LEARNER GUIDE LEARNER GUIDE LEARNER GUIDE

Community Stakeholder Relationships to Support Local Forums

within an ECD context

— MODULE 3 —

ECD FORUM LEADERSHIP PROGRAMME

THE EARLY CARE FOUNDATION

This skills programme is developed by

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— ECD FORUM LEADERSHIP PROGRAMME —

Module 1: Understanding Community Development within an ECD context

Module 2: Establishing a Local Forum

Module 3: Community Stakeholder Relationships to support Local Forums

Module 4: Resource and Sustain a Local Forum

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SECTION A:

Introduction, overview and structure

"A fundamental concern for others in our individual and community lives would go a long way in making the world the better place we so passionately dreamt of."

— Sixth Nelson Mandela Annual Lecture,

Kliptown, Soweto, South Africa, 12 July 2008 —

1 Welcome

We hope you enjoyed Module 2 and that you are putting your learning into practice. The Early Care Foundation welcomes you to the *Community Development: Establishing a local forum Skills Programme Module 3!* Implementation is the key to consolidating your learning. We hope you will enjoy the benefits of this module.

2 Learning Programme Outcomes

The learner will be able to:

1. Demonstrate an understanding of an integrated and holistic framework for community development.
2. Identify and explain government policies which have an impact on community development.
3. Work as part of a team to promote a holistic and integrated approach to community development initiatives.
4. Demonstrate knowledge of principles and values that underpin community development.
5. Describe the importance and role of participation in community development.
6. Demonstrate knowledge of the principles of empowerment and social learning.
7. Describe the concept of ownership in relation to community development.
8. Explain community development and the importance of individual participation in developing community.
9. Conduct a situational analysis in a specific community.
10. Reflect on own expertise and skills to inform a personal contribution plan.
11. Design a plan for personal involvement in a specific community project.
12. Identify the structure and purpose of a team.
13. Describe and apply the roles and responsibilities required to work in a team.
14. Identify factors that affect a team in the workplace.
15. Review the effectiveness of a team and own participation in the team.
16. Demonstrate an understanding of project management tools.
17. Use a range of project management tools.
18. Apply corrective action steps where project management tools and techniques usage problems occur.

19. Plan and organise a community development meeting for a specific purpose.
20. Identify and invite participants to the meeting.
21. Plan the work activities of a team.
22. Assess and report on team member performance and issues within the team.
23. Allocate work to team members.
24. Identify resources relevant for specific communities.
25. Determine mechanisms to gather resources that are appropriate for specific communities.
26. Distribute resources according to agreed criteria.

Bear in mind that these learners will apply these skills mostly in an ECD context.

3 Modules of this learning programme

Module 1: Understanding Community Development

Module 2: Establishing a Local Forum

Module 3: Community Stakeholder Relationships to support Local Forums

Module 4: Resource and Sustain a Local Forum

4 Icons

Do by yourself

Do in a group

Case study

Do in pairs

Do with your trainer

Key word

SECTION B:

Learning Module 3

"We cannot seek achievement for ourselves and forget about progress and prosperity for our community... Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own."

— Cesar Chavez —

1 Importance and role of participation in Community Development

Some of the work we will cover here has been touched on in Module 1 and 2. (look at 1B1.5.2, 1B1.5.3, 1B1.5.4, 2B2.1, 2B2.3 and 2B3.5.2. In Module 3 some of these concepts might be repeated, but the focus on the concept is slightly different.

Understanding more about how to apply these concepts will help your community and to forum establish a strong sense of commitment from stakeholders and strengthen your commitment to stakeholders. Yes, it is a two-sided coin and you cannot have one side commit and not the other. Picture two slices of bread. One slice is the stakeholder and the other the forum. With no butter or jam or spread the slices remain separate. The glue that holds these slices together is participation, involvement and consultation.

