

Module n. 4

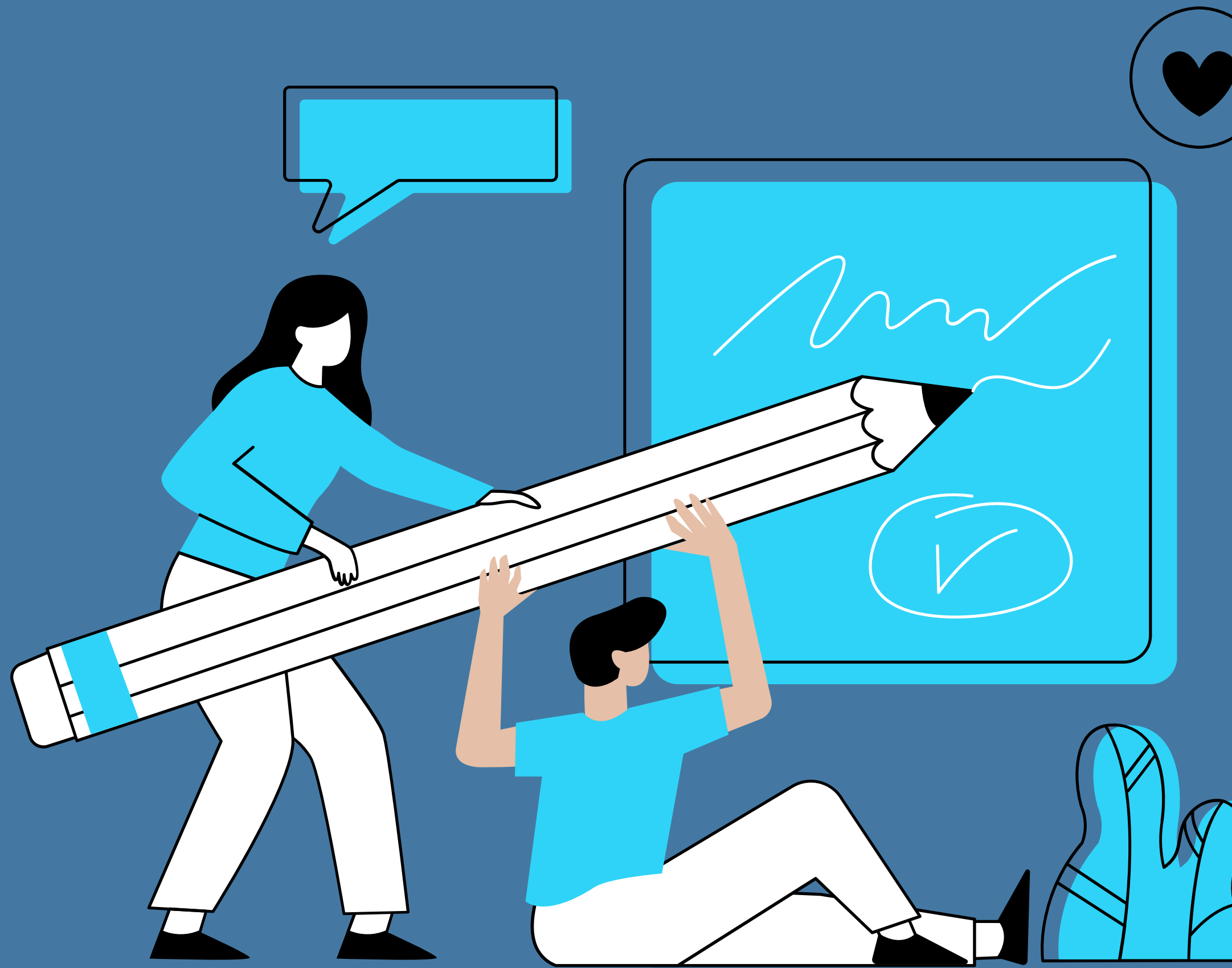
Tools for community engagement

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ENHANCE- Training for CSL TUTORS

G.A. n. 2021-1-ES01-KA220-HED-000031128



Unit n. 4

Tool for community engagement

- Introduction

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- Project preparation and needs assessment

.....

- Development of project

.....

- Final evaluation

.....

- Tools valid at any phase of the process

.....

- Example of SL where some of the tools presented are used



enhance



Phases of the Service Learning(SL) development process

1. Preparation
2. Development
3. Evaluation

Tools used in each phase

PREPARATION

Photovoice technique

Participatory mapping or social cartography

Community assembly

Needs Assessment Surveys

Narrative interview

SWOT Matrices

PROJECT DEVELOPMENT

Reflective journal

Timeline

Ecomap

Collaborative cartography and community mapping

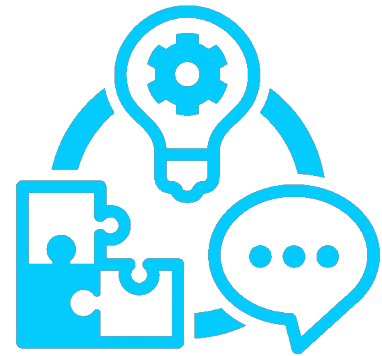
The mobilization of knowledge

FINAL EVALUATION

Results report

Participatory evaluation matrix

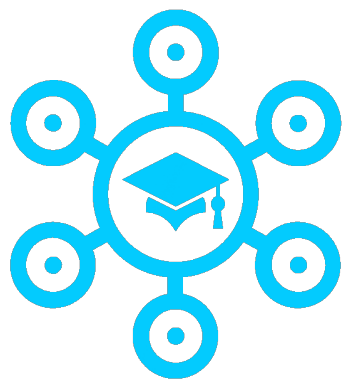
VALID IN ANY PHASE



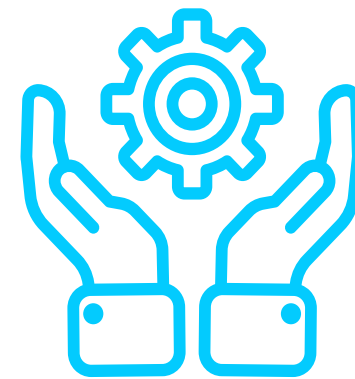
Balanced Scorecard



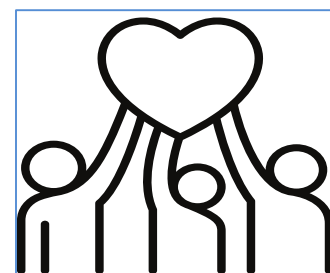
Field diary



Focus groups



Observation scales



Rubrics

Tools used in each phase

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Preparation

Photovoice technique

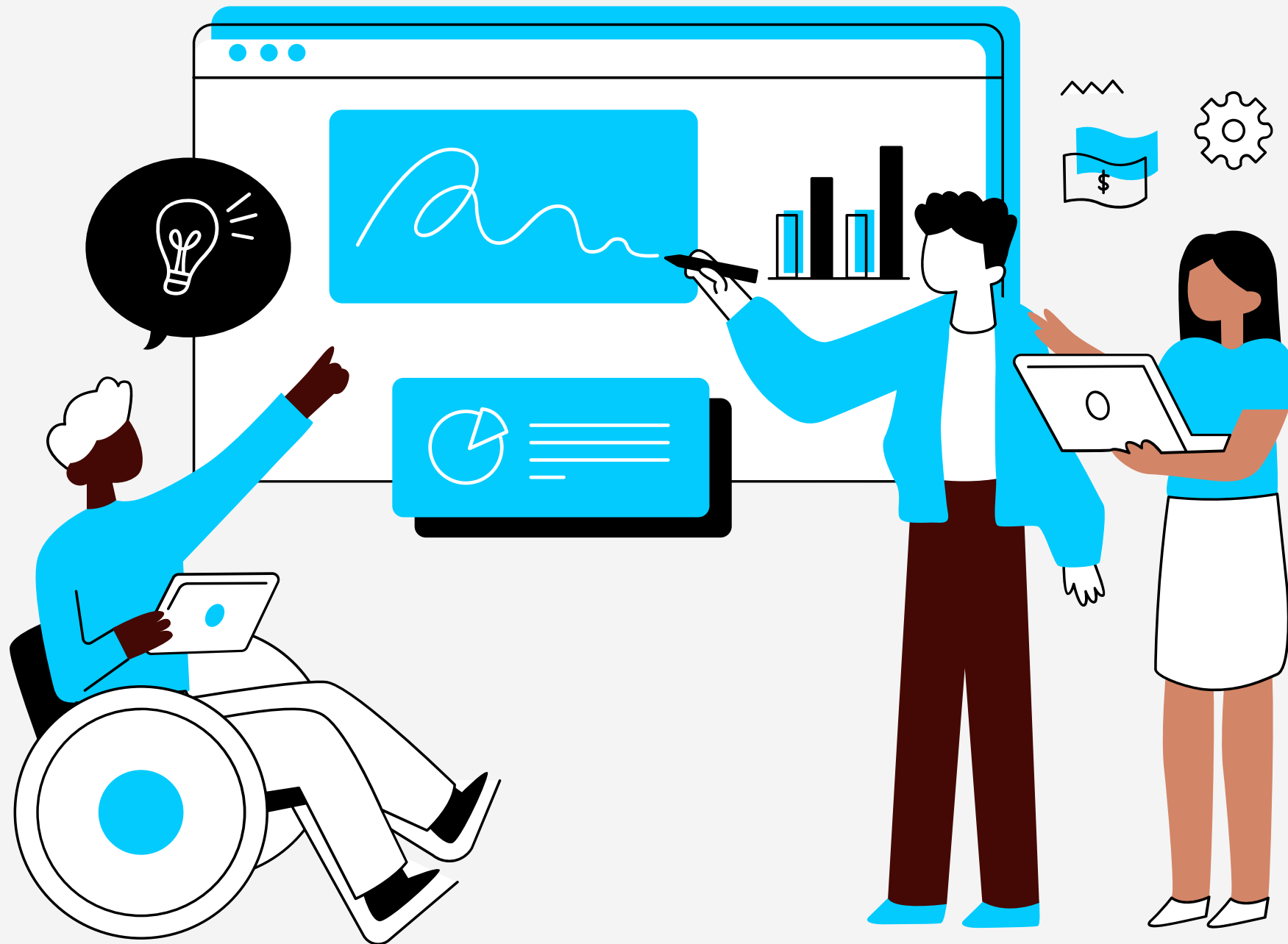
It's consists of capturing real scenarios through photographs that reveal the situations and as they are experienced by the people involved in the process.

Advantages:

- Allows you to know the point of view of each participant.
- Prevents information from being biased.
- It allows us to know reality as it is
- (...)

Disadvantages:

- Requires prior training in the use of cameras.
- Gives rise to many levels of interpretation.
- It can fall into complaints and political topics.
- (...)



Phases

1. Constitution of the work team

2. Training consisting of the use of photographic cameras

3. Choice of the topic that should arouse interest in the participants

4. Definition of the participants

5. Taking the photographs

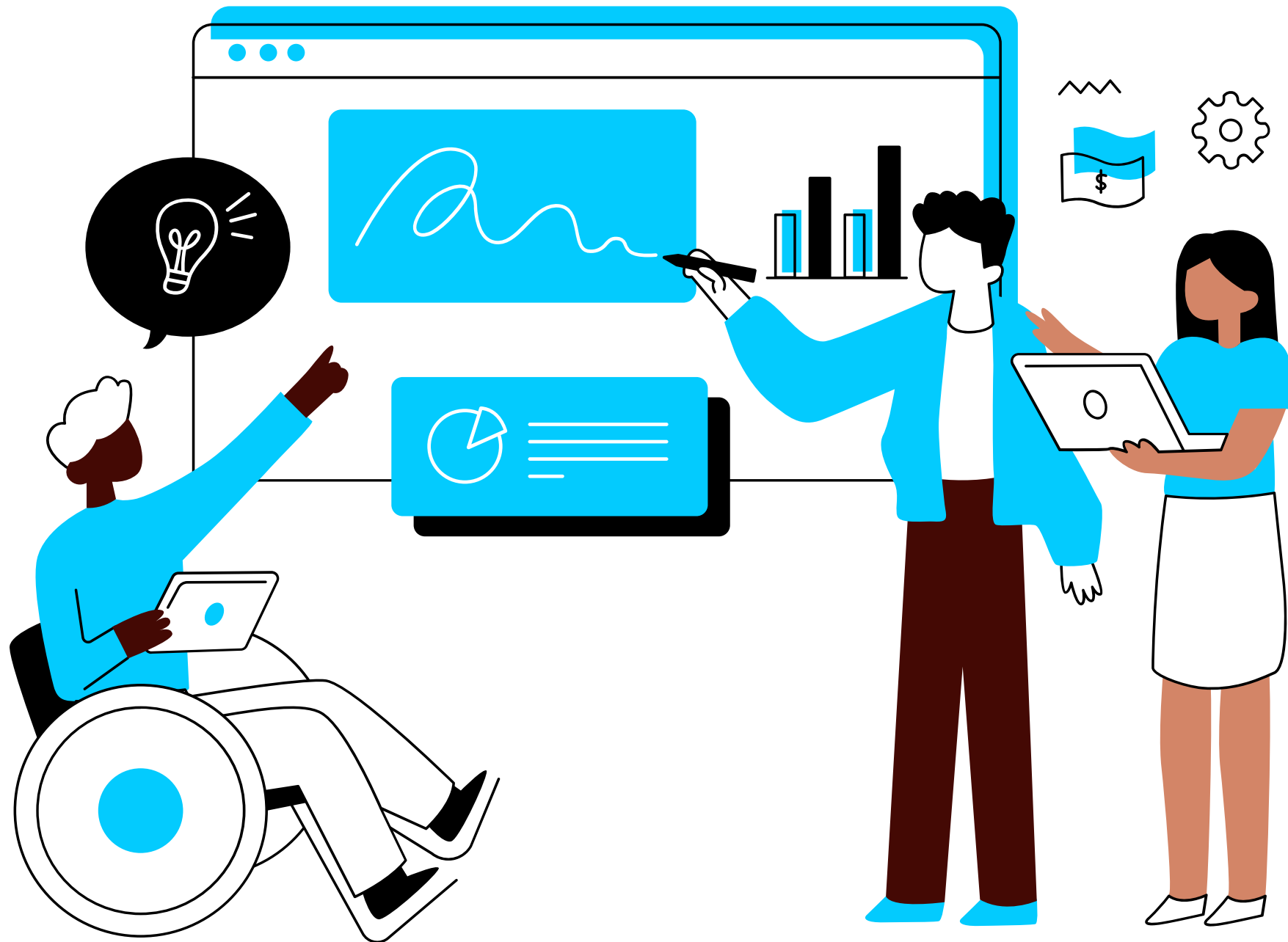
6. Discussion in which the work team will select the best photographs

7. Collection and analysis of results

8. Exhibition and dissemination of results

Preparation

Participatory mapping or social cartography



It's allows us to reflect the perceptions that people who are part of a group or community have about their spaces, ways of life, culture, etc. This information is very useful to transform contexts and people and, therefore, to know where to start.

