

## Curriculum Community Education Facilitator



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## Module 6

### Community activist



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## 1. Summary

This module is organized in 3 learning areas, and its goal is to train trainers, multipliers or activists how to improve the abilities of community 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 module delivers working materials and methods how to develop community and civic competences. It is suitable for those who want to work for better community life and to include people coming from different social, economic or other background. 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 module 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 Module covers 12 learning hours, normally delivered over 2 consecutive days. Other delivery formats are acceptable.

### Learning areas (Summary)

- LA 1 - Community activist – understanding the role 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.

This Module is designed to be delivered as the sixth 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 six credits required to achieve the Community Education Facilitator Group Award.

1 credit at EQF Level

## 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. A practical assessment will take place at the end of each module.

## 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 be capable of coping with stress and frustration and expressing them in a constructive way and should also distinguish between the personal and professional spheres.
- 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 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.

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

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

The Module is created to develop or improve the competences of trainers how to deliver CA training, multiplier and activists to encourage change within community. The Module will present the frame of the competences and engagement that requires and will develop advanced knowledge, skills and competences using proper methods.

The module 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.

## 3. Learning Areas

### 3.1. Learning Area 1 – Community activist – understanding the role 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
- Community network – draw your structure
- SWOT analyses and lessons learned

## 4. Support notes

### 4.1. Learning Area 1:

The module starts with general overview of the training. The trainer presents to the participants the main goal and the learning outcomes. The participants should be aware of what they should know and will be able to do after the training. It is more effective when trainer and the participants synchronize from the very beginning the purpose of their common work. Then the trainer presents the Program and what is inside the paper folders /If there are such folders/.

Meet each other activities are part of the first session but is first step of building community and to note the diversity within the group.

- Community activist - term, role

The trainer uses the method Quick thinking to collect the group ideas and knowledge, then summarizes them and bring out the common perspective. The trainer presents the definitions about Community, CA, and community engagement /see handout: M6\_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 different methods from the CoE Education pack as Dreams, The Island, Me too etc. depend on the group needs.

#### Community engagement

This session starts with the presentation of Mission, Vision and goals as terminology and discussion with the group. The trainer could use PPT presentation or pre – prepared flip – chart papers. Group work follows. The participants should define their Mission, Vision and Goals as 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 – M6\_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 M6\_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 bring out the common perspective. The trainer could use also PPT presentation or pre – prepared flip – chart papers

If the module is delivered as Sixth Module the Communication competences development is covered in Module Communication. If it is delivered as stand – alone Module the trainer should follow the needs of the group.

#### 4.3. Learning Area 3:

- Community network

This Learning area starts with the synchronization of the visions of the participants and building the common perspective about network – use quick thinking method or post it papers. The trainer could use the method Cards /M6\_LA3\_c/. The trainer could promote as general title in the different small groups different ideas linked to Community development such as: full citizenship, empowerment, problem focused learning, capacity building, engagement etc. and then to encourage participants to elaborate.

- Identify your community activists.



Identification of community activists - draw your Community. M6\_LA3\_d will support identification of CA and plan development. This standards could be presented to the participants as a possibility of follow up work.

- Community structure

Draw your structure – the trainees could work in small groups on the topic. They should develop the structure of their community by identifying the priorities, the managing structure, develop and the leadership, develop a communication strategy and ethical code, and plan on how to build trust.

- The Module ends with SWOT analyses and general overview of the Learning outcomes.

The trainer could use the handout - M6\_LA3\_e. The trainees can input the strengths, weaknesses, opportunities and threats of their communities and thus come to the 4 outcome strategies. This way, they would have an overview of the situation in their community and points for further actions. After that, the trainer could make an overview of the learning outcomes. The trainees could fill in the follow up instrument (M6\_LA\_g). Also group reflection is needed about the impression of participants and their satisfaction with the training.

## 5. Delivery Schedule

### 5.1. Learning Area 1: Community activist – understanding the role and the Community diversity – 6 h

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
01:30	General overview of the training. Goal and learning outcomes. Overview of the Programme and materials. Meet each other activities.	Interactive Presentations	Flips, Post it, Handouts, Colored Sheets - with schedule
00:50	What is Community? What is CA? Quick thinking with the group. Short presentation of terms and conceptions. Establishing common conceptions about Community, and Community Activist	Quick thinking Presentation Frontal lessons	Flipchart, Handouts: M6_ M6_LA1_a, M6_LA1_b

00:40	Community diversity	Use CoE Education pack - Dreams, p.74, The Island, p.97, Me too, p.120, My Childhood, p.125, One equals one, p.133	Handouts: M6_M6_LA1_c, M6_LA1_d
00:45	Community engagement – Community development. Mission, Vision and Goals	Presentation Group discussions	PPT presentation, Flipchart, Handouts: M6_LA1_e
00:45	What we can do? Define our common Mission, Vision, Goals.	Group work	Flipchart – presentation, Flipchart - planning and discussing
01:30	What we can do? Define our common Mission, Vision, Goals.	Group work Presentations Paper work	Handouts: M6_LA1_e, Flipchart