1.1 Relation and difference between participation, involvement and consultation

	**Participation**	**Involvement** Can be direct or indirect e.g. representative like in a union	**Consultation**
Meaning	The level of contribution to activities	Level of input in decision making regarding the activities they perform	Seeking and giving of advice, information, and/or opinion, usually involving a consideration
e.g. Arrow ECD Forum consulted with all their stakeholders to find out their Health and Safety (HS)needs. Stakeholders then become involved in the development of a HS policy for ECD centres in the community. The stakeholders become so involved and they cared so much about the outcome they decided to become trained and to train others around HS. They even offered to train non–member ECD centres, because the policy spoke of improving HS in the broader community.			

Participation, Consultation and Involvement (also called engagement) are interrelated. Ideally, stakeholders must:

- *Consult* with your ECD forum on what they plan so they can,
- *Involve* your ECD forum when they make decisions so they can,
- Make sure your ECD forum *participates* in what they do.

Ideally, your ECD forum must:

- *Consult* with stakeholders on what your ECD forum is planning so you can,
- *Involve* stakeholders when your ECD forum makes decisions so you can,
- Make sure stakeholders *participate* in what your ECD forum is doing.

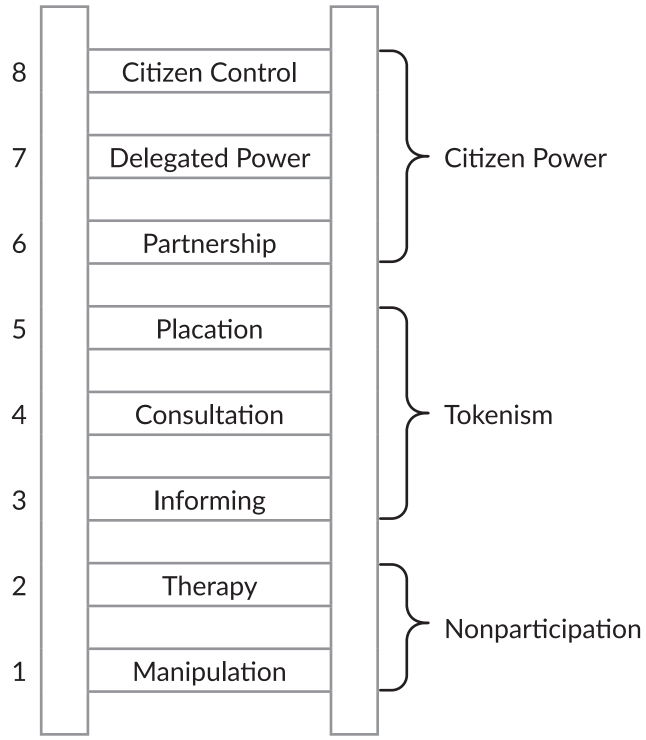
1.2 Principles and purpose of participation, involvement and consultation

1.2.1 Principles of participation

1. **Trust —** Participation works best where there is mutual agreement of the processes and assessment of the issues under consideration, as developed through productive working relationships.
2. **Respect —** All participants need to show consideration for and value each other as equal contributors to the participation process.
3. **Openness —** Participation must be built from the ground up. This can only be ensured if all participants are open to considering the ideas of consumers, carers and the community, and are willing to accept change.
4. **Equal opportunity —** At the earliest possible time, involve all those who will be affected by the decisions, inform them of the decision-making process and ensure they have access to the information and the means to participate.
5. **Advocacy —** Participation must be supported from the top, and resourced support so that participation is meaningful for the consumer, carer and community member.
6. **Responsiveness —** The capacity to undertake participation requires skilled organisations and benefits from multiple strategies and resources.
7. **Shared ownership —** All involved share ownership of the process, decisions and accountability and are responsible for monitoring and evaluating the impact and outcomes. How the responsibility is distributed should be defined as part of the participation arrangement.
8. **Dissemination —** The decisions made, and how consumers, carers or community members' participation influenced those decisions, should be communicated to all those involved and affected by the decisions.
9. **Evaluation —** Lessons learned from the participation process should be identified and communicated as widely as possible.