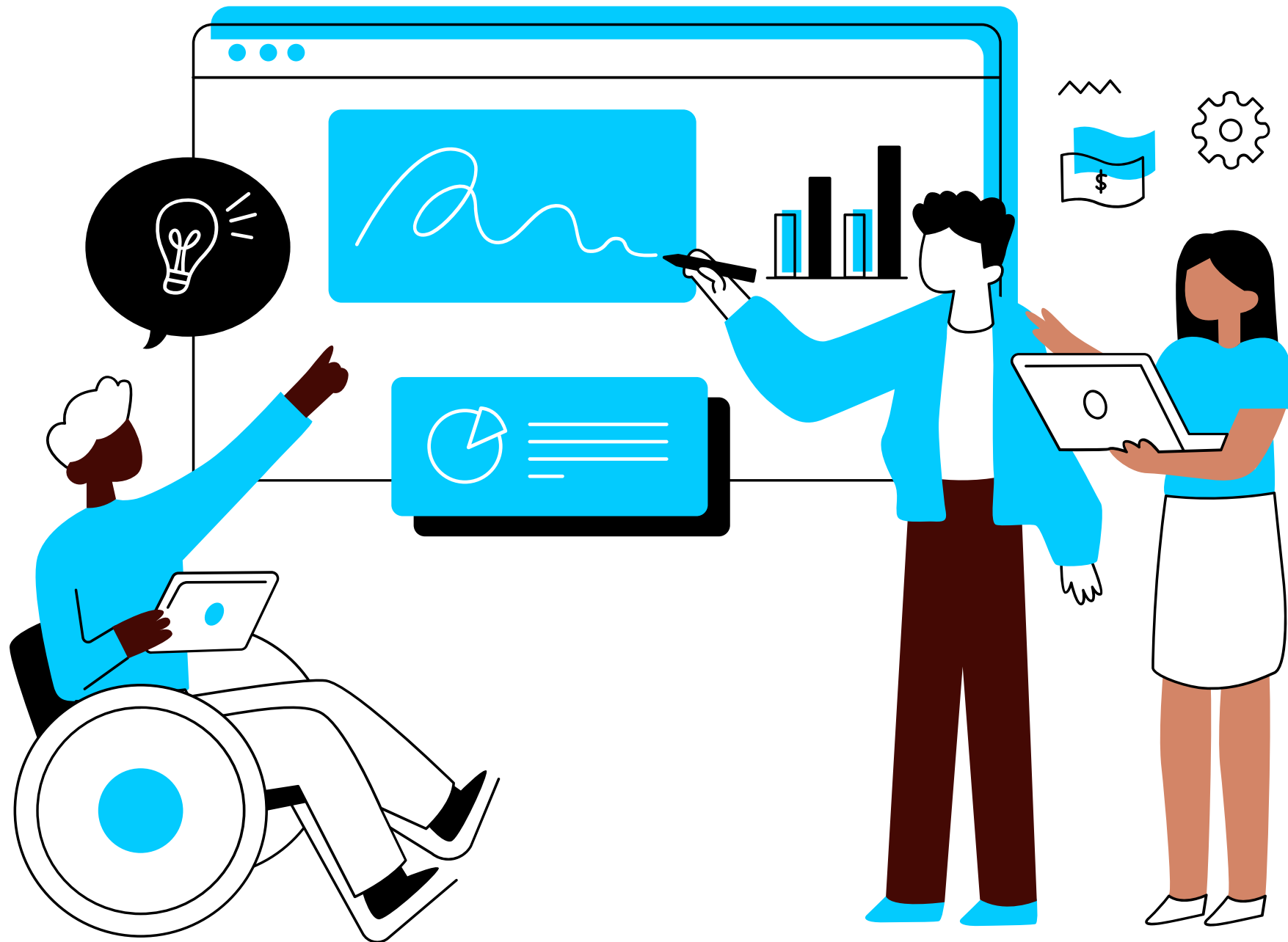
“Generate the spaces for meeting, dialogue and discussion necessary to build new knowledge, perspectives and forms of management, derived from the dialogue of knowledge between the academy and the communities.” (Álvarez, McCall & León (2022, p. 10).

Preparation

Community assembly

Based on the ability to work together and on the existence of a trained promoter group that encourages participation and generates trust and horizontal relationships between those who participate.

“(…) To the extent that community participation develops a broader base of knowledge, understanding, acceptance and commitment, it can be used by promoters to legitimize and facilitate their objectives, policies and programs” (Zakus (1988, p .160).

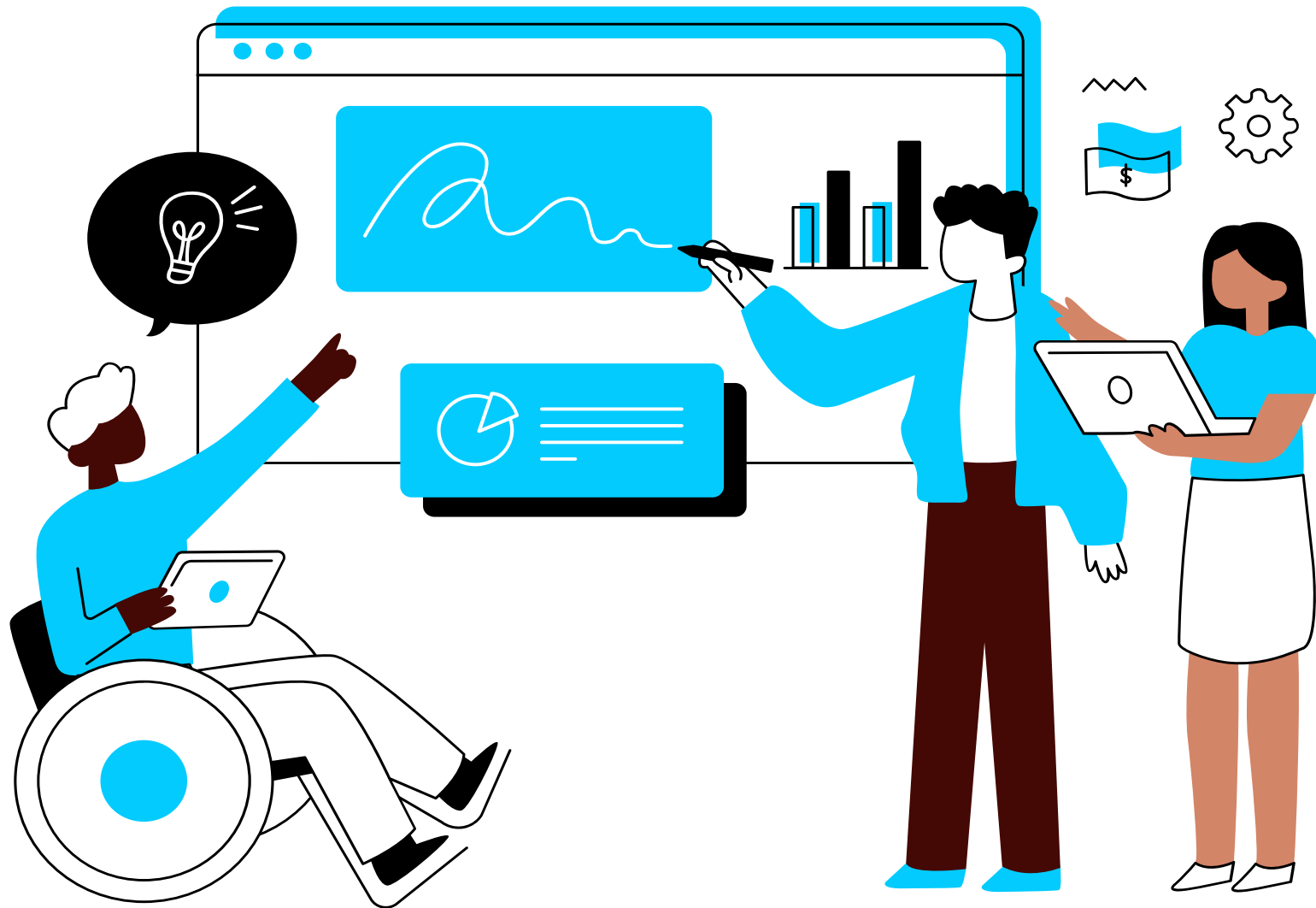


Preparation

Needs Assessment Surveys

It's a process that allows us to determine needs, that is, the "gap" that exists between the current situation and the one we want to reach. This assessment provides valuable information about the team's processes and identifies where efficiency improvements can be made.

It is essential to know the needs of the group in which they are going to be integrated the student and will offer him a service.

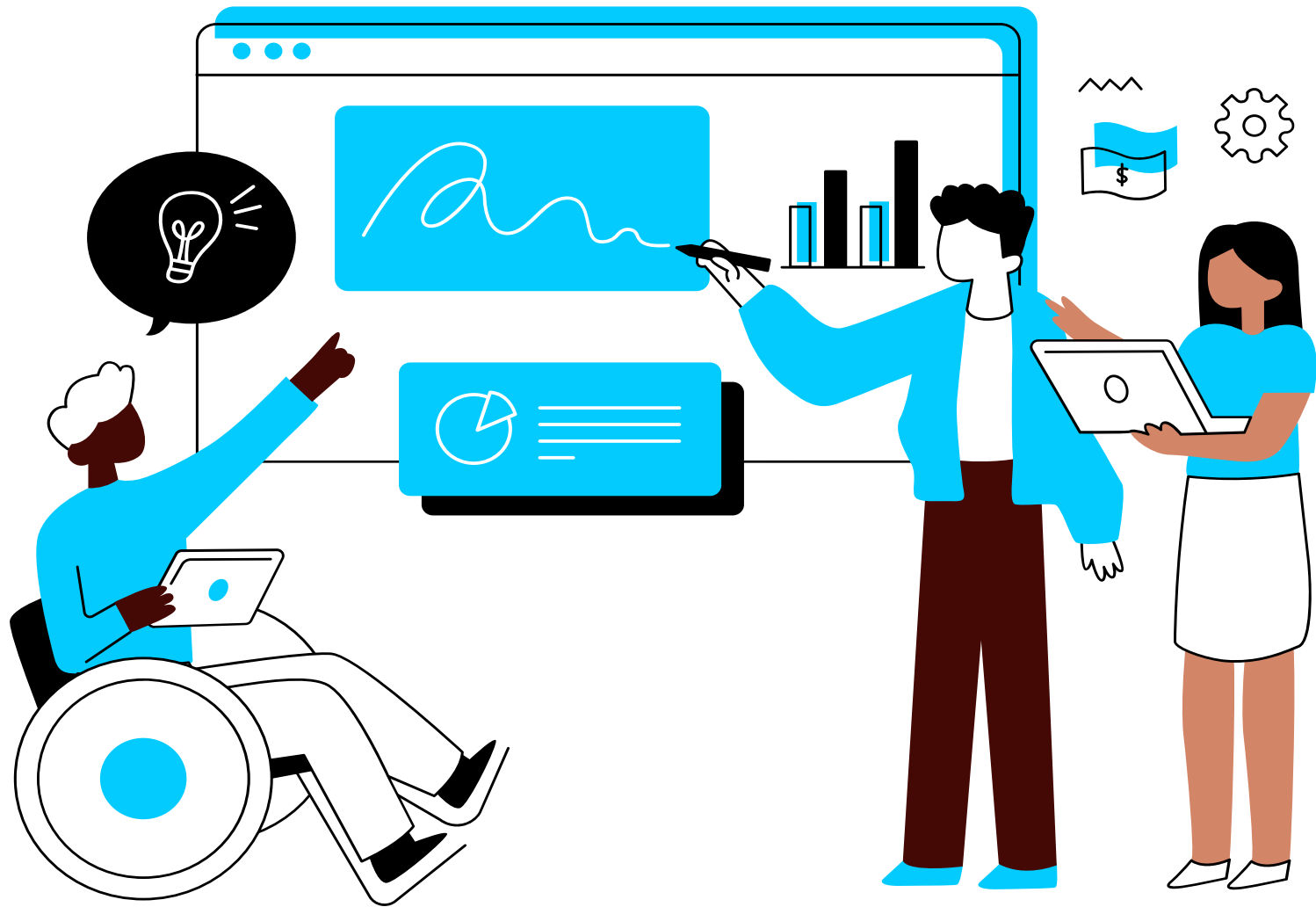


Preparation

Narrative interview

It is about collecting information about the different ways people behave considering a temporal dimension and the context in which they are immersed.

The protagonist is the interviewee who responds broadly to the questions asked without overlooking any type of detail that may help understand their situation in the community: expectations, perceptions, problems, etc.

