



HECSOs
community engagement



TOOLKIT n°7
Community Engagement
Competence Framework



Erasmus+

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1 - Tasks for *Community Engagement* to boost *Social Innovation*

A *Community Engagement* process needs to deploy community assets, resources and strengths, whereas resources include skills, abilities, interests, experiences and social networks of relationships. Based on the analysis of the cases in the HECOSOs Project, the following three phases have been identified, which require corresponding sets of skills and competences considered essential for the due delivery of corresponding tasks. In the frame of this analysis, we envision the role of the **Community Engagement Manager** who is responsible for managing and implementing strategies that mobilize people to give, volunteer and advocate. By reflecting on the tasks clustered in each one of the following phases, we could identify the necessary skills and competences to ensure sufficient progress in each phase.

Design: This phase aims at a *deep understanding* of the needs, concerns and expectations that have to be addressed. In this respect, surveys and structured qualitative interviews need to be supported with research approaches that are able to unveil the deepest, and often not verbalized, needs. Then, active listening capabilities and ethnographic research knowhow prove relevant, coupled with techniques such as participant observation, diaries, photovoice, participatory research. The capacity to network with the relevant stakeholders, where creativity and strategic thinking prove essential, in order to comprise creative partnerships, while communication skills prove important to engage stakeholders from the beginning. Competencies to foster social innovation, deploy design thinking and systemic design, together with intercultural communication as well as fundraising, are those which *CE Managers* should acquire in tackling social and economic issues from the beginning.

Implementation: This phase requires management - self-management - and documentation skills as well as budgeting, fund raising and social media management. Moderation and conflict management are also needed to be able to address and tackle critical issues within the community and protect its members. This also asks for empathy and member support, in other words being able to promote productive behaviors, motivating and rewarding active members, and promoting community advocacy. Finally good communication skills are required in all stages but especially in the implementation one.

Sustainability: once the community becomes solid – self-sustained -, scalability better than replication should be considered as a priority. Community managers need to be able to evaluate the impact of the project in terms of forward-thinking and vision of the future, on one hand, while understanding how to ensure sustainability, including business modelling, on the other. That is, once the community becomes self-sustained, it is necessary to understand which strategy to pursue looking ahead, whether to grow in size, becoming attractive to larger audiences, or to replicate the “structure” in another context (eg. geographical area) thus keeping the size of the community.

Community engagement proves to be complex and labor-intensive, asking for dedicated resources such as time, funding and people with the necessary skills. Citizens and leaders in communities in many parts of the world are struggling to make the right choices for the communities and those issues they address. By considering that communities are not “ex-ante” positive forces, building and implementing effective strategies requires a solid grounding on the best tools, techniques and information available. And the precedent needs analysis serves the scope of guiding our approach to identify those tasks relating to the cluster (“family”) of jobs which would be considered as critical to the setting up and the implementation of rewarding *Community Engagement* initiatives.

A review of the vacancy announcements and of the adopted job profiles, by those organizations which are active within the specific agenda of community engagement, can prove helpful by offering an insightful understanding of the demand of skills and working practice in the field – see for example at <https://uk.indeed.com/?from=gnav-jobsearch--indeedmobile> . Based on such a survey, we would expect that the *Community Engagement Manager* will be asked to lead and manage all development efforts and implement an often time specific development plan. She/he would be responsible for donor cultivation, grant management and the planning and coordination of all special fundraising and member/donor events. The *CE Manager* is often also assigned with leading the development team of supporting staff and be a member of the leadership team of the organization.

The *CE Manager* often works with the general public to rally volunteer support for social awareness and nonprofit initiatives, with job duties including the design and launching public engagement initiatives, overseeing program finance and mobilizing teams of volunteers to support social activities. While the qualifications required often include a bachelor's degree in nonprofit management, public administration, political science or a related field. While, the availability of communication skills as well as leadership experience are considered important.

While considering the above-mentioned job vacancies and corresponding tasks, we have run a parallel review of the well-known and widely adopted catalogues of occupations, namely the *O*Net database* (of standardized descriptions of occupations) of the U.S. Department of Labour and the *ESCO Classification* (configured by the EC services and an extended network of European experts), which is including the consolidated descriptions of the ISCO-based occupations through a federated reflection of the European stakeholders (labour and organization experts, regulatory bodies and social partners, etc.), with our review focusing on those “occupation profiles” encompassing similar tasks. We thus aim at pointing to the similarities between the ISCO-based and the O*Net descriptions of occupations (see at <https://www.onetonline.org/>), and through this relating to the corresponding skills and competences. We start with the occupation of the “*Social Pedagogues*,” grouped under the *occupation family* of the “social work & counselling professionals”, being a sub-category of the “social & religious professionals”, according to the ESCO Classification (<https://esco.ec.europa.eu/>) and we identify sets of tasks which could assimilate the job content of the *CE Manager*. In this case, the *social pedagogue* provides care, support and education to children and young persons with different backgrounds or capabilities.

They develop educational processes for young persons to be in charge of their own experiences, using a multi-disciplinary approach to the learning experience. *Social pedagogues* contribute to the individuals' learning, welfare and societal inclusion and they put an emphasis on building self-reliance.

Similarly, “*Life Coaches*”, grouped under the *occupation family* of “social work associate professionals”, a subcategory of the “legal, social and religious associate professionals”, help clients – see potential community members - set clear objectives for their personal development and help them achieve their goals and personal vision. They provide counselling and guidance and establish progress reports in order to keep track of their clients' achievements.

While, the “*Adult Community Care Worker*”, as a “social care worker” belonging to the *occupation family* of the “social work associate professionals”, again a subcategory of the “legal, social and religious associate professionals”, perform assessment and care management of communities of adults, who live with physical impairments or convalescing states. They aim to improve their life in the community and enable them to live safely and independently at their own home.

Further on, the “*Social Work Assistants*”, belonging to the same *occupation family*, are practice-based professionals who promote social change and development, social cohesion and the empowerment of people. Social work assistants assist guiding staff, helping clients to use services to claim benefits, access community resources, find jobs and training, obtain legal advice or deal with other local authority departments. They assist and work together with social workers.

And last but not least, “*Volunteer Mentors*”, belonging to the afore-mentioned “*occupation family tree*” (as with the ESCO Classification), guide volunteers through the integration process, introducing them to the host culture and supporting them in responding to administrative, technical and practical needs of the community. They support volunteers' learning and personal development process connected to their volunteering experience.

Finally, from the harvested cluster of those ISCO-based occupations, being prescribed in the ESCO Classification, which are encompassing tasks relevant to the job content of the *CE Manager*, we have also identified - in terms of the tasks prescribed - the profile of the "*Research and Development Manager*," belonging to the occupation family of the "sales, marketing and development managers" of the broader group of "administrative and commercial managers" (at the hierarchical level 1 group of the "Managers"). According to the analysis of the field cases, the job (role) of the *CE Manager* seems to carry a number of similarities in terms of the work and corresponding tasks to be carried out by the *R&D Manager*, who plans, directs and coordinates the research and development activities of an organization and who, more specifically, delivers upon tasks – or "duties" - like

- (a) planning the (action) research and development programme of an enterprise or organization – or a community -, specifying goals and budgetary requirements;
- (b) leading and managing the action research activities of the community (team) members;
- (c) establishing and managing budgets, controlling expenditure and ensuring the efficient use of resources;
- (d) establishing and directing operational and administrative procedures;
- (e) representing the community at conventions, seminars and conferences.