1.2.2 A critical look at the purpose of participation, consultation and involvement

Each step represents a different level of participation. From bottom to top, the steps explain the extent of citizen participation and how much real power citizens have to determine the process and outcomes.



8 Step ladder of citizen participation

Section of ladder	**Extent of participation by stakeholder**	**Purpose of using the form**
Lowest end (1,2)	forms of non-participation	Used by powerful actors to impose their agendas, stakeholders have no power/influence.
Middle portion (3,4,5)	Participation as tokenism (doing something only to show, symbolic effort to give an appearance)	Stakeholders hear about interventions and may say something about them, which power holders denote as 'input'. The voices of stakeholders will not have any effect on the intervention and does not lead to change.
Higher end (6,7,8)	Have power to negotiate and change the status quo.	Stakeholders voices are heard and responded to.

Arnstein, S. (1969) 'A ladder of citizen participation', *Journal of the American Institute of Planners* 35.4: 216–224

There may be actions and barriers to move from one level to the next. Many more levels may exist, and people may move up and down the ladder over time within the same intervention/project.

1.2.3 Four forms and functions of participation

There are many benefits to learning leadership skills, including:

- Hidden agendas
- The dynamic relationships between more and less powerful actors.

With emphasises that this framework is dynamic — a single intervention can include more than one form of participation.

1. **Nominal participation** is often used by more powerful stakeholders/leaders to give legitimacy to development plans. The stakeholder/leader at the top may talk about participation but intend to maintain the status quo. If not timely, the leader is sometimes so late in the life of an issue that it is tokenistic, or merely confirms decisions already made. Less powerful people become involved in it through a desire for inclusion — it is a display and does not result in change. Merely going through the motions of consulting with affected groups can raise expectations about local involvement in the development process, and when people realise it is a show, they become bitter and may well be unwilling to "participate" in future projects. When the consultation process has not been handled properly, the new resources may be captured by elites, particularly if there is more top-down intervention than genuine consultation. Clever local leaders create cooperatives for their own benefit and, in the absence of close monitoring, give donor agencies the false impression that they are supporting local organisations or people.

2. **Instrumental participation** sees community participation being used as a means towards a stated end. Often the efficient use of the skills and knowledge of community members is used in project implementation.

3. **Representative participation** involves giving community members a voice in the decision-making and implementation process of projects or policies that affect them. For the more powerful, representative participation increases the chances of their intervention being sustainable; for the less powerful, it may offer a chance for leverage.

4. **Transformative participation** results in the empowerment of those involved, and as a result alters the structures and institutions that lead to marginalisation and exclusion. It is only in 'transformative participation' that the power holders are in solidarity with the less powerful to take actions and shape decisions.

Discussing the differences or similarities between bottom-up and top-down interests can lead to a clearer understanding of the politics of participation.

If your ECD forum wants to be taken seriously you must understand the type, nature and level of consultation, participation and involvement of stakeholders.

1.3 Plans to increase stakeholder participation, involvement and consultation (engagement) in an ECD Forum

Your plan is your blueprint for *consultation, involvement and participation* which is also known as engagement. A stakeholder participation/engagement plan should be a key part of the board's strategy. A subcommittee of the board dealing with stakeholder management can devise the plan, but the plan must be approved by the board.

This plan shows how all stakeholder views and contributions will be integrated into the ECD Forum's operations, planning, policy development and how stakeholders will participate. The plan is a partnership between ECD services and the community with the environment around it.

1.3.1 Plan based on three actions

1. **Building your forum's capacity for participation**

   This is your forum's ability to do and understand what participation can achieve. This will enable you to make the decisions in your plan about how participation can be used strategically to improve the quality of ECD services offered by your members. You can build your capacity by:

   - Developing an understanding of what participation means
   - Finding out what participation occurs in your forum and community
   - Learning about the evidence on participation

   This will allow you to focus your listening and how you work together to develop your plan. It will also give you a strong understanding of what your forum's strengths, weaknesses and opportunities are in making the different types of participation work. You can use what you learn about the benefits of participation (1B1.5.2) and your understanding of what happens at your forum to focus your plan's actions.