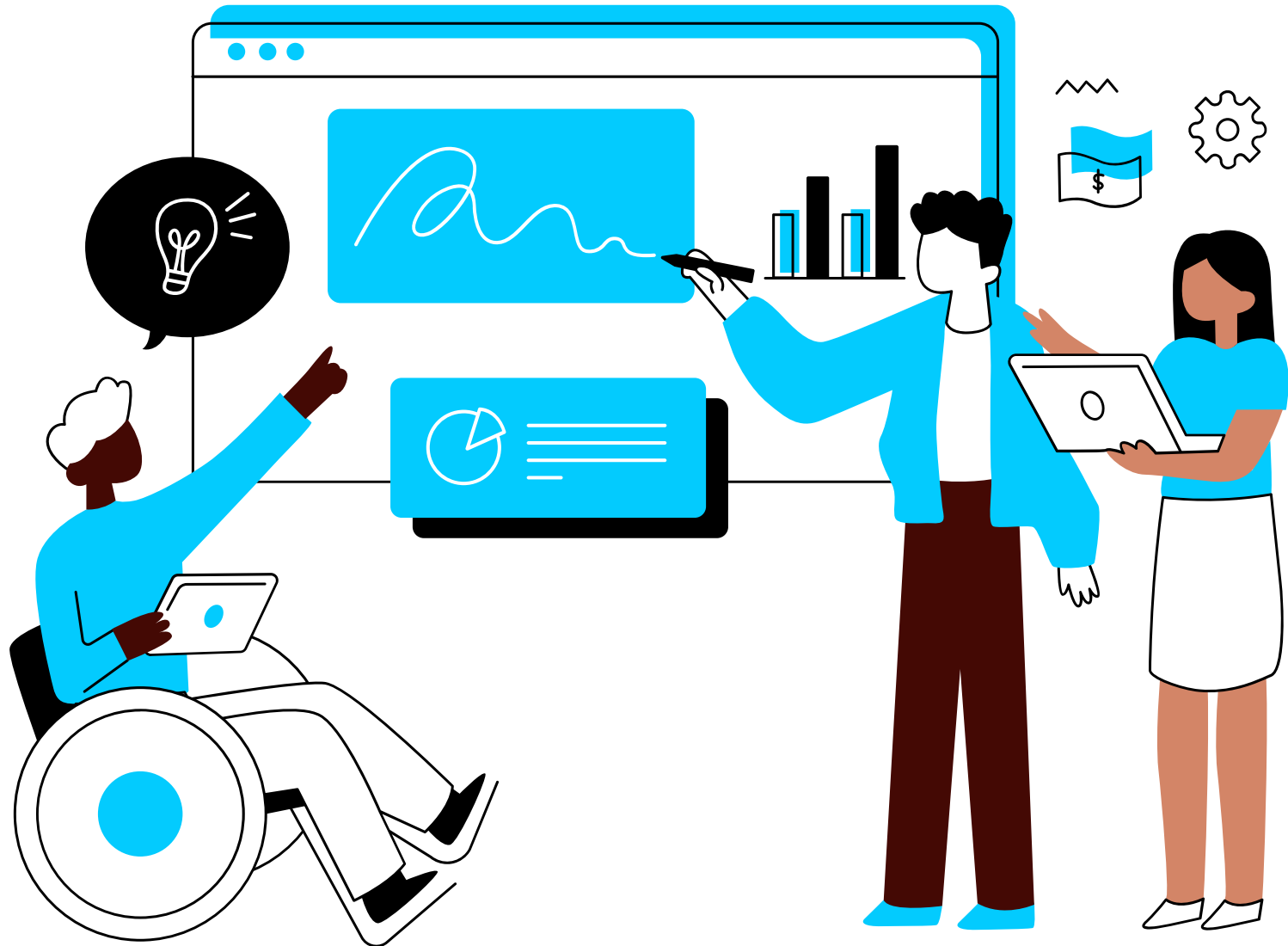


Preparation

SWOT Matrix

SWOT analysis (Weaknesses, Threats, Strengths and Opportunities), is a tool that is easy to use and very powerful as a mechanism for analyzing reality and making decisions.

Its main objective is to synthesize, in a table, the assessment of the strengths and weaknesses and the external threats and opportunities, consistent with the strategy towards achieving an adequate adjustment between its internal capacity and its external position (Foschiatti and Alberto, 2012).



SWOT Matrix

P O S I T I V E	STRENGTHS What do we do well? What do they say they like about us? How do we surpass others? What is unique about our program?	WEAKNESSES What can we improve? What are they not satisfied with? How are we lagging others? What knowledge or resources do we lack?	N E G A T I V E
	OPPORTUNITIES What emerging trends can we take advantage of? What can be valuable?	THREATS What are others doing? What problems could affect us? How could our weaknesses make us vulnerable?	



Tools used in each phase

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Photovoice technique

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SWOT Matrices

PROJECT DEVELOPMENT

Reflexive diary

Timeline

Ecomap

Collaborative cartography and community mapping

The mobilization of knowledge

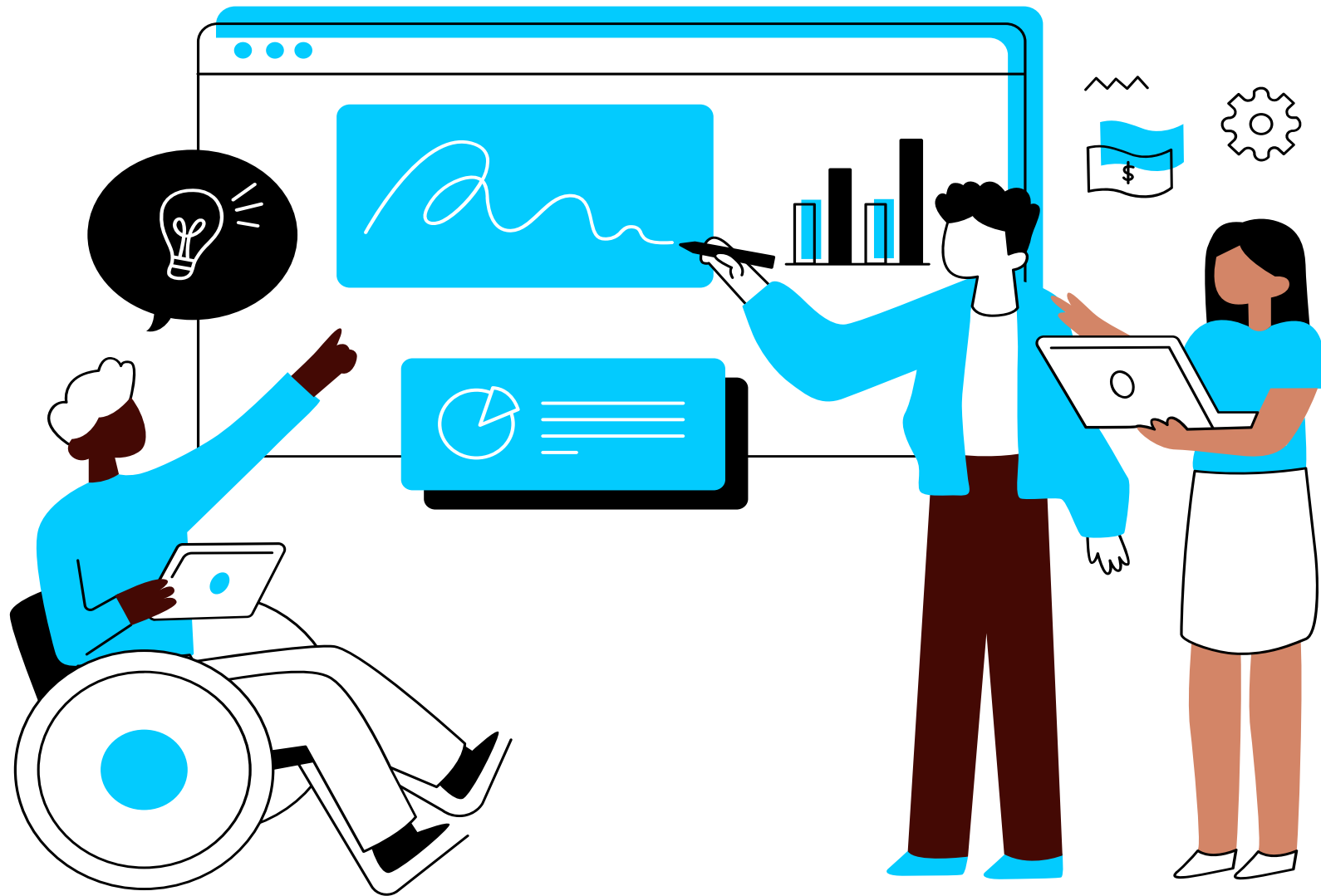
FINAL EVALUATION

Results report

Participatory evaluation matrix

Project development

Reflexive diary



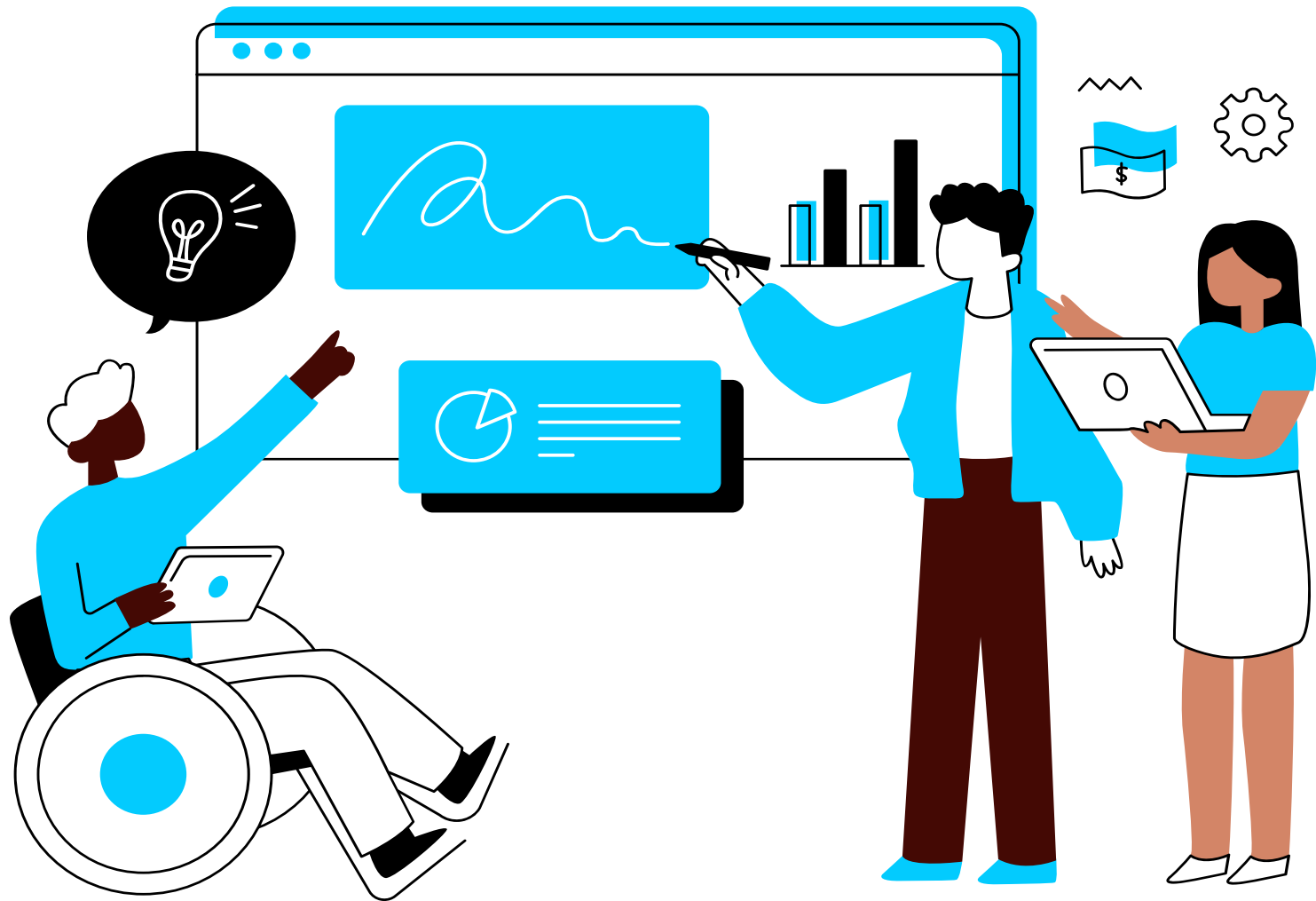
It's a very useful tool for the necessary reflection throughout the process. Each participant must be aware of their activity in the entire project. That way it will be easier for you to project your own personality onto it and be able to follow the process in a more complete and comprehensive way. Furthermore, it will promote awareness and the evolution of the process, in general, and its own progress, in particular.

Project development

Timeline

It's a way to visually sequence events in chronological order. Typically, a timeline is presented as a visual display, with a line representing the passage of time and events placed along the line based on the order in which they occurred.

Often, whatever the case may be, events of historical or universal importance are also located to provide context or establish comparative relationships with other different processes, whether it is a different country or region, or the universal history of humanity.