## 5.2. Learning Area 2: Community activist competences - 3 h

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
0:30	CA – Competences. Communication, Motivation, Leadership, Leadership styles, Lobby and advocacy – general overview	presentation frontal lessons	Flipchart, Handouts: M6_LA2_a, M6_LA2_b, M6_LA2_b2, M6_LA2_c
1:00	Group work - Motivation	Instrument 1	Handouts: Materials needed, M6_LA2_c
0:45	Leadership and Leadership styles	Presentation and group discussion	Handouts: M6_LA2_d, cartoons
0:45	Lobby and advocacy	Presentation and group discussion	Handouts: M6_LA2_e, M6_LA2_f, cartoons

## 5.3. Learning area 3: Community network – development and sustainability -3 h

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
0:30	Community network - common conceptions	Quick thinking presentation	Flipchart, Handouts: M6_LA3_a, M6_LA3_b,

			M6_LA3_c
0:30	Draw your community, identify the community activists	Want to improve your community?	Flipchart, Handout: M6_LA3_d
0:30	Draw your structure	Want to improve your community?	PPT presentation
1:30	General overview of the learning outcomes - Follow up instrument General group reflection	Learning outcomes Follow up Reflection	Learning outcomes, Follow up, M6_LA3_f, M6_LA3_g, Group discussion

## 6. Description of Learning Areas

Module 6 – Learning Area 1	
<b>Title</b>	<b>Community activist – understanding the role 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>	Students can <ul style="list-style-type: none"> <li>• Define community</li> <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>Abilities</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>• The definition of mission, vision and goals and the importance of setting them at the</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	beginning <ul style="list-style-type: none"> <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> </ul>
Formulate the mission, vision and goals of the community	
<b>Target</b>	Community formal or non-formal leaders, trainers, multipliers
<b>Prerequisites</b>	EQF level 4/5
<b>Duration</b>	6 hours + 1,5 of individual work
<b>Methodology</b>	Frontal lessons, Quick thinking in group, Team work in small groups, Presentations
<b>Evaluation</b>	Practical assessment - individual work with template paper Learning outcomes Follow up Instrument

Module 6 – Learning Area 2	
<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>	Students can <ul style="list-style-type: none"> <li>Make a general overview of CA competences</li> <li>Explain how to motivate others to participate and stay engaged</li> <li>Understand the leadership as key characteristic of CA</li> <li>Explain the different leadership styles</li> <li>Explain the process of lobby and advocacy</li> <li>Do lobbying and advocacy on basic level</li> </ul>
<b>Abilities</b>	<b>Knowledge</b>
Describe the specific communication skills -	<ul style="list-style-type: none"> <li>The importance of documentation in the</li> </ul>

writing documents and letters to different stakeholders, explaining the cause in front of wide audience or tête-à-tête conversation, to meet with people from different backgrounds	process of representing community and transparency <ul style="list-style-type: none"> <li>• Engagement requires tête-à-tête communication</li> <li>• The different principles of motivation</li> <li>• The theory of the 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 in front of institutions	
How to advocate for causes and processes	
<b>Target</b>	Community formal or non-formal leaders
<b>Prerequisites</b>	EQF level 4/5
<b>Duration</b>	3 hours + 1 of individual work
<b>Methodology</b>	Frontal lessons, Brainstorming in the group, Team work in small groups
<b>Evaluation</b>	Practical assessment: Community problems to solve, investigation of different information resources, team decisions, final proposals, documentations, strategic planning of lobbying

Module 6 – Learning 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</li> <li>• Community network – draw your structure</li> <li>• SWOT analyses and lessons learned</li> </ul>
<b>skills</b>	Students can <ul style="list-style-type: none"> <li>• Describe the role and structure of Community network</li> <li>• Define community values</li> <li>• Identify Community activists</li> </ul>

	<ul style="list-style-type: none"> <li>Understand the key principles for sustainability</li> </ul>
<b>Abilities</b>	<b>Knowledge</b>
Describe the role and the structure of the network, to use the proper learning method/s	<ul style="list-style-type: none"> <li>Theories about two pillars of Community development/Capacity building</li> <li>Values and principle that get together people</li> <li>The principles that support the life of the network</li> <li>Identify CA</li> <li>Develop a plan for building a community network</li> </ul>
Explain the challenges of the management, internal and external risks, time frameworks, to use the proper learning method/s	
Use of different techniques of building community network	
Identify Community activists and values, interests and needs of the community	
<b>Target</b>	Community formal or non-formal leaders
<b>Prerequisites</b>	EQF level 4/5
<b>Duration</b>	3 hours + 2 of individual work
<b>Methodology</b>	Frontal lessons, Brainstorming in group, Team work in small groups
<b>Evaluation</b>	Practical assessment – design a community network around cause using the flipped methodology – TABLES Learning outcomes Follow up Instrument