2. **Listening to your community and finding out what they need**

   What are your community's participation needs? Based on what you now know about participation and what happens at your forum, you can now compare this to what your community's participation needs are. This information will help you set the objectives in your plan. You will need to:

   - Decide who you will listen to in your community
   - Choose how you will find out their needs
   - Decide who will collect this information
   - Listen to what people tell you
   - Make a list of priorities

3. **Working together to make it happen**

   Now you need to work together to bring the information you have gathered into a plan. You will need the support of a key person within the health service to assist in writing. Use the information gathered in 1. 'Building capacity' and 2. 'Listening', and place this within the context of the forum's strategic plan and priorities. Remember that the plan is for the whole ECD forum and its community (your stakeholders), so you should present the plan in easily accessible formats for your stakeholders.

What should be included in your plan?

Your plan should be owned by the whole ECD forum. It should be built on the principles of participation and set in a quality ECD improvement framework. It is an expression of the ECD forum's commitment to consumer/customer/client, ECD caregiver and stakeholder participation, and will outline to the stakeholders:

- What does participation mean to the ECD forum?
- How the plan will be achieved by the ECD forum?
- Who has responsibility for implementing activities within the plan?
- How the outcomes of the plan will be reported?

1.3.2 Five Key areas in the plan

1. **Background and need**
   - Indicate where your plan sits within your service's strategic plan and quality and safety framework.
   - Write a clear statement outlining the meaning of participation for your forum. This should be informed by the definition and the underlying principles of participation.
   - Summarise the participation needs that your stakeholders identified.
   - Briefly discuss any enablers and barriers to participation in relation to the identified needs.
   - Indicate who participated in developing the plan. For example, it may have been developed through consultations and partnership discussions with the board, committee members, executive members of the forum, staff, consumers/clients, child caregivers/practitioners, ECD centre owners and community members and representatives. Create an appendix to detail the names and details of individual people if they are happy to be recorded.
   - Clearly say why it is important to have a community participation plan for your health service.

2. **Goal**

   The goal should be a clear statement of what the forum wishes to achieve through participation. The contents of the plan should also reflect the goal, so that it is implemented throughout the forum.

3. Outcomes

The goal of the plan can then be advanced through outcomes. These indicate what you intend to do to achieve your aim. Under each outcome outline how you will achieve it. This can be done by providing a list of:

- Actions
- Tasks
- Identifying who is responsible for implementing the tasks
- Specifying resources and timelines
- Setting targets or performance indicators that will show whether you have achieved your outcome.

Identify the primary target group for each action, so that each is tailored to meet their needs. The outcomes of your plan should address the following key areas - How the forum:

- Has identified and assessed its strengths and limitations each stakeholder group's participation, and how it plans to address the limitations.
- Will provide education and training to facilitate staff support of participation?
- Will use participation to improve the forum's planning and development to meet the needs of the ECD community?
- Will deliver to communities that it has identified as being a challenge to reach
- Can facilitate the enhancement of care through involving people in decision making about their own wellbeing.
- Will use participation to improve the quality of an ECD service

4. Promotion

Promote the plan within your forum and to stakeholders outside the forum. Identify leaders within the forum and its community to help. Different promotional material may be developed to enhance your messages. Format the plan for stakeholders (culturally and linguistically diverse communities, managers, donors, NGOs, government, people with a disability, youth). Once you implement your plan, monitor activities, promote achievements and lessons learnt. The promotion of plan and achievements in implementing includes:

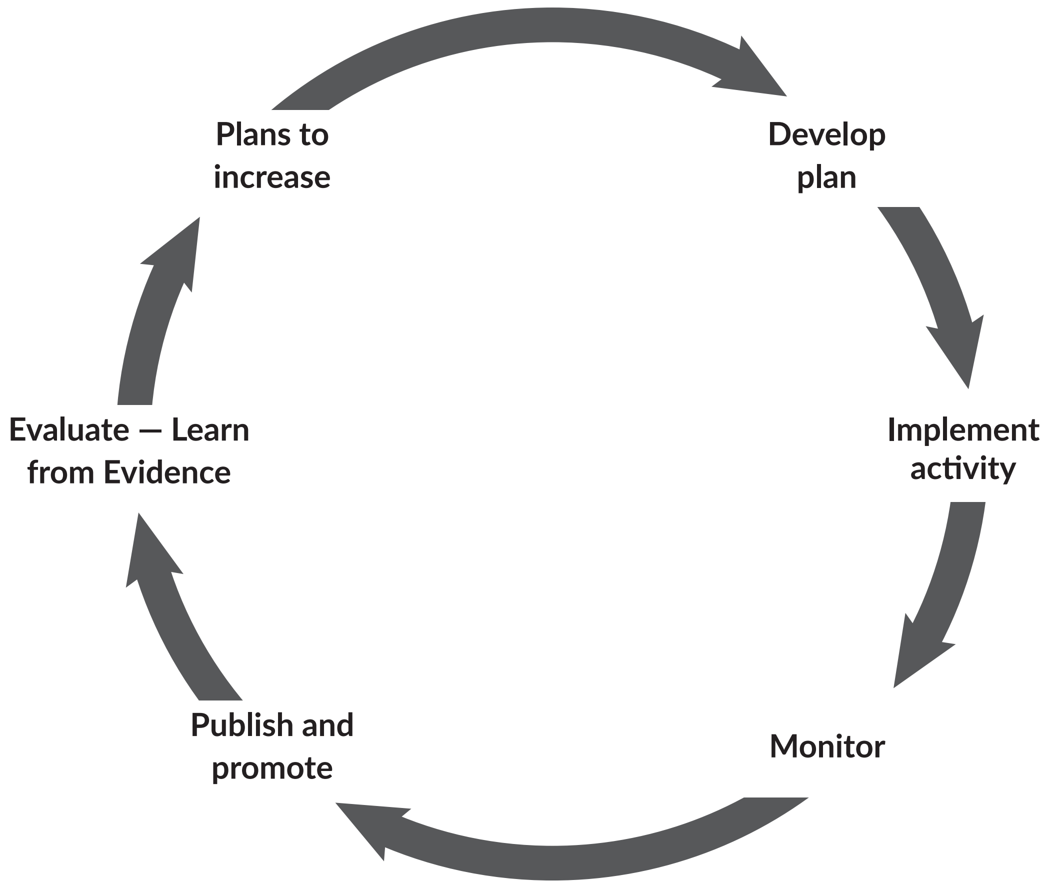
- How you involve different stakeholders in promotion
- Allocation of resources to promotion
- Identification of your target audience for specific promotional activities.
- Identification of ways of promotion that meet audience communication needs
- Plans for evaluation and feedback on your promotion strategy to improve

5. **Monitoring and evaluation**

Targets or performance measures need to be established for each objective and your promotional strategy.

A clear evaluation process may be established that outlines who is responsible for ensuring that the target is achieved. Evaluation tools should be accessible.

Tools like training satisfaction surveys and checklists can be used. Involve stakeholders in the planning and let them participate in the implementation of your evaluation. Be guided by the participation evaluation cycle (below).



1.4 Learning Activities

1.4.1 Read Case study 7 and answer the questions that follow.

CASE STUDY 7

Zo ECD Forum has been running for 5 years and they are well known in the province. They have 285 members. The Forum is subsidised by a partner who pays the Forum R65 monthly for every member they have. This partnership with B5 Holdings has been running for 4 years and it is going strong with a new 5-year agreement signed.