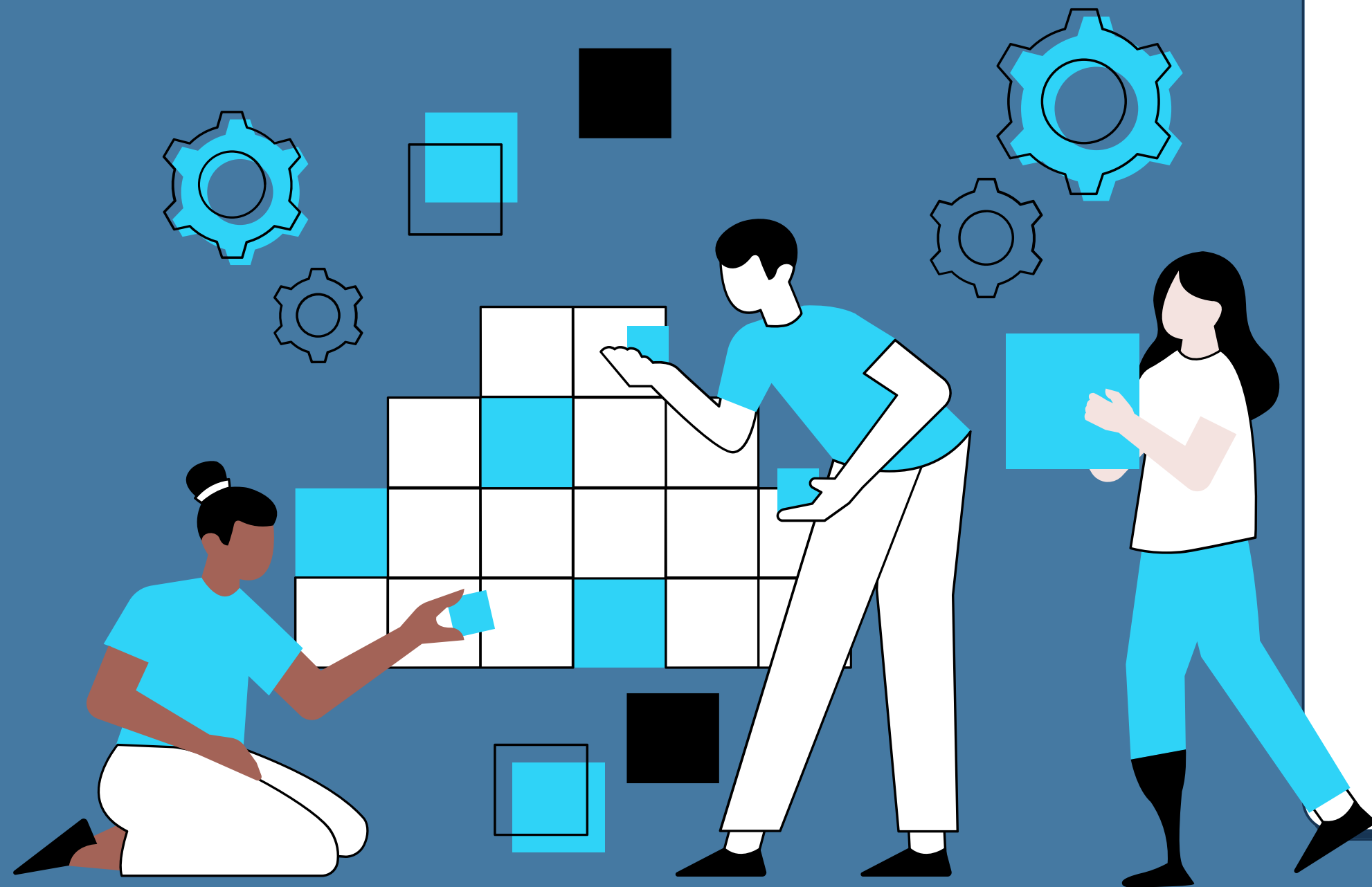
The following steps must be followed

1. Determine its scale

2. Determine the main milestones

3. Determine the contextual information

1) Determine its scale



What time period the graph will cover

Whether all of human history

A specific government

A specific year

A specific century

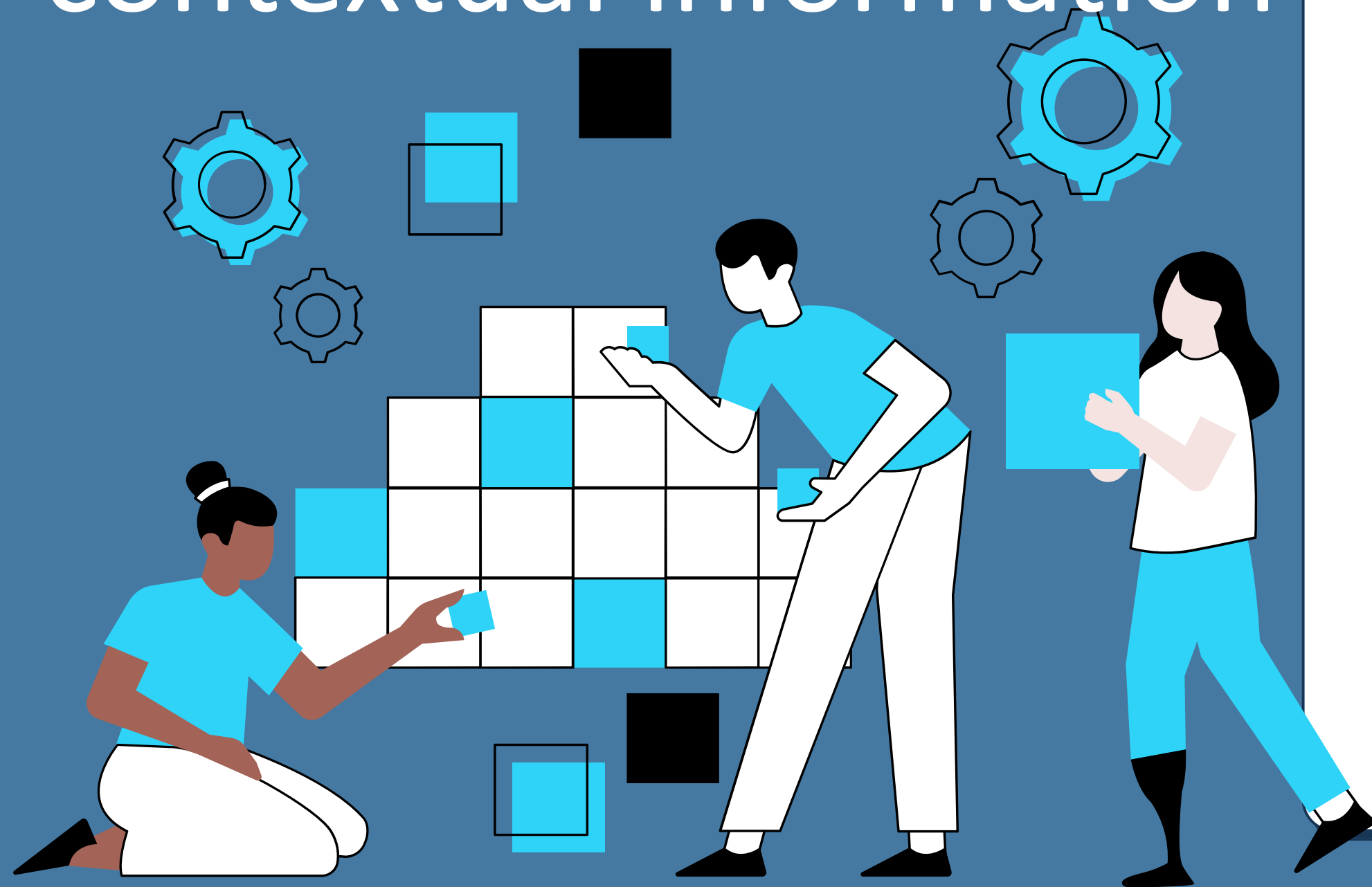


2) Determine the main milestones



The most important or transcendental events of the information that will be represented on the line must be previously located and organized, since these major milestones will be the main ones on the graph

3) Determine the contextual information



What other milestones or events of general importance -no longer specific to our topic to be addressed

Would be worth highlighting in the timeline to provide context?

Project development

Collaborative cartography and community mapping



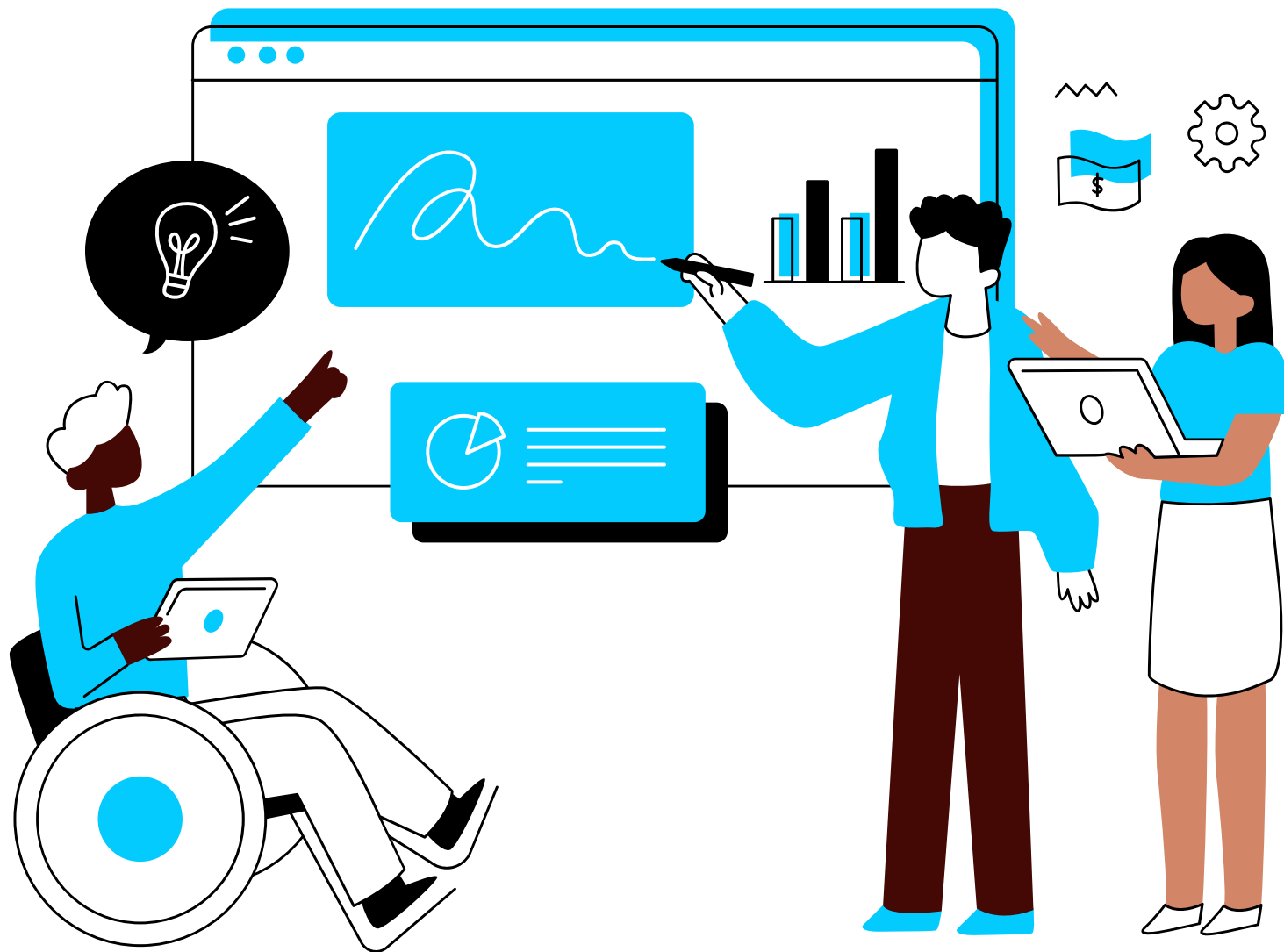
- It consists of working with community members so that they are able to locate and graphically represent the relative distribution of the parts of a whole. In addition to representing the knowledge they have about a reality, the good thing about this tool is that it also allows us to know the perception of each subject about said reality.
- Both are part of methodological work alternatives that allow a community to recognize, re-construct and re-signify its territory to choose and decide on new ways of living and managing it.
- These processes involve new ways of construction, validation and recognition of local knowledge.

Project development

Ecomap

It's an instrument that allows you to quickly identify the interrelationships between the person or family and the immediate sociocultural context.

For its preparation, not much material is needed (paper and pencil), an estimated time of 15-20 minutes, it can be done in one or more sessions

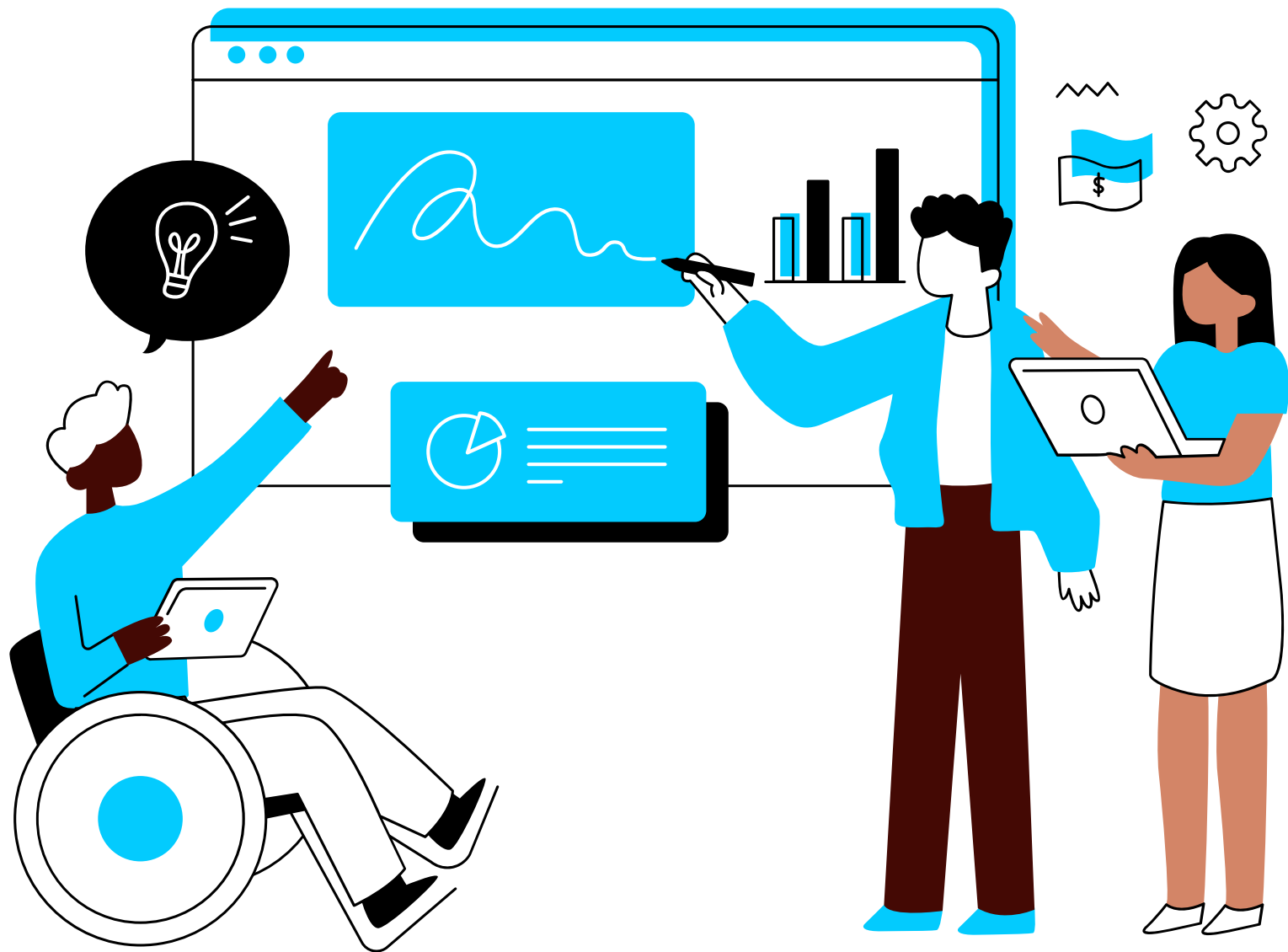


Project development

The mobilization of knowledge

Is the effort to bridge the gap between knowledge production, its practical implications and policy.