In the same line of approach, when trying to identify those fit-to-purpose tasks by relating to already prescribed job profiles, rather relevant seems to be the profile of the "*Social & Community Service Manager*", according to the O*Net Classification, which comprises the following tasks (duties):

- Establishes and oversees administrative procedures to meet objectives set by boards of directors or senior management;
- directs activities of professional and technical staff members and volunteers;
- evaluates the work of staff and volunteers to ensure that programs are of appropriate quality and that resources are used effectively;
- participates in the determination of organizational policies regarding such issues as participant eligibility, program requirements and program benefits;
- prepares and maintains records and reports, such as budgets, personnel records or training manuals;
- provides direct service and support to individuals or clients, such as handling a referral for child advocacy issues, conducting a needs evaluation or resolving complaints;
- establishes and maintains relationships with other agencies and organizations in the community to meet community needs and to ensure that services are not duplicated;
- recruits, interviews and hires or signs up volunteers and staff;
- conducts research and analysis of members' or the community needs to determine program directions and goals;
- implements and evaluates staff, volunteer or community training programs;
- acts as consultant to agency staff and other community programs regarding the interpretation of program-related federal, state and county regulations and policies;
- speaks to community groups to explain and interpret agency purposes, programs and policies;
- analyzes proposed legislation, regulations or rule changes, to determine how agency services could be impacted;
- plans and administers budgets for programs, equipment, and support services;
- represents organizations in relations with governmental and media institutions; and
- directs fundraising activities and the preparation of public relations materials.



2 - Engaging *Communities in Action* *Learning & Social Innovation*

In this part of the present document and based on the range of tasks identified earlier, through the reference to a set of occupations which show a number of similarities to the emerging role of the *CE Manager* (according to the phases of *Community Engagement* initiatives/projects as in the analysis in PRI), we are now fostering clusters of corresponding competences and skills. We aim at reaching a contextualized framework of competencies, the development of which could prove sufficient to ensure due delivery of the afore-mentioned range (variety) of tasks of the *CE Manager*.

Labour market evidence (see at <https://www.onetonline.org/link/summary/11-9151.00>) shows that minimum qualifications often required for the *CE Manager* include a Bachelor' s degree in human services, social work, non-profit management or communications and the ability to communicate with members of the community in which the manager works. And that the necessary skills to deliver upon this role could be acquired by working as an outreach specialist or in another entry-level position and by gaining experience through completing an internship or working as a volunteer for a nonprofit organization. The corresponding capabilities would prove necessary to deliver across a set of *essential Job Functions* – see also the “*set of functional competences*” in following part 4.5 -, such as:

- Participating to meetings with individuals, community organizations, professional groups, neighborhood groups, worship places, corporations and other groups to promote an understanding of community needs;
- mobilizing the community to respond to events and issues affecting vulnerable groups and community welfare;
- meeting with community leaders to understand community issues and needs;
- keeping informed on community information, demographic characteristics, growth patterns, projected municipal and community plans and other information affecting vulnerable groups and people in need, by participation in meetings or by correspondence; and
- serving as a member of task forces involving county, state, private and nonprofit agencies engaged in responding to community needs and their priorities in social innovation and action learning development, health and human services;
- assisting in planning and development of new community programs and in the expansion of existing program based on community priorities;
- holding listening sessions and providing support for youth involvement forums; and
- preparing reports of findings, conclusions and recommendations.

For the purpose of our analysis and for the identification of those skills and competences, required to deliver upon the role (tasks) of the *CE Manager*, we hereby present the relevant codified set of **Skills** and the (domains of academic) **Knowledge** according to the *O*Net database*, in order to enhance further our research approach to the set of required qualifications to deliver sufficiently upon the tasks aiming at *Community Engagement* through **Action Learning** and **Social Innovation**.

- ✓ *Service Orientation* — Actively looking for ways to help people.
- ✓ *Social Perceptiveness* — Being aware of others' reactions and understanding why they react as they do.
- ✓ *Active Learning* — Understanding the implications of new information for both current and future problem-solving and decision-making.
- ✓ *Active Listening* — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- ✓ *Complex Problem Solving* — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- ✓ *Coordination* — Adjusting actions in relation to others' actions.
- ✓ *Critical Thinking* — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- ✓ *Judgment and Decision Making* — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- ✓ *Management of Personnel Resources* — Motivating, developing, and directing people as they work, identifying the best people for the job.
- ✓ *Monitoring* — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- ✓ *Time Management* — Managing one's own time and the time of others.
- ✓ *Reading Comprehension* — Understanding written sentences and paragraphs in work-related documents.
- ✓ *Speaking* — Talking to others to convey information effectively.
- ✓ *Systems Analysis* — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.
- ✓ *Systems Evaluation* — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
- ✓ *Writing* — Communicating effectively in writing as appropriate for the needs of the audience.
- ✓ *Learning Strategies* — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- ✓ *Instructing* — Teaching others how to do something.
- ✓ *Negotiation* — Bringing others together and trying to reconcile differences.
- ✓ *Persuasion* — Persuading others to change their minds or behavior.

While, the required - for he job/role - set of **(domains of academic) Knowledge** comprises the following:

- *Customer and Personal Service* — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- *Administration and Management* — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- *English Language* — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- *Psychology* — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- *Education and Training* — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- *Personnel and Human Resources* — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- *Therapy and Counseling* — Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
- *Administrative* — Knowledge of administrative and office procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and workplace terminology.
- *Public Safety and Security* — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.
- *Sociology and Anthropology* — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures, and their history and origins.
- *Mathematics* — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
- *Computers and Electronics* — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.
- *Law and Government* — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.
- *Communications & Media* — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

In order to build a *high-performing community that is engaged into Action Learning and capable to contribute to the delivery of solutions meeting the needs at the local level, by deploying and enhancing Social Innovation, the CE Manager should have - at a significant competency level - the following competences or clusters of skills and knowledge*. For the purpose of our analysis and the approach we are adopting, these skills and knowhow are also grouped in competence areas, from (I) to (VI), in order to facilitate the matrix (table) of *competency levels*, which we are presenting in the following parts of the present document.