This funding is to be used for ongoing training and capacity development of members. This makes the forum incredibly attractive and other forums even belong to it. The forum has multiple layers of membership (a) Primary members (individuals) and (b) Secondary members (forums).

The Department of Education have acknowledged the partnership Zo ECD Forum and B5 Holdings has at a recent conference on Community development and they presented an award to the funding partners. Members of the forum were selected to give testimonies of the benefits of belonging to the forum.

The local community newspapers in the province has published a write up of the collaboration and since then the forum has been inundated with requests to join.

The forum is faced with a dilemma, their constitution confines them to membership in a certain community and now this opportunity is causing the Executive Committee and members to debate the possibility of expanding the horizon. B5 Holdings is willing to subsidise up to 500 members and they have sent the forum and Service Level Agreement (SLA) addendum to authorise.

One of the forum members Johanna is a smart entrepreneur and she suggests they bring in a business analyst to help them consider various scenarios, so they can make a well-informed decision. The Executive Committee accept Johanna's suggestion as a good way forward and the analyst consultation comes to assess the opportunity. Advice given indicates revising the policy, signing the proposed SLA addendum and moving towards the maximum membership for this partnership and beyond. The Executive Committee follow the advice and choose growth over rules.

Source: Carmen Adams-Hoffman, fiction made up for this skills programme.

(a) Looking at the contribution of B5 Holdings how would you classify the form of their engagement, where would you place it on the participation ladder? Give reasons:

(b) Looking at the Department of Social Development how do you think they are contributing to the Zo ECD Forum's image and vice versa?

(c) Give an example of consultation in the case study:

(d) Why is the media a stakeholder of Zo ECD Forum and B5 Holdings?

(e) Johanna is an excellent example of representative participant. Why is this so?

(f) Draw the planning cycle:

(g) Now that the forum has decided to increase their membership, draw up a stakeholder engagement plan for this forum using the format that would meet your forums needs to present to the board for approval:

2 Situational (environmental) analysis in community

In Module 1 we have learnt about conducting PESTEL (1B2.1), environmental scan and SWOT analysis (1B 2.3). These assessment and evaluation tools still apply, but now we are not using it in a general sense, but with a sharper focus on the ECD forum context and their stakeholders.

Situational Analysis:

Business Dictionary – A systematic collection and evaluation of past and present economic, political, social, and technological data, aimed at (1) identification of internal and external forces that may influence the organisation's performance and choice of strategies, and (2) assessment of the organisation's current and future strengths, weaknesses, opportunities, and threats.

2.1 Identifying and profiling stakeholders

2.1.1 The main ECD forum stakeholder

The main ECD forum stakeholder is the *membership constituency*. Without the members there is no forum. These members are mostly ECD practioners from a specific geographical area, but membership can include anyone - this is up to the forum. These members play a central role in setting up priorities and objectives to ensure relevance and appropriateness of the forum.

Some members may also be office bearers, serve on work teams (sub committees) and are also beneficiaries at the same time. It is important that all members are involved in the development of projects. e.g. Forum A is having a fundraiser to help the new members go through an introductory course. The older members should be involved to make sure the course quality is good and new members are treated well so that they stay, if the new members stay the entire forum benefits.

A forum must understand its members and we have already dealt with membership in Module 1 and surveying members to profile them in Module 2.

2.1.2 Other ECD Forum stakeholders

The stakeholder ecosystem involves anyone invested and involved in, or affected by, the organisation. As discussed in 3.5.2 Controllable and Uncontrollable Factors in Module 2, stakeholders can be within the organization or outside of it. Other stakeholders include:

- Clients/Customers e.g. parents attending a parental programme
- Regulators like Government
- Employees
- Vendors/Suppliers

- Competitors like other ECD forums
- Partners
- Investors
- Broad Community
- Caretakers of the surrounding environment

We have not yet profiled these stakeholders. Let us do it now. We will conduct a survey so that you can understand the process.