It aims to bring to the population what is produced in the specialized contexts of study and training



Tools used in each phase

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Results report

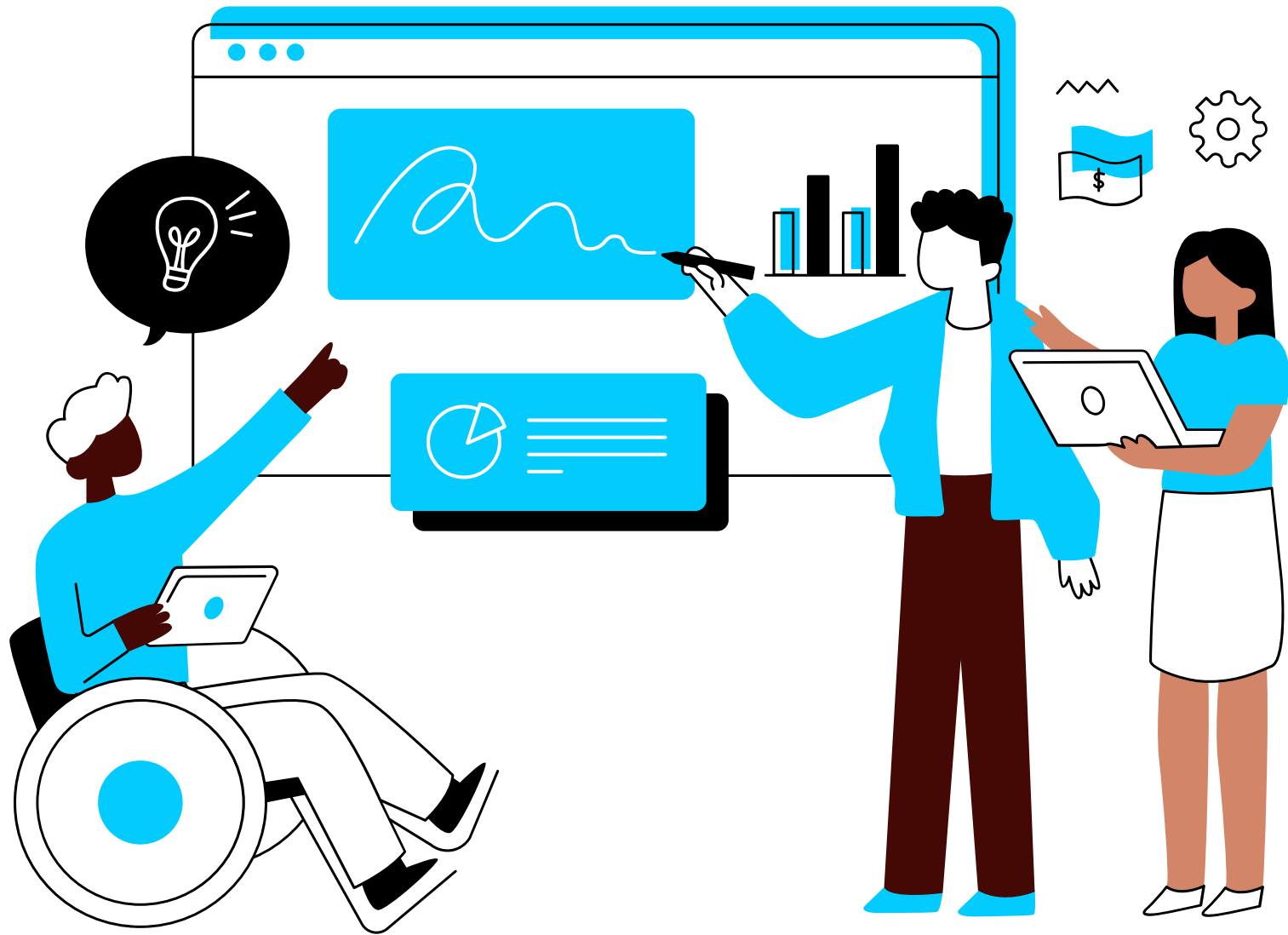
Participatory evaluation matrix

Final report

Result report

It is a structured document that clearly and concisely collects program performance data and its effects.

This is the final product where an informative summary of the program, its results and proposals are prepared, describing its structure and the most outstanding issues of each of the sections, as well as the main conclusions and proposals for improvement.

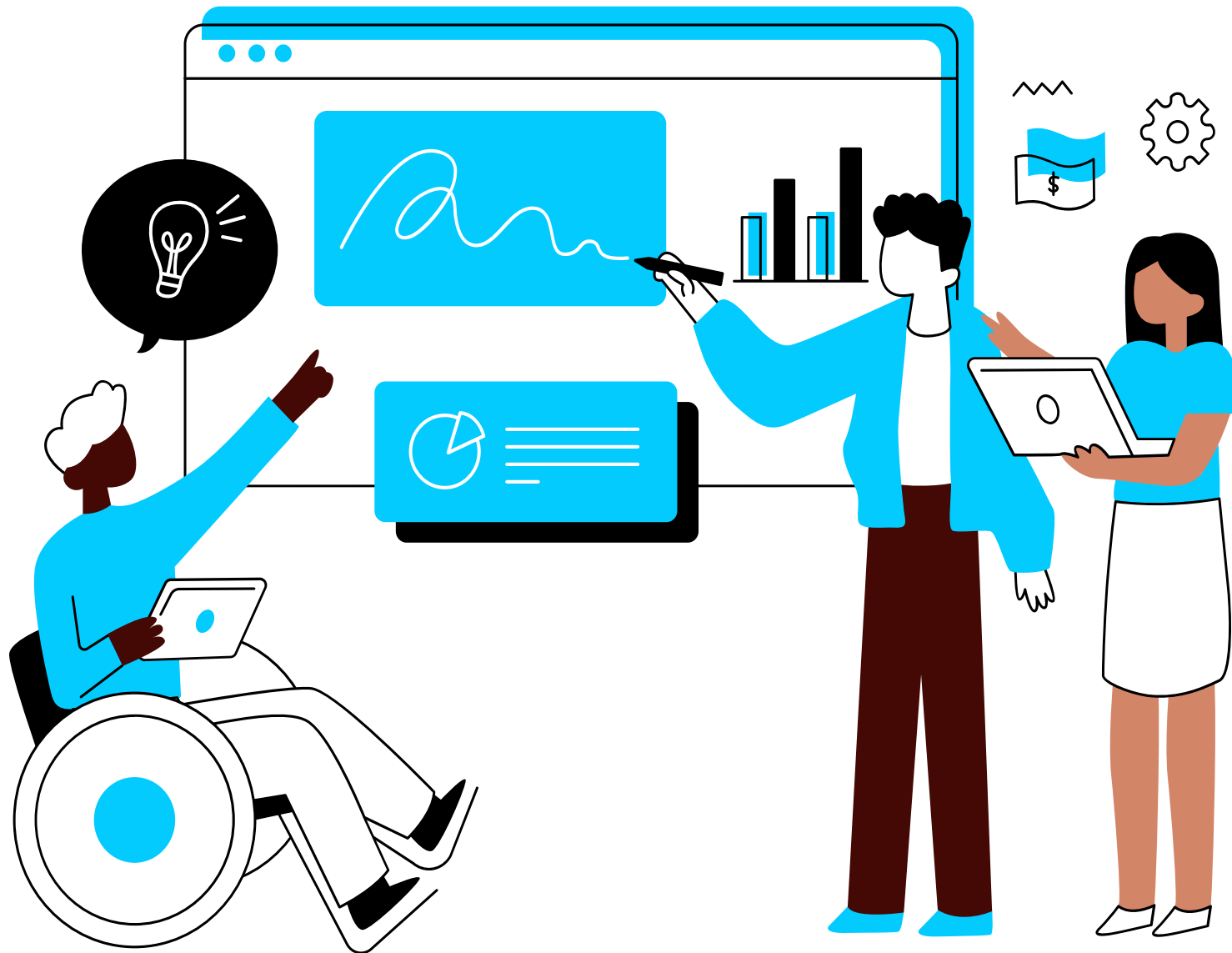


Final report

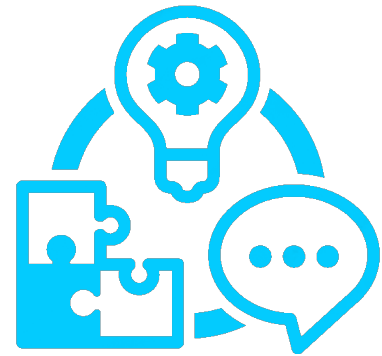
Participatory evaluation matrix

It is a tool that allows you to view and organize the most relevant information of the program/project.

This is a collective development of the double-entry matrix in which assessments are included based on the indicators used and the responsibilities of the actors involved in measuring both the process and the results.



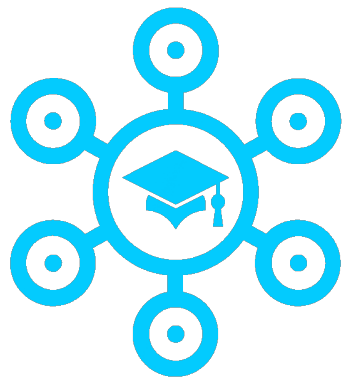
VALID IN ANY PHASE



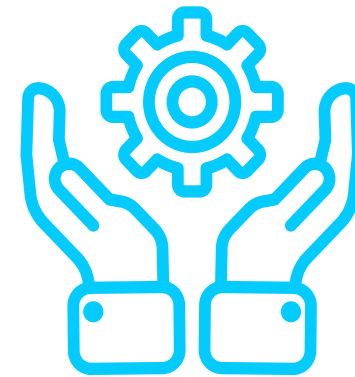
Balanced Scorecard



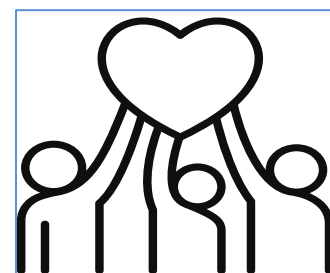
Field diary



Focus groups



Observation scales



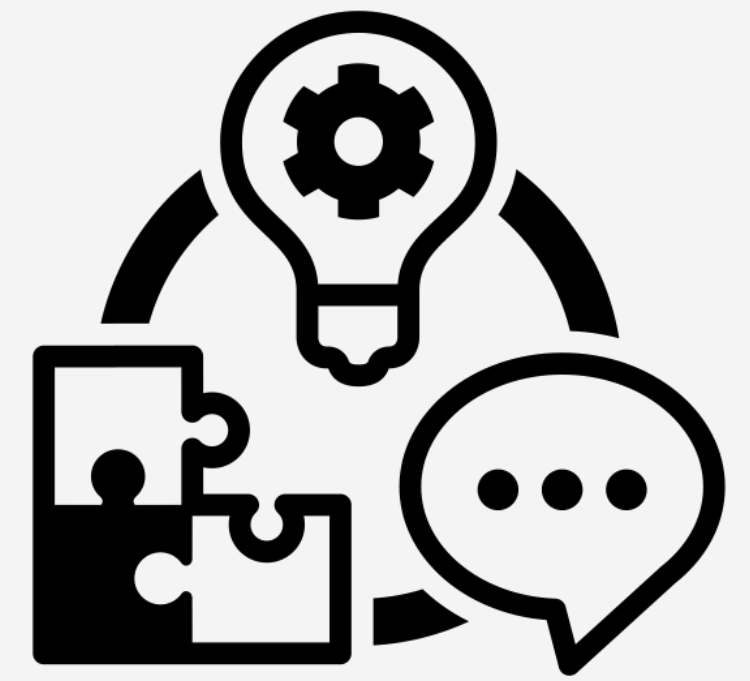
Rubrics



Balanced Scorecard

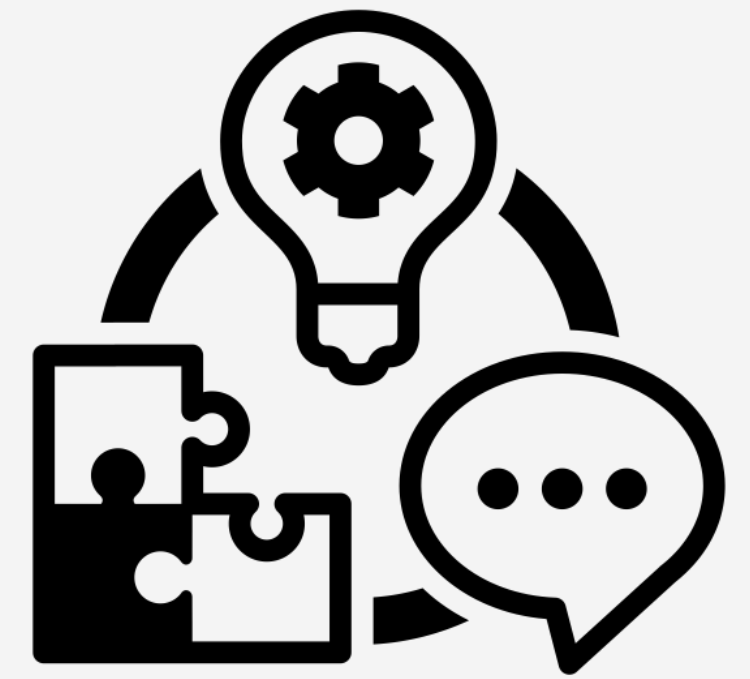
Is a tool that encompasses all the indicators and offers an objective, general and real vision of the project, facilitating decision making, allowing agile action in the event of any incident or weakness, implementing improvement actions.

It is valid in any phase of the process because it is developed in the design phase and is completed as the SL experience develops.





Balanced Scorecard

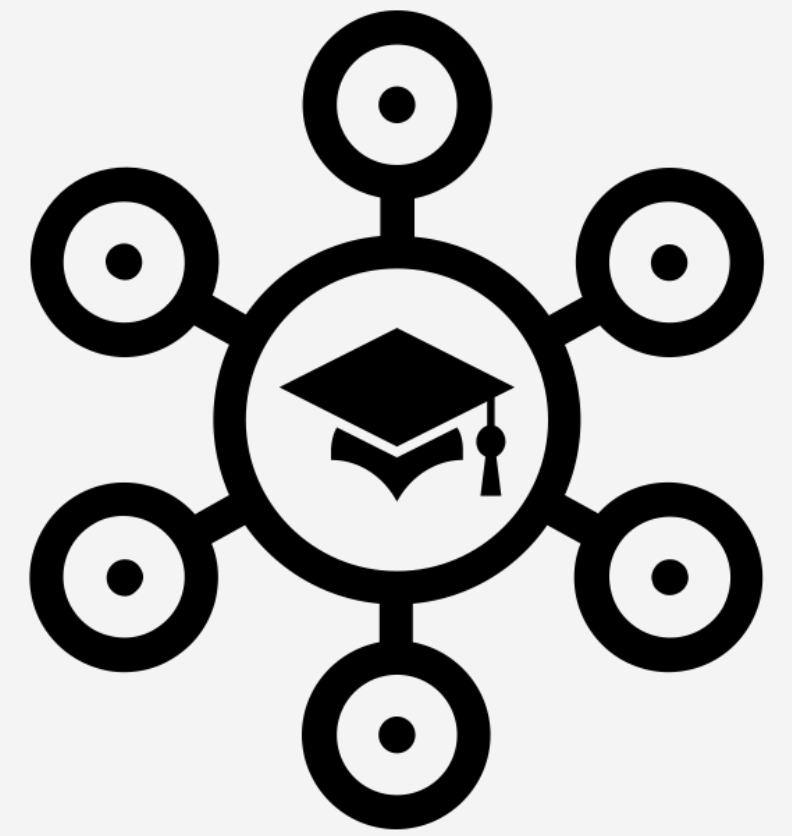


The advantages of its use are multiple:

- ✓ Provides a global vision of the progress of the project.
- ✓ Facilitates the design and planning of strategies.
- ✓ Provides useful information on the development of the project.
- ✓ Reduces risks and possible failures.
- ✓ Involves all participating people and improves internal communication.
- ✓ It allows the success of the project to be assessed, since through the indicators it can be seen whether the previously set objectives are being developed.