- **Organizational and project management competence:** especially in these days, when the community has various discussions and data collection activities through a number of channels, social media, etc., it is necessary for the *CE Manager* to derive value out of an insightful engagement of the various members of the community, the staff and the members of the team and the other stakeholders; organizational and project management skills bringing together all of the moving parts proves essential to deliver upon the role - grouped in competence area (I).
- **Ability to navigate Community Management tools:** lastly, a cluster of essential skills that a *CE Manager* should possess is the ability to navigate and leverage a community management “platform software”, for better and smarter insights’ collection, ensured by those *CE Managers* that are well versed with such tools and can use them for better insights; by having a hold on such software applications provides a compelling platform for relevant data collection as well as the ability to listen to the voice of the “customers”, the community members - grouped in competence area (I) as well.
- **Interpersonal skills:** deriving insights from community members seems not to be a very straightforward activity, while understanding “user personas” and uncovering feelings and thoughts require a little more guile than everyday communication; that is why strong interpersonal skills enhance the engagement levels in the community and show the audience that their opinions do matter - grouped in competence area (II).
- **Adaptability:** for efficient community engagement management, the manager needs to be adaptable to deal with any situations that may arise; while in a number of cases the mission and relevant work is carried out in conjunction with many members, there are a lot of things that can change overnight or even “go south”, and being able to deal with such situations makes the *CE Manager*, a valuable resource - grouped in competence area (II) as well.

- **Market research skills:** especially in these days, when the community web platforms need to correspond to a number of market research principles, a good hold by the *CE Manager* on the understanding of the basics of market research is necessary; knowing what types of studies and questions elicit what kinds of responses sometimes proves essential and in some cases, collecting text data along with rich media is critical to the scope of the initiative and the *CE Manager* must know which research method to deploy to get the most insights - grouped in competence area (III).
- **Analytical ability:** insightful communities tend to use both research methods, qualitative and quantitative in order to get reliable feedback, ideas and thoughts from the community; having analytical skills can help the *CE Manager* uncover underlying thoughts from the interactions within the community - grouped in competence area (III) as well.
- **Domain knowledge:** in order to get the most relevant information from a research topic means that the *CE Manager* must drive the conversations towards the most pertinent insights; in order to make the broader objectives meet the community member feedback warrants a strong domain knowledge and knowing what is required and what is missing, to get the best ideas, is an essential trait for an active *CE Manager* - grouped in competence area (IV).
- **Advanced communication skills:** considered to be a non-negotiable competence for a *CE Manager*, ensuring her/his capacity to understand and guide constructive conversations; a healthy community needs spurts of ideas and innovative engagement activities and the ability of the *CE Manager* to align broader social objectives to those of the audience in the community - grouped in competence area (V).
- **Engagement skills:** especially with the online communities it proves very healthy when there are multiple ways to contribute and deliver, such as surveys, polls, questionnaires, qualitative discussions, focus groups, etc.; in such a scenario, the *CE Manager* needs to know what works for everyone, including what would keep the members highly engaged, including an understanding of rewarding schemes, with cash and/or gamified rewards, in order to get the most out of the community - grouped in competence area (V) as well.
- **Strong appreciation to the Mission/Scope:** lastly, when the *CE Manager* becomes strongly affiliated to the mission of the initiative, there is more of a zeal to collect valuable and actionable insights; and, more importantly, this person acts as the “face of the initiative” and members love communicating with such a person, while this gives community members the impression that their voice is heard and hence provide suggestions, recommendations and feedback - grouped in competence area (VI).

At this point we need to once again reflect on our working background, encompassing the needs of the project' s primary target group - the end beneficiaries. Which are those people working at the community level, offering their work within a range of organizations, also including university students and even faculty members, who are getting involved in civic participation. In order to enhance these people' s capacity to facilitate the meeting of the kinds of community needs, which focus on offering support to those in need to acquire core and transferable skills, ensure better welfare services in the communities, help with their life transitions (eg. returning to education and training and preparing for finding a job), help to surface and work with hidden and latent skills and talents, support to acquire digital and media competences and to build confidence and self-esteem, while helping those vulnerable people become aware of difference and diversity.

Complexity is amplified by the actions of key agencies, whereas potential community workers and other community managers and professionals have targets to meet and, at the same time, face the lack the resources to put extra effort into encouraging a more diverse range of participation. They, therefore, often make the rational decision not to invest time and resources in less reliable efforts to support those people with the "harder-to-reach" backgrounds and communities (Dean, 2016). What is therefore needed is:

- A new genre of social inclusion measures for addressing the increased marginalization risks of the vulnerable people in the communities, measures that prove more embedded in the community, thus showing increased sustainability by enhancing at the same time the social capital of the disadvantaged communities, and also measures which are identified by
- new types of competences for those working at the community level with the peoples on the margins, making them re-engaged, through
- ways that mainly help through learning these people acquire skills to make a positive contribution to their own communities ("*Learning Communities*").

Such an approach may facilitate a rather ambitious, long-term impact of a project like the "HECSOs", beyond its funding life, by providing an intervention model for the community stakeholders, based on the emerging role of the *CE Manager*, together with support to adapt it to their needs, so as to improve the quality and effectiveness of community work in the European Union space. This is the context for the evolution of such a new role (job), which will help mitigating the problem, by enabling those professionals working at the community level, especially in deprived communities and with the hard-to-reach people, in order to "step into their shoes", by understanding their needs, providing a credible and trusted source of support, in order to help them to re-engage themselves, especially with action learning and realise their potential, thus playing an active role in improving their communities. This is the role of the *CE Manager*, being considered as a "mediator to community engagement", who aims at structuring a "learning bridge" between mainly those people on the margins and their realities. The *CE Manager* could be a community worker, who comes from the community and is trusted by his or her marginalized peer group.

In other words, the *CE Managers* come to catalyze relationships between disconnected vulnerable people and their communities, and those organizations and agencies that are active as inclusion entities at the community level. They act as a bridge between hard-to-reach people and the inclusion services. The ultimate task of the *CE Manager* is the one of persuading marginalized people that they can contribute to helping themselves and their communities, by joining fulfilling action learning experiences, taking an active role in their community's social, cultural and civic life. In this respect, it is necessary to define a framework of competences, which will outline the profile of those individuals, who can successfully perform accordingly. And last but not least, in order for the *CE Managers* to operate effectively, they need to engage with other key actors who have the vision, motivation and competences to deliver joined-up social innovation and inclusive outcomes.

As with all similar innovation facilitating projects, the *HECSOs Project* is being based upon a "*theory of change*," which may sometimes be implicit and not formally articulated. The *theory of change* tells the "*project story*", starting with the "*presenting problem*" to be addressed, through to the "*change it aims at*," providing a solution to that problem, at the end of the project and beyond, ie. the project's "*expected impacts*." The following are connecting the "*presenting problem*" and the "*expected impacts*."

- *Activities*, corresponding to actions carried out in the frame of the project, that lead to *Outputs*;
- *Outputs*, being the results that are produced by these activities, which in their turn lead to *Outcomes*; more specifically
- immediate *Outcomes*, ie. changes in awareness and knowledge, which lead to
- intermediate *Outcomes*, which are changes in behaviour and structures.

A (very simplified) *Theory of Change* for the project is presented in the *Figure* below. The “*presenting problem*” which the present project addresses is:

Community engagement becomes necessary to address deprived living conditions, deteriorating welfare status and social disadvantages related to increased social inequalities often linked to lack of access to learning and other opportunities, to social resources and services (for example health and housing) and to cultural resources (including digital technologies), especially for those groups of vulnerable people. This situation inhibits social cohesion and hence reinforces significant reproduction of social inequalities.

