

Community Organizing: Community Change

Trainer's Manual

June 2000

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INTRODUCTION TO THE TRAINER'S MANUAL

SRSC's Community Development Training

The Sarhad Rural Support Corporation (SRSC) established Human Resource Development Programme in 1992 to build capacity of the social and technical community activists and also the staff members for undertaking social mobilisation and community organisation tasks in the programme area. The intent is for the developing community leadership for involving their communities in planning and developing comprehensive, long-term strategies for poverty alleviation.

The SRSC community training programme was established to provide training support services on leadership and management skills, which includes organizational development strategies, planning, and self discipline sessions for the active community members. The training and development activities are intended to facilitate the goal of empowering communities for effective implementation of poverty alleviation programme.

The main goals of developing social activists are to assist partnerships in:

- , Developing and nurturing effective community organizations;
- , Ensuring that the members learn how to effectively utilise such forums for the purpose of self-reliant;
- , Gaining the knowledge, abilities, skills, and motivation they need to plan and coordinate comprehensive strategies in, and with, their communities.

HRD Centre has developed a comprehensive set of training programs to meet its overall goals and objectives. The program is composed of several training in a series and a number of community training review workshops.

The training courses.

1. Basic course.

This initial course is called "basic course in record keeping" because it is intended to address fundamental organizational development issues facing new organisations. It is designed to provide new ways of looking at community collaboration and involvement along with imparting the basic skills of record keeping in the community organisations and introduction to the basic concepts.

2. Leadership and Management Skills Course (LMST)

The LMST is designed for the activists who have completed early basic course and have become ready to fill gaps in leading and managing their community organisations.

3. Master Trainers Course.

These courses are intended to facilitate the exceptionally good activists in getting advance knowledge and improve their skills in leadership, communication, motivation and planning.

Community Training Review Workshops

These workshops are designed to review the action plans prepared by the trainees in their respective training and also to recapitulate whatever has been earlier imparted to them. All workshops are designed with community input, and sessions are interactive and participatory.

Organization of the Trainer's Manual

This manual is intended to be used by trainers and facilitators to prepare for training and to guide the delivery of training. It details for trainers what is to be covered in presentations and how to set up, conduct and process group activities. Trainers are expected to draw upon their own knowledge and expertise in the subject area to enrich the training and to provide relevant examples and illustrations, while maintaining the integrity of the training design as presented in the manual.

The manual is organized by training modules. These are arranged in sequence according to a logical flow. Each module stands alone as a block of instruction, but is connected to all others as an integrated whole.

The following information is included for each module in the workshop:

- Title.
- Day and time for the module.
- Purpose of the module.
- Learning objectives in terms of intended outcomes for participants.
- A list of major sections of the module, including the time allotted for each.
- A list of equipment, materials, and supplies to be used in the module. Trainers will have to prepare their own newsprint when needed, but will be provided with acetate copies of transparencies.
- A list of materials to be included in the Participant's Manual.
- Room requirements (if different from general setup described in the first module).
- Important preparation that trainers and facilitators should attend to before delivering the training (if any).
- A list of resources, especially readings, that trainers might use for reference purposes (if any).
- A two-column trainer outline describing the content to be presented and the training methods to be used.

The following items are intended to assist trainers in using the outline most effectively:

- The content to be addressed in the module will need some elaboration, clarification, or illustration. Trainers are expected to use information from the reference sheets included in the manual and from their own and participants' knowledge and experience to provide such elaboration. Trainers should be prepared to adapt materials or methods to the culture of the participants and to add humor, anecdotes, and the like to enliven presentations as appropriate.

- Although complete sentences or paragraphs are used to make certain that complete thoughts are conveyed in the written outline, the sentences are not intended to be read to participants. They should be paraphrased or stated in the trainer's own words.
- For large and small group exercises, trainers will find instruction for how to introduce, conduct, and process the exercise to achieve the stated learning objectives of the module. It is expected that trainers will state the purpose of the exercise to participants and relate it appropriately to what has been done so far in the module. Trainers should use the processing questions as a guide, drawing from their own observations and understanding of group dynamics to tailor the questions appropriately for the particular group of participants while keeping the learning objectives in mind.
- Trainer notes included in the outline offer additional instruction or provide options for trainers in conducting the activity.
- As a general rule, transparencies should be the primary mode of presenting visuals in large group sessions, as newsprint will be too small to be seen by everyone. Similarly, trainers are expected to use microphones when the number of participants is over forty.
- Prepared newsprint used in small group sessions should be done in large print and dark colors to be easily readable to everyone in the group.
- When written materials are used in exercises (such as case study materials), trainers should have someone read the material aloud to participants (in the total group or in smaller break-out groups) to facilitate everyone's understanding.

Managing Time

Because people learn at different rates, and the level of knowledge and expertise will vary in different groups, it may be occasionally difficult to adhere to the times allotted for each training activity. Trainers should use the time frames included in the curriculum as a guide and try to follow them as closely as possible to maintain the integrity of the overall training design, but it is anticipated that occasional modifications will be needed to meet the particular needs of the participants. The learning objectives, in addition to trainer observations of participants' needs should be used to determine how modifications are made.

This workshop is intended to be experiential and interactive. Lectures are typically followed by group exercises that allow participants to discover and/or practice new ideas and concepts. Trainers should strive for a good balance by keeping lectures short, giving participants the chance to raise questions and/or comments, and taking adequate time to conduct and process the exercises to draw the learning from participants.