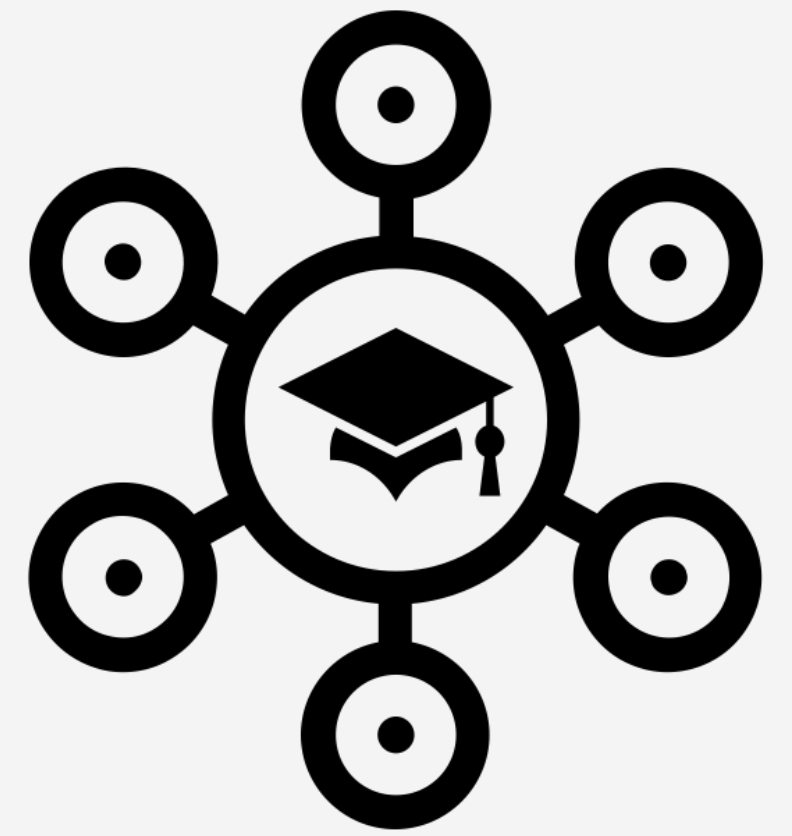


Focus group



- ✓ It is a special tool, within the group interview category, whose most relevant characteristic is to produce data that would be less accessible without group interaction.
- ✓ It is a collective dynamic in small groups in which there is debate around a topic of interest or that affects the participants, allowing progress from general to more specific problems and locating conflicts and elements of consensus.
- ✓ The focus group can be used as an evaluation method in itself, or as a complement to other qualitative and quantitative methods.

Focus group



Reception and
arrangement

Presentation of
all the
participating

Meeting takes place

The group closes

Field diary

- ✓ It is a tool for recording information, especially observations and thoughts.
- ✓ It is carried out in an orderly manner and gives clues about the operation of the project/program.
- ✓ It is carried out in an orderly manner and gives clues about the operation of the project/program.
- ✓ It helps to understand the physical and social environment.
- ✓ it should be used to describe who, what, why, where, when and how the events.



Field diary

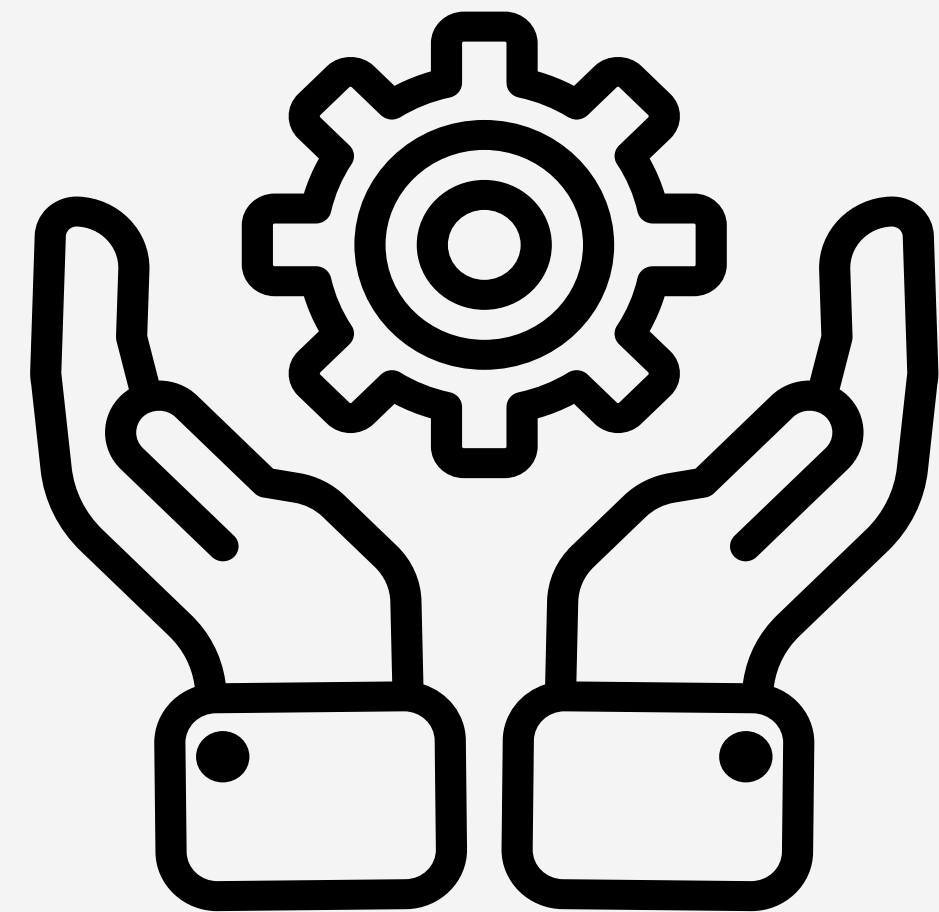
The
identification
cover

The entries
of the
different
activities



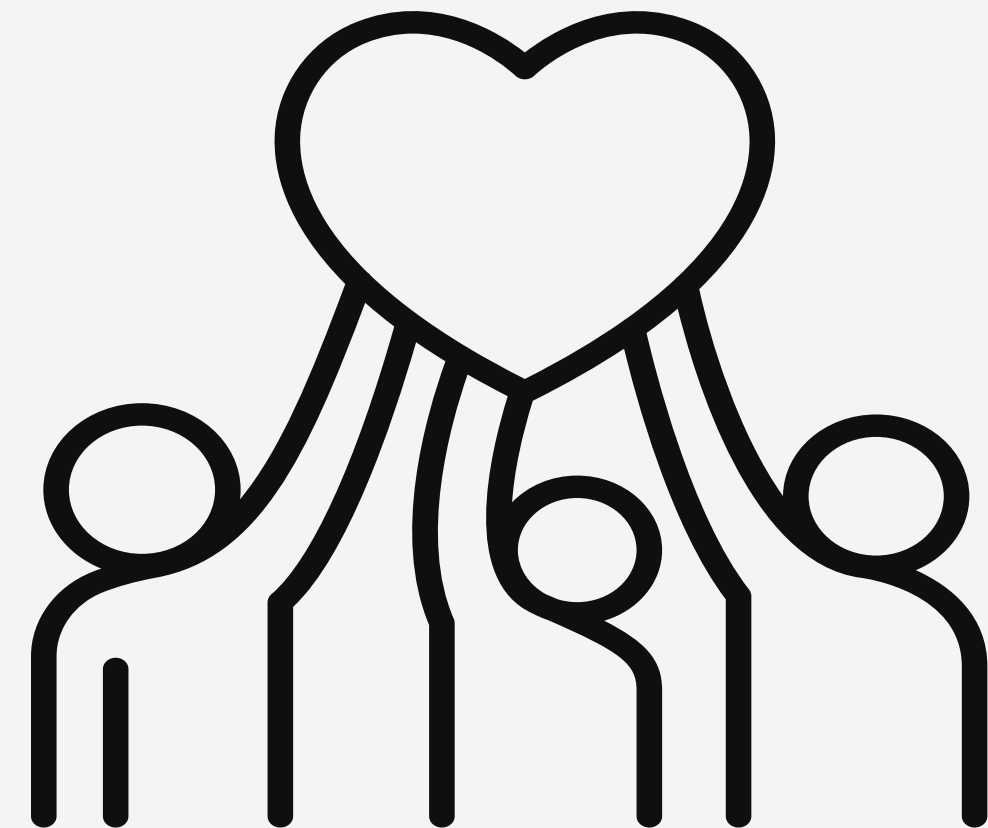
Observation scales

- ✓ To obtain the greatest number of data, it is necessary to observe an objective in a clear, defined and precise way (Martínez, 2022).
- ✓ It involves making a systematic record of a series of traits or characteristics of the people observed.



Rubrics

- ✓ Have been recognized as an ideal assessment instrument for a variety of tasks.
- ✓ Its use in the evaluation of competencies allows the complex tasks that make up a competency to be broken down into more observable micro tasks (Pérez and Flores, 2017).



Example of SL where
some of the tools
presented are used

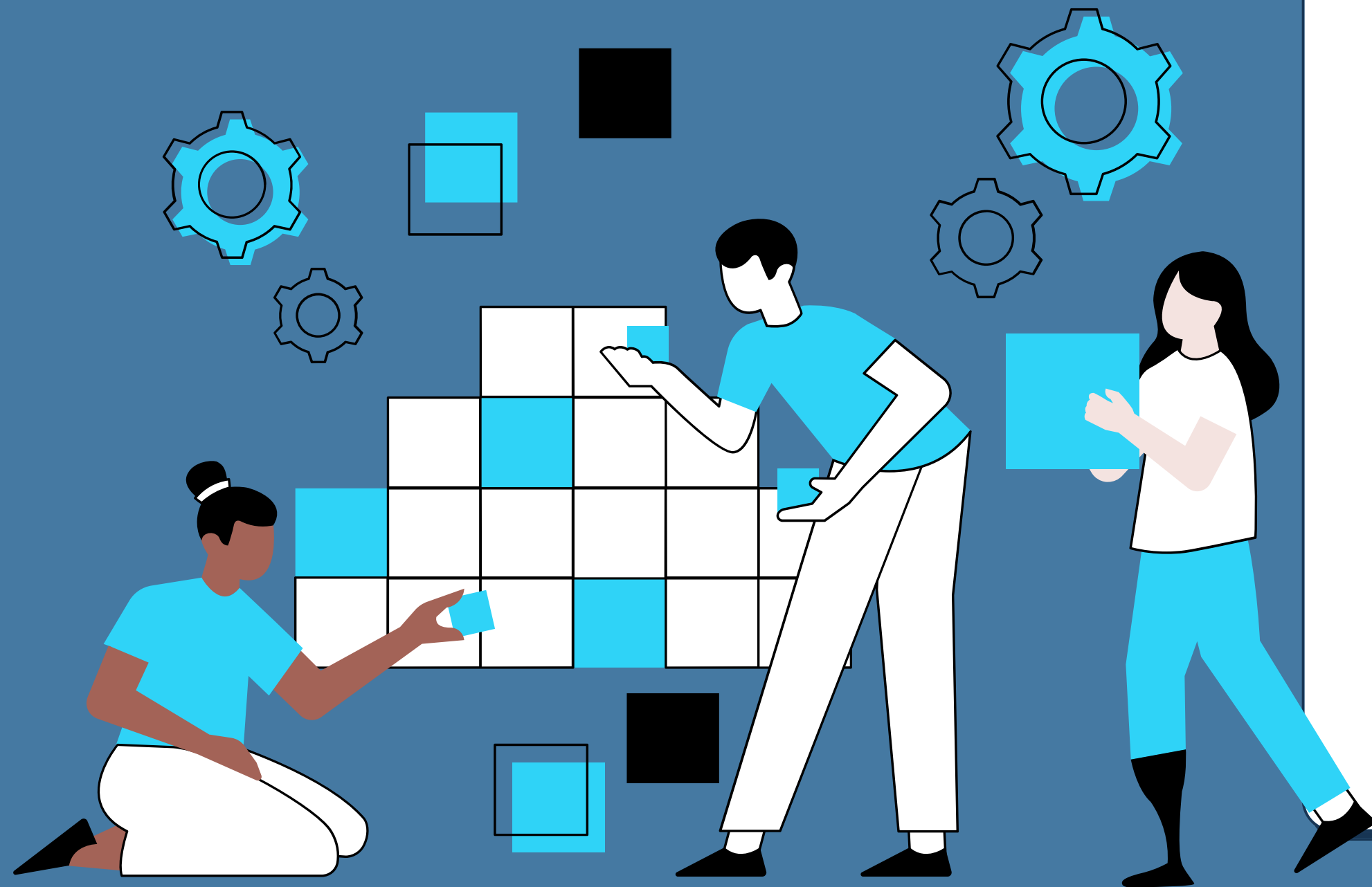


EXAMPLE.