The HECSOs Project’ s “*theory*” about the *causes of this problem* is:

The multi-dimensional nature of social exclusion means that factors like social class, gender, ethnicity and geography combine to heavily prescribe the choices and aspirations of people. Communities with high levels of deprivation cannot generate sufficient social capital to compete effectively in accessing life, including learning and other opportunities. In turn, inequalities are reproduced through everyday life and “*lived experience*”. The *lived experience* of these communities is that learning and other welfare services is part of an ecosystem that is separated from their “*lifeworld*”. In this context, another *key factor is the resistance (stuckness) of community (social) service providers towards change and innovation, which creates barriers to the adoption of novel solutions to support greater access and uptake of opportunities at large by disadvantaged and hard-to-reach people.*

The present Project’ s longer term *expected impacts* (the expected changes to the *presenting problem*) – see also in *Figure* below – are:

- increased innovation in community work and social service agencies (CSOs and tertiary education institutions);
- improved, cross-sectoral and joined up policy and practice design and implementation, with tertiary education institutions;
- increased access to and take up of learning and social capital opportunities and re-engagement by the hard-to-reach people; and eventually
- increased social capital in marginalised and disadvantaged communities and enhanced social mobility.



The HECSOs Project's *immediate outcomes* (changes in awareness & understanding) and its *intermediate outcomes* (changes in individual and institutional behaviours) are:

- greater awareness by the community stakeholders, community social services and other key actors about the relationship between community engagement and the fighting of social exclusion and deprivation;
- increased awareness by the above stakeholders of “what works for whom under what circumstances” in designing and implementing interventions to increase community engagement and access to and the take up of action learning and community engagement opportunities, and of the innovations needed to support greater access to and the uptake of these opportunities by hard-to-reach people;
- upgraded “*inclusion focused*” community engagement competences, guiding relevant policy-making and practice deployment by the stakeholders;
- with the capacity building of the community services and the Tertiary Education institutions, introducing organizational changes as well as training programs in order to support greater access and the uptake of on-the-job training experiences by those interested in community engagement,
- aiming at the upgrading of those community workers’ competences, by identifying the *hybrid role* of the *CE Manager*, who is capable to deliver a *core set of critical tasks*, having acquired a *core set of skills and knowledge*.



As the figure, the challenge in this case is to move from one step to the other in a joint way, by adopting an action research paradigm, starting with “*presenting the problem*” (the “*theory of the problem*”) and moving on with the activities (“*action*”) to the “*outputs*”, especially the *Competence Framework* for this hybrid role of the *CE Manager* and the *Courseware (Training Program) Development*, in order to serve the anticipated “*outcomes*” and eventually the “*expected impacts*.”

In order to further enhance the starting (“*presenting problem*”) phase and thus build a convincing “*story of change (innovation)*”, which we should aim at, it would prove useful to address a set of reflective questions, as those following.

- Are there *good examples* to point to, which could raise curiosity? And vis-à-vis, which skills of the *CE Managers* could we foster as effective ones?
- Which sort of *needs of these hard-to-reach (vulnerable) groups at the community level*, could be shed light upon, *being currently met in the community centres and the social services and learning agencies, by deploying effective Community Engagement practice*? Are there “*success stories*” we could come up with?
- While moving from the “*theory of the problem*” to the “*action*” (see in *Figure 1*), how can we present the *Community Engagement competence development pathways* in an attractive and eventually effective way for the preparation of the *CE Managers*?

In this way, while coming up with the “*story*” of the HECOs Project and running the phase of understanding the “*problem*” towards the “*action*” step, we have to ensure that all involved stakeholders, both the “*intermediate*” potential users of the project’s outcomes, the civil society organizations (CSOs), the tertiary education institutions and the community workers and the “*end users*”, ie. the communities at local level and especially the hard-to-reach people, especially in deprived localities (beneficiaries), jointly develop such a common understanding of the challenge ahead. This is why and where the *Design Thinking* approach could serve our methodological work in the *HECOs Project*, as a promising means for deploying a *participatory action research* practice in this stepwise move towards reaching the targeted outputs. Design thinking is a non-linear, iterative process that project teams use in order to understand the “*users*”, both the community and civil society workers and the community members, especially in those communities with increased participation of vulnerable groups.

Through such a stepwise approach, challenging the prevailing assumptions as it regards the specific tasks and the corresponding competences of the CSOs’ workers and the community service providers as well as challenging the existing practice, in the fields of social services and of community engagement, and further *redefining whichever problems and creating innovative solutions (outputs)*, we could come up with prototyping and testing (validating). Thus, reaching the anticipated *outcomes and expected impacts*, first by the adoption of contextualized *competence frameworks* and then by developing corresponding courses – as presented in the following parts.

3 - Building a *Competence Framework Model*

The concept of “*Competence*” was originally developed in the field of psychology, in order to refer to the individuals’ ability to respond to certain demands placed on them by their environment. In vocational training and in education at large competencies are being used as the identifiers for measuring learning achievements – learning objectives (outcomes) - and, consequently, for the design of appropriate learning activities and processes (curricula & syllabus), including the identification of appropriate learning materials and resources, that bare the potential to eliminate the gap identified, between competencies needed and those available.

Competence development can be approached as a “*life-cycle*”, which aims at the continuous enhancement and development of an individual’ s competencies. The main steps of this lifecycle can be identified as follows:

- (a) The building of a “**Competence Framework Model**”, through the identification of required activities and tasks and the relevant competences;
- (b) the assessment of existing competencies;
- (c) the gap analysis between existing competencies and the required competences for (the delivery of) a specific job or task; and
- (d) the building of competence development programs, preferably through a modular design approach, in order to minimize the identified gaps and to support the continuous performance monitoring and the assessment in order to confirm improvement.

4.1 The Role (Job) of the “Community Engagement Manager” & the Occupational Framework

Based on this lifecycle, we are outlining the desired profile of the role of the *CE Manager*, by identifying the corresponding knowledge, general and technical skills, abilities and experience, necessary to perform accordingly, to provide with community engagement action research activities and especially facilitate and offer those opportunities for the social (re-)engagement of the hard-to-reach people in the communities, by performing “mediation” and engaging them through the action learning practice and social innovation.

In order to proceed with the identification of the *Competence Framework*, we have considered at first the good practice valorised with the IGUANA project, which deals with the *Emotional* and *Organizational Intelligence* as a holistic way of looking at, and the facilitation and mediation and engaging with the social environment. It sees emotional intelligence as a continuous process of self-awareness and self-development. To be more specific, *Emotional Intelligence* consists in

- *intra-personal competences* - helping individuals to assess their emotional intelligence;
- *inter-personal competences* - helping individuals to apply their intra-personal competences to develop a positive relationship with the external world and with other people;
- *adaptability* - helping an individual to respond effectively to changing situations; and
- *affective competences* - helping individuals assess their mood and how they manage their mood in relation to behaviours and relationships.

¹The words *competence* and *competency* (plural *competencies*) are sometimes interchangeably used to refer to the same term describing capacity, ability of performing an activity (delivering a task), with the *competence* more often referring to the measure of the sufficiency of such a performance while the *competency* to the performance per se.

