities</li> </ul>
<b>Abilities</b>	<b>Knowledge</b>
Differ between different aspects of networks (objectives, instruments, ..)	1. Definition of networks, partnerships, cooperation and communities 2. The cycles of partnerships and how you can recognize indicators 3. How to react in different stages of partnerships 4. Process of developing partnerships in consideration success factors, strategic approaches
Identify different stages of partnerships	
Use different analysing and intervention tools during partnership cycles	
Plan a partnership from the vary beginning	
Develop a partnership	
<b>Target</b>	Community professional and aspiring community operators
<b>Prerequisites</b>	EQF level 5/6
<b>Duration</b>	6 hours + 12 of individual study + 2 for practical assessment
<b>Methodology</b>	<ul style="list-style-type: none"> <li>• frontal lessons</li> <li>• practicing</li> </ul>
<b>Evaluation</b>	Practical assessment: <ul style="list-style-type: none"> <li>• Given a task, a decision to take, a problem to solve during partnership cycle or</li> <li>• Developing a partnership strategy for a specific challenge</li> </ul>

LEARNING AREA 3	
<b>Title</b>	<b>Quality measurement</b>
<b>Main contents</b>	<ul style="list-style-type: none"> <li>• Quality measurement</li> <li>• Objectives</li> <li>• Input-Output-Outcome-Impact</li> </ul>
<b>Skills</b>	Students can <ul style="list-style-type: none"> <li>• develop own criteria for quality standards</li> <li>• develop a concept for quality measurement and developing indicators</li> <li>• practicing tools for measurement of impact</li> </ul>
<b>Abilities</b>	<b>Knowledge</b>
List arguments why quality standards are important and why they have an added value for CLD approaches	<ul style="list-style-type: none"> <li>• Theories and definition about quality measurement and quality criteria</li> <li>• Indicators for measuring quality</li> <li>• Techniques to manage communication and relation to support learning processes of different kind of users</li> <li>• Quality standard development strategies</li> <li>• Methods and tools for measuring impact</li> </ul>
Design a concept for measuring quality	
Identify criteria and indicators for quality measurement and based on this can create quality standards	
Implement existing tools for measuring impact	
<b>Target</b>	Community professionals and aspiring community operators
<b>Prerequisites</b>	EQF level 5/6
<b>Duration</b>	2,5 hours + 2,5 of individual study + 1 for practical assessment
<b>Methodology</b>	<ul style="list-style-type: none"> <li>• Frontal lesson</li> <li>• practicing</li> </ul>
<b>Evaluation</b>	Practical assessment: <ul style="list-style-type: none"> <li>• Developing a concept for quality measurement or</li> <li>• Developing a concept for measurement of impact based on a template</li> </ul>