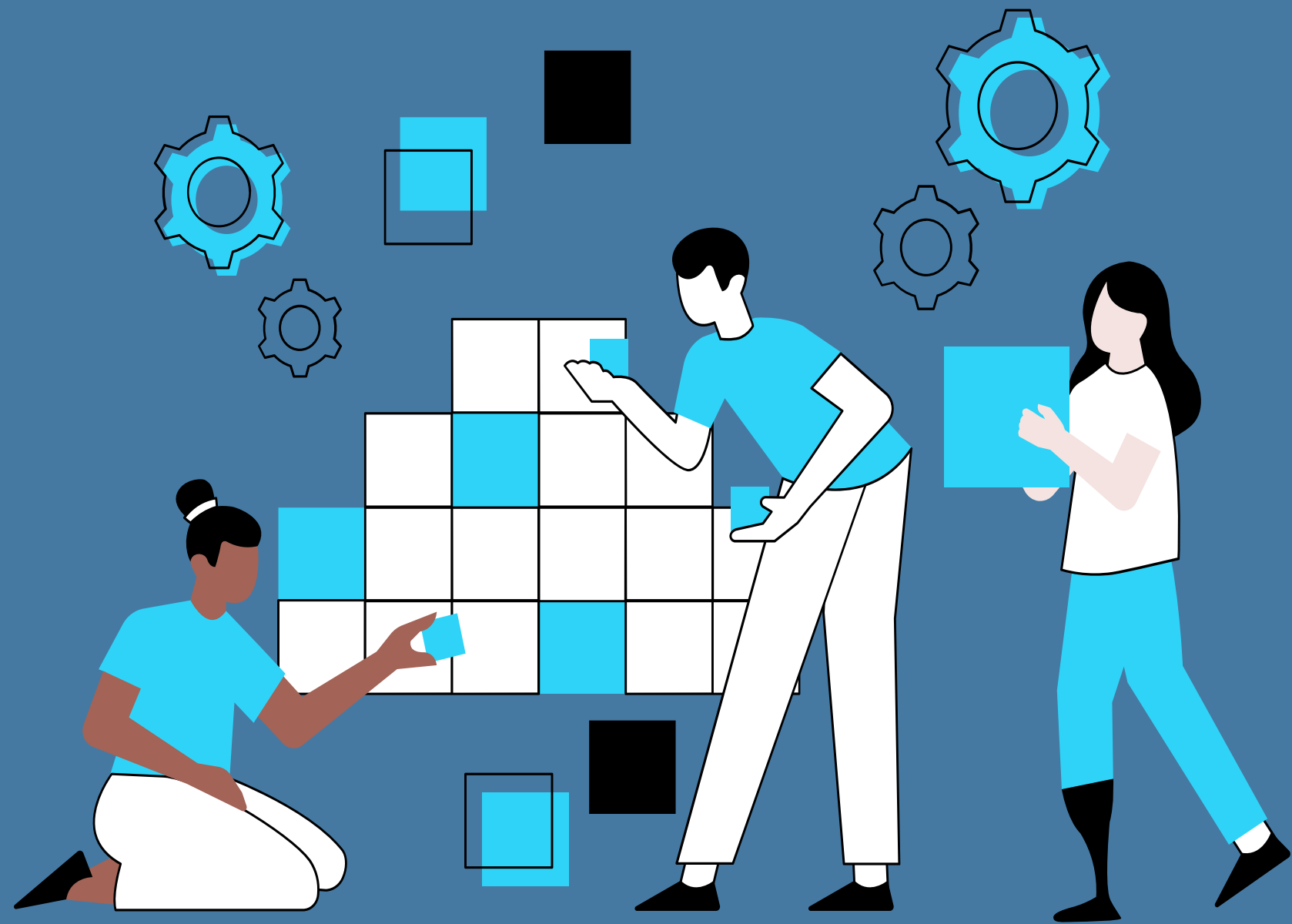
Extracted from Sandoval-Díaz, J., Cuadra-Martínez, D., Orellana-Fonseca, C., & Sandoval-Obando, E. (2021). Community diagnosis in the face of climate disasters: A service-learning experience. *Otherness*, 16(1), 23-37.

<https://doi.org/10.17163/alt.v16n1.2021.02>





Subject: Community management in the face of a climate disaster in northern Chile in the psychology degree at the University of Atacama (UDA).

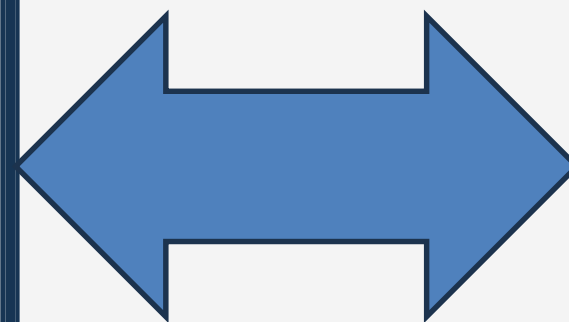


Context: An extreme hydrometeorological event, on March 25, 2015, caused torrential rains in 17 locations in Atacama, Chile. In Copiapó, the regional capital, the rains washed away a large amount of water.

There were 22 deaths, 28,000 victims, 2,000 homes destroyed and 5,000 with major damage, resulting in an economic impact of more than 46 million USD (Izquierdo et al., 2018).

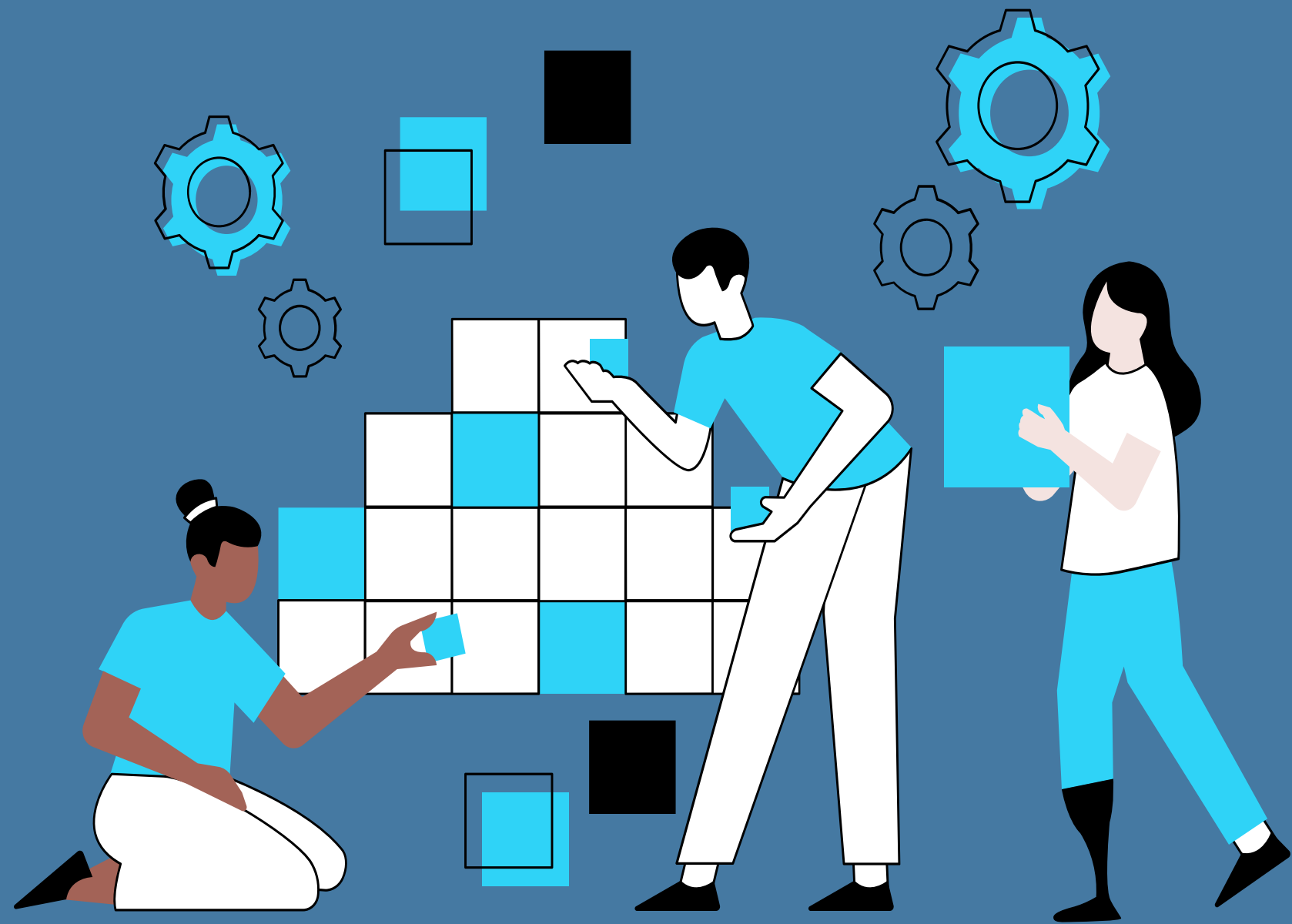
Psychosocial Impact

- Older adults.
- People with disabilities/chronic.
- Illness.
- Women.
- Persons with low economic income and without higher education.



Physical Impact

- The average height of impact was 45 cm.
- Identifying four sectors of the city in which the flood exceeded one meter of water.
- One of them being the town of Paipote, ground zero of the disaster.



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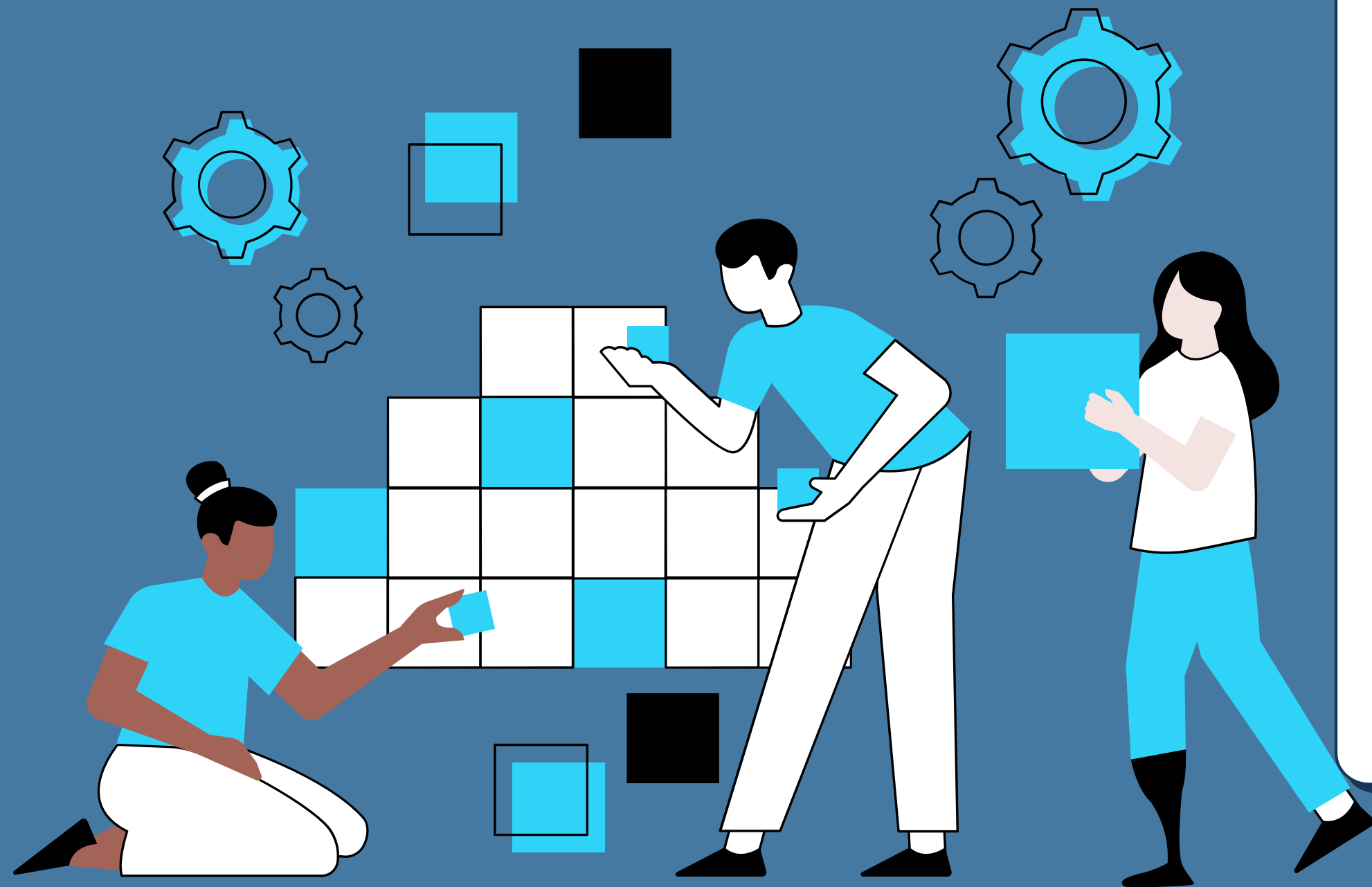
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Aereal diagramo f the case study



Source: Astudillo-Pizarro and Sandoval-Díaz (2019, p. 315), in Sandoval-Díaz et al., J. (2021).