²“Competence Models in Technology-enhanced Competence-based Learning”, Demetrios Sampson

³, Demetrios Fytros

⁴<https://www.usability.gov/how-to-and-tools/methods/personas.html>

⁵<http://www.iguana-project.eu/emotional-intelligence-self-assessment-tool-areas>

While at the same time the *Organization Intelligence*, which is considered to serve as the proxy of the *Organizational Innovation Capacity*, for engaging people at the community level and for overcoming stuckness in community centres, CSOs and tertiary education institutions, comprises the following:

- *(Positive) Holding environment*, as the “space” in which a combination of factors working together to allow people to feel confident and operate effectively in their designated roles;
- *Groupishness*, the state when people getting together in a group, are becoming capable of acting outside their “normal” patterns of behaviour;
- *Organizational well-being*, expressed in how people behave, especially when they are working in teams, or as part of a wider system;
- *Systems orientation*, placing the organization within this broader context, seeing it as part of a map or many different maps, and recognizing that “journeys” and “explorations” are essential to fulfilling its purpose, to its survival and progression;
- *Normalization*, being about how the CSO, the tertiary education institute and the community centre or the community itself imposes rules; and its capacity for thinking outside the box;
- *Evaluation*, being used to help organizations to learn how to do things better, thus constituting a very powerful tool to support change and innovation; and the
- *Learning Organization*, which cultivates a community where individual and collective learning is encouraged and sustained, by promoting the kind of culture that enables and even accelerates knowledge and skills development, with members committed and capable of continuously transforming themselves.

The analysis of both the *Emotional* and the *Organizational Intelligence* dimensions of the *Occupational Framework* of the *CE Manager* enhances the contextualization capacity of the “tool”, in order to support the competence development of the staff in CSOs and of other individuals working within the community, under varying conditions. And eventually the Competence Framework could provide solutions with the capacity building of those stakeholders and of other bodies active in the field of community engagement.

In our analysis we have also considered the mature occupation profile of the *Social & Community Service Manager* (“SCSM”), related to a sub-set of the O*Net Skills typology, those skills necessary to sufficiently deliver on the job, which can be grouped into six “Competence Areas”, as follows:

- I. **Adaptability Competence** (encompassing “Adaptability” and “Inter-personal Skills”),
 - II. **Management & Coordination Competence** (encompassing “Ability to navigate Community Mngmnt Tools” and “Organization & Project Management”),
 - III. **Analysis & Insight Competence** (encompassing “Market Research skills” and “Analytical ability”),
 - IV. **Learning Competence** (encompassing “Domain Knowledge”),
 - V. **Guidance and Leadership** (encompassing “Advanced Communication skills” and “Community Engagement” - networking and advocating),
 - VI. **Alignment to the Scope-Mission** (encompassing “Strong appreciation to the Scope-Mission”)
-

The afore-mentioned sets of competences, including the emotional and organization intelligence ones, have been deployed in an integrated way, in order to define a *flexible and evolutionary Competence Framework Model*, which could be occasionally customised becoming “fit-to-purpose”, thus *meeting varying needs of the HECSOs Project’s target groups, either being the staff of the CSOs and the community service centres or the faculty members of tertiary education institutions*, who should become capable to contribute to the transformative process of community engagement, bridging especially the hard-to-reach people within their community environments, through the development of their action learning competences, in order to become creative agents of change and social innovation.

Further on, in order to take into consideration the digital transition of the job contents across the board, we are also aligning the afore-mentioned competence areas to the “DigiComp 2.0” Competency Areas, as in the Table I below.

Table I: Mapping Competence Areas of Social & Community Service Manager (“SCSM”) against the “DigiComp2.0” Competency Areas

DigiComp Competency Area	Information and data literacy	Communication and collaboration	Digital content creation	Safety	Problem Solving
SCSM Competence Areas					
Guidance and Leadership	✘	✘	✘	✘	✘
Learning Competence	✘	✘	✘	✘	✘
Analysis and Insight Competence	✘	✘	✘	✘	✘
Alignment to the Scope-Mission	✘	✘	✘		
Management & Coordination Competence	✘	✘	✘		
Adaptability	✘	✘			

In Table (I) above, the *Competence Areas, with the clusters of the skills* of the *Social and Community Service Manager* (according to the O*Net Classification) are presented in the left column, with increasing levels of seniority for the job, from the bottom to the top. And with the thick horizontal line separating the competences below considered to be required as the minimum capacity level to perform in this role. Additionally, the more demanding the job-specific Competence Area is considered – from the “Adaptability” to the “Guidance and Leadership” –, the more significant proves the acquisition of the higher-level digital competences – when moving from the left (“Information & Data Literacy”) to the right (“Problem Solving”).

Table (I) provides with guidance regarding the requirements for the up-skilling of those involved in community engagement work in order to sufficiently perform upon the tasks of the *CE Manager*. While, it also offers a consistent approximation framework to work upon competence benchmarks for building corresponding programs to facilitate the upgrading of skills for the members of the CSOs and of the community service centres as well as the staff of the tertiary education institutions. In this respect, the driving challenges for the effective, wide adoption of the community engagement paradigm, as the means to address community priorities and sustain social cohesion through action learning and social innovation, lie from the one hand upon the capacity building of the civil society organizations and other community-based actors, jointly with the tertiary education institutions, and, from the other, upon the consistent adoption of effective continuous professional development practice.

In this context, it seems that the *HECSOs Project* is hereby providing with an insightful analysis of the working practice and it is contributing to the professionalization in the community engagement field by adopting an integrated approach, which is comprising a *Competence Framework Model* and the building of exemplar *Competence (professional) Development (training) Programs*. In the following part we are identifying the basis for the contextualized definition of those *Functional Competences which are considered relevant and sufficient in order to successfully perform the tasks (“duties”) of the CE Manager*.

4.2 Community Engagement Manager: *Functional Competences*

Based on this lifecycle, we are outlining the desired profile of the role of the *CE Manager*, by identifying the corresponding knowledge, general and technical skills, abilities and experience, necessary to perform accordingly, to provide with community engagement action research activities and especially facilitate and offer those opportunities for the social (re-)engagement of the hard-to-reach people in the communities, by performing “mediatio

The structure of the *Competence Framework of the CE Manager* is function-specific, with the perceived functions of the role/job hereby described and encompassing sets of competencies (skills) for corresponding sets of tasks:

1. ***Enhancing open access especially for marginalized people in institutions and settings, providing information for community issues, including lifeworld reflection analysis experiences***
 - a. *Service Orientation* — actively looking for ways to help people develop their capacities to reflect upon and get engaged
 - b. *Human Rights* – knowledge of principles and issues relevant to human rights and emphasis on those of marginalised groups
 - c. *Social Perceptiveness* — being aware of others' reactions and understanding why they react as they do within a given context
2. ***Building collaboratively with the community members their self-esteem and confidence***
 - a. *Active (Group) Listening* — giving full attention to what other people are saying and expect, taking time to understand the points being made, asking questions as appropriate and not interrupting at inappropriate times
 - b. *Networking* – being able to develop intra-group and inter-group networks with the local community and other local groups
 - c. *Group methods and dynamics* - group methods, techniques and dynamics, used in different settings and with various groups and individuals, especially concerning methods of coming up with social intervention tactics and working in community settings
3. ***Building resilience, such as the ability to deal with the ups and downs of life and other developmental and life changes***
 - a. *Social Perceptiveness* — being aware of others' reactions and understanding why they react as they do within a given context
 - b. *Judgment and Decision Making* — considering the relative costs and benefits of potential actions to choose the most appropriate one collaboratively with the community members
 - c. *Critical Thinking* — using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems and solve disorienting dilemmas
4. ***Supporting people - especially groups of hard-to-reach people - to make informed choices and decisions***
 - a. *Service Orientation* — actively looking for ways to help people develop their capacities to intervene
 - b. *Psychology* - knowledge of human behaviour and performance; individual differences in ability, personality, and interests; learning and motivation; research methods
 - c. *Judgment and Decision Making* — considering the relative costs and benefits of potential actions to choose the most appropriate one collaboratively with the group members
 - d. *Complex Problem Solving* — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions
5. ***Developing the personal and professional capacity of CSOs & Tertiary Education staff***
 - a. *Education and Training* - Knowledge of principles and various methods for the development of learning environment including the use of arts, music etc.
 - b. *Networking* – being able to develop intra group and intergroup networks with the local community and other local groups
 - c. *Service Orientation* — Actively looking for ways to help people develop their capacities to intervene
 - d. *Technological Skills* - familiarization with technology and basic knowledge

6 **Encouraging & developing the hard-to-reach people's personal and professional capacity through group processes and learning**

- a. *Group methods and dynamics* - group methods, techniques and dynamics used in different settings and with various groups and individuals, especially concerning methods of developing social intervention tactics and working in community settings
- b. *Education and Training* - knowledge of principles and various methods for configuring learning environments, including the use of arts, music etc.
- c. *Networking* – being able to develop intra group and intergroup networks with the local community and other local groups
- d. *Technological Skills* - Familiarization with technology and basic knowledge
- e. *Apply group learning strategies and methods* - employ various approaches, learning styles, and channels to develop group learning and intervention strategies

7 **Evaluating individual and group expectations and needs and developing activities and action learning programs that address these needs**

- a. *Active Group Listening* — giving full attention to what other people are saying and expect, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times
- b. *Group development* - being able to work with groups, understand roles and dynamics and develop collaborative relationships
- c. *Apply group-learning strategies and methods* - employ various approaches, learning styles, and channels to develop group learning and intervention strategies
- d. *Social intervention* – being able to design, develop and apply programme of social intervention according to the local context and the broader perspectives

We have thus structured a **Competence (Model) Framework** which is

- (i) identifying the *role of the CE Manager and the relevant (functional) competences*,
- (ii) providing a *set of relationships between the (core-functional) competences and other job-specific ones*, as being identified according to the legacy in the field (“SCSM”), being linked to activities and their (performance) competency levels, and eventually
- (iii) the *Competence Framework* is being accompanied by *corresponding performance benchmarks, anchored to competency levels using the digital communication and collaboration means (DigiComp2.0)* – often the prevailing communication and expression means of those hard-to-reach people in the communities.

In this framework as in *Table (II)* below we are also considering and *relating to the Emotional Intelligence capacity* of those interested in undertaking the *CE Manager's* role, being either already engaged community working professionals or staff and faculty members of Tertiary education institutions. We are also *relating to the Organizational Innovation capacity* of the CSOs and the other community service centres and the tertiary education institutions as well.

Table II: [HECSOs] COMPETENCE (MODEL) FRAMEWORK: Modular Schemes for CE Manager' s Competence building

CE Manager Competences "SCSM" Competence Areas	Enhancing open access especially for marginalized people in institutions and settings, providing information for community issues, ...	Building collaboratively with the community members their self-esteem and confidence	Building resilience, such as the ability to deal with the ups and downs of life and other developmental and life changes	Supporting people - especially groups of hard-to-reach people - to make informed choices and decisions	Developing the personal and professional capacity of CSOs & Tertiary Education staff	Encouraging & developing the hard-to-reach people' s personal and professional capacity through group processes and learning	Evaluating individual and group expectations and needs and developing activities and action learning programs that address these needs	Emotional Intelligence Competence Areas (EI)
Guidance and Leadership								AFFECTIVE COMPETENCES - help an individual assess their mood and how they manage their mood in relation to behaviors and relationships
Learning Competence								ADAPTABILITY - helps an individual to respond effectively to changing situations
Analysis and Insight Competence								INTER-PERSONAL COMPETENCES - applying interpersonal competences to develop a positive relationship with other people
Alignment to the Scope-Mission								INTRA-PERSONAL COMPETENCES - helping an individual to assess his/her emotional intelligence
Management & Coordination Competence								
Adaptability								
ORGANIZATION INNOVATION CAPACITY (OI)								
	Positive Holding Environment	Groupishness	Organizational well-being	Systems orientation	Normalization	Evaluation	Learning Organization	

Max Level								
Sufficient Level								
Not enough								

5. Assessment Tools

COMPETENCY LEVEL	MINIMUM	MIDDLE	MAXIMUM
Enhancing open access especially for marginalized people in institutions and settings, providing information for community issues, including lifeworld reflection analysis experiences			
1a. Service Orientation <i>Looking for ways to help people develop their capacities</i>	Provides neither individual nor small group counseling to meet marginalized youth needs, within the scope of the social integration, by not making any referrals to experts or social structures in the field for intensive services, as would be needed.	Provides minimal individual or small group counseling to meet marginalized youth needs, within the scope of the social integration, by making referrals to experts or social structures in the field for intensive services as needed.	Provides sufficient individual or small group counseling to meet marginalized youth needs, within the scope of the social integration, by making referrals to experts or social structures in the field for intensive services as needed.
1b. Human Rights <i>Knowledge of principles and issues relevant to human rights</i>	Mediocre knowledge of human rights. Inability to transmit the spirit	Good knowledge of human rights. Just reference them.	Very good knowledge of human rights. Transmitting their importance and the spirit of their claim.
1c. Social Perceptiveness <i>Empathy</i>	Unaware of others' feelings and what causes them	Recognizes expressed feelings of others and what causes them	Recognizes unexpressed feelings and what causes them

Building collaboratively with the community members their self-esteem and confidence