In some cases, trainers can deliver key content points in less time than allotted for a lecture, then reinforce or elaborate upon them during the processing of the exercise. This depends on the trainer being thoroughly knowledgeable of the content and the learning objectives and being able to take advantage of opportunities to make a point or bring in a new concept.

Breaks

Most refreshment breaks are scheduled between modules; a few are incorporated into a module. All scheduled breaks should be taken to maintain participant interest and energy; their exact timing, however, should be guided by the needs of the group. Activities should be completed before a break is called, although a stretch break should be taken if discomfort or fatigue is interfering with interest and concentration.

Participant Manual

The participant manual includes copies of the transparencies and reference sheets used during training. (Handouts are distributed separately when they are needed.) Trainers should review the manual with participants, walking them through what is included and how it is organized, at the start of the workshop and refer to it throughout the workshop.

Cultural and Other Considerations

Trainers should be sure that cultural awareness and sensitivity are integrated throughout the workshop and that participants are continually reminded of the importance of understanding concepts of the workshop within a cultural context. The emphasis should be on discovering, respecting, and working with the norms, beliefs, and preferences of ethnic, racial, cultural, gender, religious, or other groups, defined by representatives of these groups within their communities.

Stereotypical statements should be avoided. If generalizations are used, they should be clearly labelled as such and modified with terms such as "many" or "tend to." The role of institutional and societal racism, ageism, and other such "isms" should be acknowledged as these pertain to problems associated with or underlying goal of poverty alleviation.

It is important for trainers to constantly keep in mind the cultural context in which the information is being presented, and to recognize that some of the theories and skills covered in this curriculum may need to be modified to apply to different cultures. As a part of the preparation process, trainers need to think through the cultural variables that influence the concepts they are presenting, as well as the links to prevention.

Overview of the "Community Organizing: Community Change" Workshop

This 2-day workshop will provide participants with tools, techniques, and tactics needed for advancing a proactive social mobilisation in the communities. The training will review theories and concepts of community organizing as well as the application of this information to community partnerships and/or individual communities. It is designed for social organisers, field staff, and selected community leaders with a strong desire to use community organizing approaches to create community change.

This workshop does not address "how to build a cluster or coalition" nor "how to maintain a community partnership." The participants in this program, therefore, should associate with partnerships that have advanced beyond these early-stage training needs. Instead, the focus of this workshop is on how community organisations and different development partnerships can apply the principles of community organizing to alter the status quo in their communities. Toward this end, a wide range of tactics and strategies is presented and practised. Participants are introduced to various collaborative-based approaches for creating change, such as communication techniques, group problem-solving tools, and the use of persuasion.

Participants will also be exposed to a few conflict-based approaches, such as negotiation and direct action tactics, that they may want to consider in the event that the collaborative-based approaches fail to produce the desired change. The risks and opportunities associated with each of these types of approaches will be explored. As a final outcome, participants will develop a detailed action plan for community organizing— community change.

Learning Objectives

Participants will be able to:

1. See themselves as community-change agents.
2. Understand the elements, approaches, and dynamics of community organizing.
3. Use communication strategies and personal experience to enhance their abilities to reach specific audiences.
4. Develop specific strategies to overcome obstacles and enhance opportunities to advance poverty alleviation programme on sustainable basis.
5. Describe the stages of organizing a community.
6. Describe how to identify issues, supporters, and opponents.
7. Explore ways to organize supporters into an action group.
8. Identify various types of mobilization tactics.
9. Explore ways to use mobilization tactics to create a desired change.
10. Weigh the use of different mobilization tactics to accomplish the short-term objectives and long-range goals of the community organisations and their efforts toward self-reliance.

Equipment, Materials, and Supplies

- Name tags, markers, masking tape, newsprint pads
- Transparencies
 - T-1: Learning Objectives
 - T-2(1,2): Agenda
 - T-3: The Key Elements of Community Organizing
 - T-4: The Two Approaches to Community Organizing

- T-5: Communication Strategies
 - T-6: The Seven Stages of Community Organizing
 - T-7: Case Studies
 - T-8: Targeting Issues
 - T-9: Targeting Supporters
 - T-10: Targeting Opponents
 - T-11: Types of Mobilization Tactics
 - T-12: Types of Direct Action
- Reference Sheets
 - RS-1(1-3): Notes: Communication Strategies
 - RS-2: Tip Sheet: Communication Strategies
 - RS-3: Worksheet: Answering Tough Questions
 - RS-4(1-3): Notes: The Stages of Community Organizing
 - RS-5: Community Issue Case Studies
 - RS-6: Targeting/Organizing/Mobilizing: Notes and Worksheets
- Prepared Newsprint
 - PN-1: On separate sheets print: Presenter, Message, Audience; print enough for one sheet at each table
 - PN-2: On separate sheets print: Obstacles, Opportunities
- Appendix
 - A collection of new clips illustrating direct action

Agenda

DAY ONE

- 9:00 Opening Session
- 9:50 Introduction to Community Organizing
- 11:00 Break
- 11:15 The Art of Communication - Part I
- 12:00 Lunch
- 1:30 The Art of Communication - Part II
- 2:45 Break
- 3:00 Obstacles and Opportunities
- 4:10 The Stages of Community Organization
- 4:20 Closing Session - Day One
- 4:30 End Day One

DAY TWO

- 9:00 Opening Session - Day Two
- 9:15 Targeting
- 10:15 Break
- 10:30 Organizing
- 11:30 Mobilizing
- 11:45 Lunch
- 1:15 Mobilizing Tactics - Part I
- 3:15 Break
- 3:30 Mobilizing Tactics - Part II
- 4:10 Closing Session - Day Two
- 4:30 End Day Two