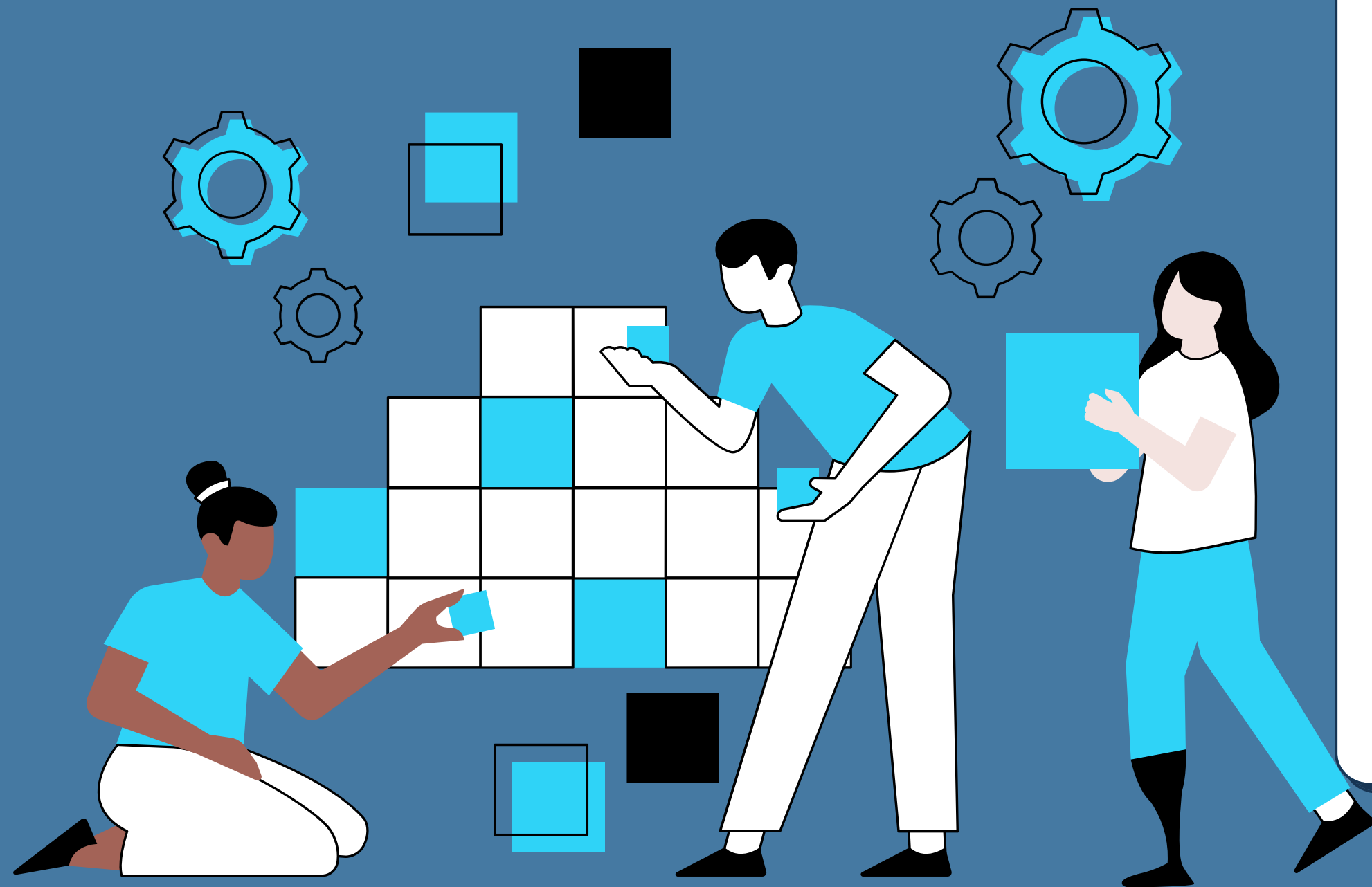
Context of SL



Local leaders are trying to organize to accelerate the slow reconstruction of their neighborhoods devastated by the disaster, as well as request support from both government and civil society actors, as was the case of the Psychology Department of the University of Atacama.

A group of teachers designed a training program in the diagnosis of psychosocial needs at the community level.

Program objectives

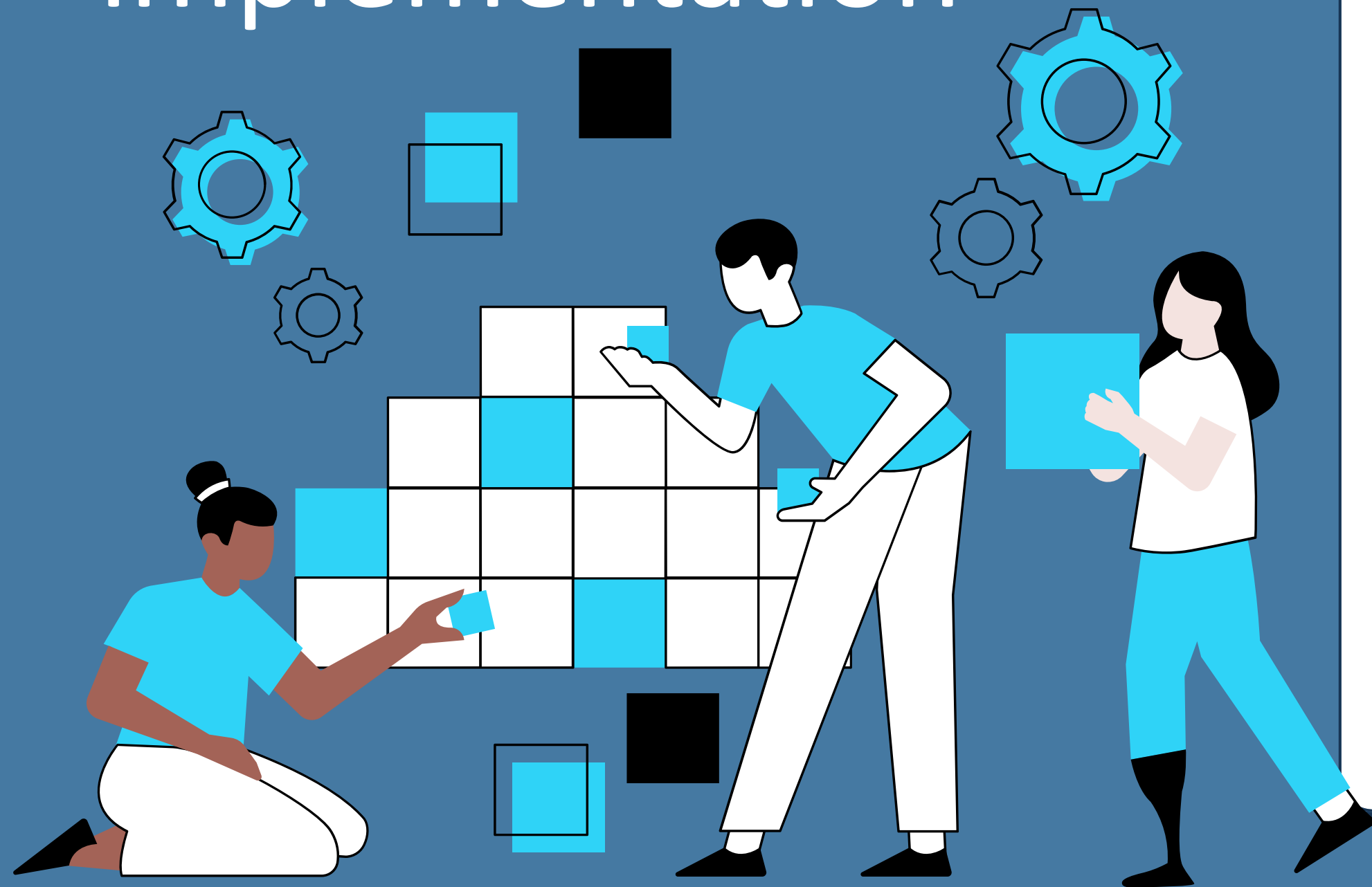


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Program implementation



It was he implementated since mid-July to the end of December 2016.

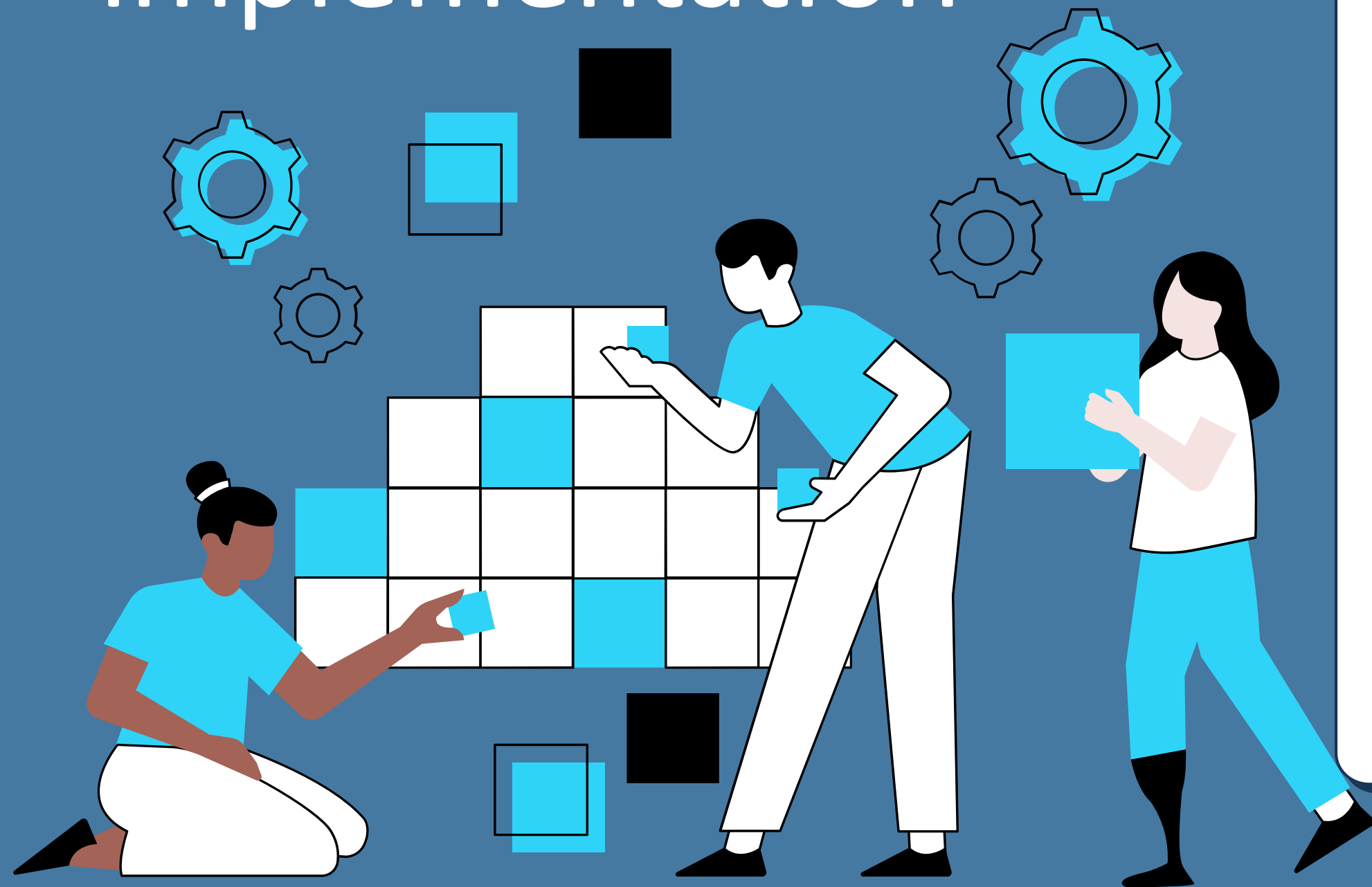
The integration workshop III had 34 students enrolled, from the eighth semester of psychology.

At the service level, prior to the beginning of the subject.

13 sessions.



Program implementation



The objective:

agreeing on the products, periodicity and procedures of the diagnosis, and knowing the local history and experience linked to the climate disaster, enabling a first territorial approach to the context and the problem to be addressed



Activity sessions implemented in the integration workshop III

Activity sessions implemented in the integration workshop III

Date	Activity	Type of activity	Short description
15/07 24/07	Prior coordination meetings with the community	Field practice	Meetings of the academic body with neighborhood leaders to define objectives and procedures
06/08	Participatory action research design	Theoretical	Presentation in the classroom of design, synthesizing its theoretical, practical and procedural components.
30/08	First induction to the field	Field practice	At the group level, a walking tour of the town was carried out, using a field diary to record first impressions.
13/09	Guided observation: drift	Field practice	Application of a participant observation technique guided by the neighborhood directors themselves.
30/09	First day local disaster risk management	Conversational seminar	Carried out with different local experts on the topic of disaster risk management, in which both neighborhood leaders and students participated.

Date	Activity	Type of activity	Short description
04/10	Diagnosis of observed needs: static and dynamic	Theoretical	Classroom presentation of the diagnosis of psychosocial needs, synthesizing its theoretical-practical components.
11/10	Desing of a quantitative scale	Theoretical-applied	In the classroom, the students designed closed questions with options i) dichotomous, ii) polytomic and iii) Likert scale; This is in accordance with the qualitative impressions collected in the field.
25/10	Application of quantitative scales	Field practice	Field application of psychometric scales and closed questions (agreed upon and selected in the previous class), this via probabilistic sampling of homes per block.
08/11	Participatory strategies: ecomap and social cartography	Theoretical	Introductory presentation of participatory techniques synthesizing their advantages and theoretical-practical limitations.
29/11	Needs diagnosis systematization matrix	Theoretical-applied	Theoretical presentation of the matrix of community capacities and vulnerabilities (MCV).

Date	Activity	Type of activity	Short description
06/12	Presentation of group progress	Theoretical-expository	Group presentation of the MCV matrix progress, which was given feedback by teachers and pairs of students.
13/12	Delivery of final synthesis report	Theoretical	With the feedback provided, the working groups had to prepare a final report.
10/08 21/12	Recreational activities: i) celebration of children's day an ii) support for community Christmas celebrations	Recreational activities	Carrying out and supporting two recreational activities with the academic body, students and community.

Description of the techniques taught and applied by students for diagnosis

Context of use	Technique	Objective	Justification
Practical terrain	Narrative interview	Know the local history, such as the background and characteristics of the disaster.	First face-to-face approach with the community from a situated perspective.
Practical classroom application	The drift (Pellicer et al., 2013)	Explore the meanings and spatial meanings of the disaster experience.	Guided observation technique that territorialized the emerging narratives of the interview, this through a tour of the risk exposure area.
Practical classroom application	Participatory social cartography (Vélez et al., 2012)	Produce a map, at a neighborhood scale, of potential threats, vulnerabilities and security spaces in the face of climate risks.	Dialogical technique that graphs the use and appropriation of space, in which exposed-susceptible and risk-safe places are drawn.
Practical terrain	Ecomap (Fernández et al., 2012)	Produce a relational map of social actors identifying the degree of perceived closeness or distance.	Ecological technique that graphs the relationships of closeness, distance and absence between the community and public/private institutions throughout the disaster cycle.
Practical terrain	Sampling and application of impact scales (Sandoval-Díaz & Cuadrado-Martínez, 2020).	Apply sampling and quantitative data collection skills.	The students applied a booklet of psychosocial scales after training. They subsequently analyzed the results in a general way via descriptive statistics.
Classroom systematization	Matrix of capabilities and vulnerabilities	Systematize the information obtained, using an MVC matrix.	At the group level, the students had to systematize the information obtained to develop a community diagnosis for the areas a) physical-material, b) organizational and c) motivational.

Thank you for your attention!

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ACTIVITY

We suggest that you tell us about your experience of applying some of the tools seen in a SL Project in which you have participated.