2a. Active (Group) Listening <i>Body Position/Eyes</i>	Not looking at the speaker/head, turned away, seems tired and sometimes bored	Look alert most of the time, facing the speaker most of the time	Facing/making eye contact with speaker, sitting straight at the speaker
<i>Summarize what the speaker is saying</i>	Doesn't provide a paraphrase; or paraphrases inaccurately more than 50% of the message; analyses or <u>evaluates</u> speaker, gives advice.	Paraphrases accurately, but adds extraneous information	Paraphrases accurately and <u>succinctly</u> , <u>accurately identifies</u> and <u>empathizes emotion of speaker</u> .
<i>Ask Questions</i>	Asks inappropriate questions; asks too many questions; doesn't ask questions when they would be appropriate.	Asks questions, but some are unnecessary or irrelevant	<u>Asks</u> relevant and appropriate questions.
2b. Networking	Is not self-confident to develop intra group and intergroup networks with the local community and other local groups	Being capable to develop intra group and intergroup networks with the local community and other	Being capable to develop intra group and intergroup networks with the local community and other local groups and
		local groups without networking activities	implement networking activities.
2c. Group methods and dynamics <i>Foster bonds between team members</i>	The <i>CE Manager</i> merely maintains peaceful and peer-friendly participation of members in the discussions	The <i>CE Manager</i> maintains peaceful and peer-friendly participation of members in the discussions, strengthening the members' bonds	The <i>CE Manager</i> fosters a sense of trust among team members and help team members realize the dynamics of teamwork
<i>Develop group-based social intervention</i>	The <i>CE Manager</i> is not a social mediator and does not have knowledge of ways of social contribution	The <i>CE Manager</i> is a social mediator and presents chances of social contribution	The <i>CE Manager</i> is an active social mediator and encourages the desire for social contribution

Building resilience, such as the ability to deal with the ups and downs of life and other developmental and life changes			
3a. Social Perceptiveness <i>Empathy</i>	Unaware of others' feelings and what causes them	Recognizes expressed feelings of others and what causes them	Recognizes unexpressed feelings and what causes them
3b. Judgment and Decision Making <i>Preparation and use of relevant information</i>	Repeats information provided without question or dismisses evidence without adequate justification. Does not distinguish among fact, opinion, and value judgments. Sources are not on topic or are inappropriate. No evidence of search, selection or source evaluation skills.	Use of evidence is qualified and selective, though perhaps unintentional. Discerns fact from opinion and may recognize bias in evidence though attribution is spotty, inappropriate, or exaggerated. Sources selected adequately meet the information need, though little evidence of more than routine exploration. Demonstrates adequate skill in searching, selecting, and evaluating sources to meet the information need.	Examines the evidence and source of evidence; questions its accuracy, precision, relevance, completeness. Information need is clearly defined and is related to assignment, course or personal interests. Evidence of search, selection, and source evaluation skills; notable identification of uniquely salient resources
<i>Consideration of alternatives and decision-making</i>	Deals only with a single perspective and fails to discuss other possible perspectives, especially those held by others. If more than one idea is advanced, alternatives are disjointed or bolted together. Adopts single idea(s)/decision(s) with little question.	Begins to relate alternative views to qualify analysis. Rough integration of multiple viewpoints and comparison of ideas or perspectives. Ideas are investigated, if in a limited way, and integrated, if unevenly. Is able to come up with a decision but may dismiss alternative views too hastily.	Addresses additional diverse perspectives drawn from outside information to qualify analysis. Fully integrated ideas and perspectives from variety of sources. Analogies may be used effectively. Integrates own and others' ideas through a complex process of judgment and justification. Can clearly present/justify own view, decision or hypothesis while respecting other views.
3c. Critical Thinking <i>Evaluates assumptions</i>	Fails to identify and evaluate any of the important assumptions behind the claims and recommendations made.	Identifies some of the most important assumptions, but does not evaluate them for plausibility or clarity.	Identifies and evaluates all the important assumptions, but not the ones deeper in the background – the more abstract ones
<i>Evaluates implications, conclusions and consequences</i>	Fails to identify implications, conclusions, and consequences of the issue, (OR) the key relationships between the other elements of the problem, such as context, assumptions, or data and evidence.	Suggests some implications, conclusions, and consequences, but without clear reference to context, assumptions, data, and evidence	Identifies and briefly discusses implications, conclusions, and consequences considering most but not all the relevant assumptions, contexts, data, and evidence.

Supporting people - especially groups of hard-to-reach people - to make informed choices and decisions			
4a. Service Orientation <i>Looking for ways to help people develop their capacities</i>	Provides neither individual nor small group counselling to meet marginalized youth needs, within the scope of the social integration, by not making any referrals to experts or social structures in the field for intensive services, as would be needed.	Provides minimal individual or small group counselling to meet marginalized youth needs, within the scope of the social integration, by making referrals to experts or social structures in the field for intensive services as needed.	Provides sufficient individual or small group counselling to meet marginalized youth needs, within the scope of the social integration, by making referrals to experts or social structures in the field for intensive services as needed.
4b. Psychology <i>Demonstrates skills in understanding marginalized youth feelings and way of thinking (empathy)</i>	The <i>CE Manager</i> understands and is able to interpret only the feelings and experiences shared by young people	The <i>CE Manager</i> has inductive thinking and does not only understand the feelings and experiences shared by marginalized young people	The <i>CE Manager</i> has a high empathy and deeply analyses the feelings and experiences shared by marginalized young people
<i>Establishes goals for enhancing youngster's self-esteem and confidence</i>	Goals for empowering are rudimentary and partially suitable for group needs	Goals for empowering are clear and appropriate for group needs	Goals for the empowering program are highly appropriate for group needs
<i>Planning interventions to empower youth's self-esteem</i>	Plans for youth are partially suitable for them or are sporadically aligned with identified needs	Plans for youth are suitable for them and are aligned with identified needs	Comprehensive plans for youth, finding ways to creatively meet marginalized youth needs
4c. Judgment and Decision Making <i>Preparation and use of relevant information</i>	Repeats information provided without question or dismisses evidence without adequate justification. Does not distinguish among fact, opinion, and value judgments. Sources are not on topic or are inappropriate. No evidence of search, selection or source evaluation skills.	Use of evidence is qualified and selective, though perhaps unintentional. Discerns fact from opinion and may recognize bias in evidence though attribution is spotty, inappropriate, or exaggerated. Sources selected adequately meet the information need, though little evidence of more than routine exploration. Demonstrates adequate skill in	Examines the evidence and source of evidence; questions its accuracy, precision, relevance, completeness. Information need is clearly defined and is related to assignment, course or personal interests. Evidence of search, selection, and source evaluation skills; notable identification of uniquely salient resources

		searching, selecting, and evaluating sources to meet the information need.	
<i>Consideration of alternatives and decision-making</i>	Deals only with a single perspective and fails to discuss other possible perspectives, especially those held by others. If more than one idea is advanced, alternatives are disjointed or bolted together. Adopts single idea(s)/decision(s) with little question.	Begins to relate alternative views to qualify analysis. Rough integration of multiple viewpoints and comparison of ideas or perspectives. Ideas are investigated, if in a limited way, and integrated, if unevenly. Is able to come up with a decision but may dismiss alternative views too hastily.	Addresses additional diverse perspectives drawn from outside information to qualify analysis. Fully integrated ideas and perspectives from variety of sources. Analogies may be used effectively. Integrates own and others' ideas through a complex process of judgment and justification. Can clearly present/justify own view, decision or hypothesis while respecting other views.
4d. Complex Problem Solving <i>Identifying problem and main objective</i>	Does not attempt to or fails to identify and summarize the problem accurately.	Summary of issue is mostly accurate but some aspects are incorrect or confused; nuances and critical details are absent or glossed over.	Clearly identifies and summarizes main problem, question or issue. Identifies secondary or implicit issues. If applicable, notes relationships between factors in the situation and how they relate to each other.
<i>Developing a Plan to solve the Problem</i>	Develops a marginal plan and does not follow it to conclusion.	Develops an adequate plan and follows it to conclusion.	Develops a clear and concise plan to solve the problem, with alternative strategies, and follows the plan to conclusion.
<i>Implement Solution</i>	Implements the solution in a manner that does not directly address the problem statement.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem

Developing the personal and professional capacity of CSOs & Tertiary Education staff			
5a. Education and Training	Basic Knowledge of principles and various methods for the development of an inclusive learning environment.	Good knowledge of principles and various methods for the development of an inclusive learning environment.	Implementation of educational methods for the development of <u>learning</u> environment including the use of arts, music etc.
5b. Networking	Is not self-confident to develop intra group and intergroup networks with the local community and other local groups	Being capable to develop intra group and intergroup networks with the local community and other local groups without networking activities	Being capable to develop intra group and intergroup networks with the local community and other local groups and implement networking activities.
5c. Service Orientation <i>Looking for ways to help people develop their capacities</i>	Provides neither individual nor small group <u>counselling</u> to meet marginalized youth needs, within the scope of the social	Provides minimal individual or small group <u>counselling</u> to meet marginalized youth needs, within the scope of the social	Provides sufficient individual or small group <u>counselling</u> to meet marginalized youth needs, within the scope of the social integration,
	integration, by not making any referrals to experts or social structures in the field for intensive services, as would be needed.	integration, by making referrals to experts or social structures in the field for intensive services as needed.	by making referrals to experts or social structures in the field for intensive services as needed.
5d. Technological Skills <i>Internet Use</i>	<i>CE Manager</i> demonstrates competency in basic Web search engine skills (explores Internet resources, conducts a detailed search for information on the assigned topic, and downloads necessary files)	Although the student performs basic Web search engine tasks overall, he/she needs to improve in one or more skills areas.	The student exhibits limited Web search engine skills, and requires remediation to perform basic tasks.
<i>Use of e-mail</i>	The student demonstrates competency in basic <u>e-mail</u> skills (sends/receives written communications and transmits information via <u>e-mail</u> attachment).	Although the student performs basic <u>e-mail</u> tasks overall, he/she needs to improve in one or more skills areas.	The student exhibits limited <u>e-mail</u> skills, <u>an</u> requires remediation to perform basic tasks.

Encouraging & developing the hard-to-reach people' s personal and professional capacity through group processes and learning

<p>6a. Group methods and dynamics <i>Foster bonds between team members</i></p>	<p>The <i>CE Manager</i> merely maintains peaceful and peer-friendly participation of members in the discussions</p>	<p>The <i>CE Manager</i> maintains peaceful and peer-friendly participation of members in the discussions, strengthening the members' bonds</p>	<p>The <i>CE Manager</i> fosters a sense of trust among team members and help team members realize the dynamics of teamwork</p>
<p><i>Develop group-based social intervention</i></p>	<p>The <i>CE Manager</i> is not a social mediator and does not have knowledge of ways of social contribution</p>	<p>The <i>CE Manager</i> is a social mediator and presents chances of social contribution</p>	<p>The <i>CE Manager</i> is an active social mediator and encourages the desire for social contribution</p>
<p>6b. Education and Training</p>	<p>Basic Knowledge of principles and various methods for the development of an inclusive learning environment.</p>	<p>Good knowledge of principles and various methods for the development of an inclusive learning environment.</p>	<p>Implementation of educational methods for the development of <u>learning</u> environment including the use of arts, music etc.</p>
<p>6c. Networking</p>	<p>Is not self-confident to develop intra group and intergroup networks with the local community and other local groups</p>	<p>Being capable to develop intra group and intergroup networks with the local community and other local groups without networking activities</p>	<p>Being capable to develop intra group and intergroup networks with the local community and other local groups and implement networking activities.</p>
<p>6d. Technological Skills <i>Internet Use</i></p>	<p><i>CE Manager</i> demonstrates competency in basic Web search engine skills (explores Internet resources, conducts a detailed search for information on the assigned topic, and downloads necessary files)</p>	<p>Although the student performs basic Web search engine tasks overall, he/she needs to improve in one or more skills areas.</p>	<p>The student exhibits limited Web search engine skills, and requires remediation to perform basic tasks.</p>
<p><i>Use of e-mail</i></p>	<p>The student demonstrates competency in basic <u>e-mail</u> skills (sends/receives written communications and transmits information via <u>e-mail</u> attachment).</p>	<p>Although the student performs basic <u>e-mail</u> tasks overall, he/she needs to improve in one or more skills areas.</p>	<p>The student exhibits limited <u>e-mail</u> skills, <u>an</u> <u>requires</u> remediation to perform basic tasks.</p>
<p>6e. Apply Group Learning strategies & methods</p>	<p>Fails to or inadequately manages to identify activities for project-based and collaborative learning experiences</p>	<p>Manages to identify activities for project-based and collaborative learning experiences, inadequately coupled with self- and peer-assessment tools</p>	<p>Adequately manages to identify activities for project-based and collaborative learning experiences, sufficiently coupled with self- and peer-assessment tools</p>

<i>Evaluating individual and group expectations and needs and developing activities and action learning programs that address these needs</i>			
7a. Active (Group) Listening <i>Body Position/Eyes</i>	Not looking at the speaker/head, turned away, seems tired and sometimes bored	Look alert most of the time, facing the speaker most of the time	Facing/making eye contact with speaker, sitting straight at the speaker
<i>Summarize what the speaker is saying</i>	Doesn't provide a paraphrase; or paraphrases inaccurately more than 50% of the message; analyzes or <u>evaluates speaker</u> ; gives advice.	Paraphrases accurately, but adds extraneous information	Paraphrases accurately and <u>succinctly</u> <u>accurately identifies</u> and <u>empathizes emotion of speaker</u> .
<i>Ask Questions</i>	Asks inappropriate questions; asks too many questions; doesn't ask questions when they would be appropriate.	Asks questions, but some are unnecessary or irrelevant	<u>Asks</u> relevant and appropriate questions.
7b. Group development	Requires significant assistance in leading and empowering group members in collaborative solutions resulting in group satisfaction	Is hesitant but able to lead and empower group members in collaborative solution resulting in group satisfaction	Leads and empowers group members towards collaborative solutions which maximize members' commitment to and satisfaction
7c. Apply Group Learning strategies & methods	Fails to or inadequately manages to identify activities for project-based and collaborative learning experiences	Manages to identify activities for project-based and collaborative learning experiences, inadequately coupled with self- and peer-assessment tools	Adequately manages to identify activities for project-based and collaborative learning experiences, sufficiently coupled with self- and peer-assessment tools
7d. Social intervention	Being able to <u>design programme</u> of social intervention according to the local context (guidance, arts etc.)	Being able to design, develop <u>programme</u> of social intervention according to the local context (guidance, arts etc.)	Being able to design, develop and apply <u>programme</u> of social intervention according to the local context (guidance, arts etc.)