2.1.3 Conducting surveys to establish basic demographics of ECD forum community

Survey:

Cambridge Dictionary – to examine (look closely) and record the features, behavior and opinions to describe, understand or map

Five simple steps for conducting a survey

1. **Identify audience.** The research done before conducting a survey is crucial to the survey's success. Who the audience is determines how you will approach them.
2. **Develop survey.** Decide on the methods you will use to collect data and information. The survey must be designed to get the answers you need to know from the people you want to know more about. Questions must be at the respondents' level. When it comes to the length of a survey, short and sweet is best.
3. **Conduct survey.** Be sure to exhaust every possible choice to the question you are asking to get the most rewarding results. The moment you send your survey also impacts the results so pic the most suitable time.
4. **Create context for survey.** You have the data, now you must analyse it to answer the questions with everyone's responses collated (put together). Where do you want your results to be published? Who do you want to share them with? It also helps to compile the data into a chart or infographic.
5. **Evaluate your research approach, method and process.** Case studies allow you to revisit the efficiency of a survey. Did it solve the problem proposed at the beginning of the survey? Is it detailed enough? When you answer these questions, you can track how often your research is shared and what it is used for. This allows you to improve how you conduct future surveys.

When surveys are conducted efficiently, the results can garner traffic to your forum, lead to membership increases and build your company's reputation. It can also help you mould your plans.

We need different questions for each of the stakeholder groupings listed above. We will choose one stakeholder to survey — the ECD centres owned by forum members. Discuss this template with your trainer and talk about how these will be distributed and how you will ensure that you have enough respondents who return completed surveys.

<table>
<tr><th colspan="15">Survey: ECD centres owned by forum members
Purpose: To understand demographics of children currently engaged in ECD services</th></tr>
<tr><td colspan="3">Name & Surname:</td><td colspan="6">Cell No:</td><td colspan="6">Centre Name:</td></tr>
<tr><td colspan="3">ID/Passport:</td><td colspan="6">Email:</td><td colspan="6"></td></tr>
<tr><td colspan="3">Address of centre</td><td colspan="6">Bank Details:</td><td colspan="6">Home Address:</td></tr>
<tr><td>Number of children per age:</td><td colspan="2">0-6 m</td><td colspan="2">7-12 m
Up to 1 yr.</td><td colspan="2">13-18 m</td><td colspan="2">19-24 m
Up to 2 yrs.</td><td colspan="2">25-36 m
Up to 3 yrs.</td><td colspan="2">37-48 m
Up to 4 yrs.</td><td colspan="2">4-5 yrs.</td></tr>
<tr><td>Gender</td><td>M</td><td>F</td><td>M</td><td>F</td><td>M</td><td>F</td><td>M</td><td>F</td><td>M</td><td>F</td><td>M</td><td>F</td><td>M</td><td>F</td></tr>
<tr><td>Fees per age:</td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td colspan="15">No. of teaching staff and qualifications/experience:</td></tr>
<tr><td colspan="15">Describe functions of other staff:</td></tr>
<tr><td colspan="15">Comment on parental involvement:</td></tr>
<tr><td colspan="15">Explain needs you have as an owner of an ECD centre:</td></tr>
<tr><td colspan="15">Explain needs your ECD centre has:</td></tr>
<tr><td colspan="15">Discuss (internal and external stakeholders:</td></tr>
</table>

Remember you could share the survey via Google Forms, WhatsApp or Facebook. Once you collect completed survey forms you can start analysing information e.g. If 10 learners are in a group and 10 learners listed collecting fees in Dec and January as a problem, then 100% of member ECD centres have this issue listed as a problem. If 5 out of 10 have the issue listed then 50% experience that issue.

Always remember to share the findings and results with the forum members at the next meeting, email or direct message.

2.1.4 Identifying and understanding leaders and government structures in a community of practice:

We have discussed leadership at length in Module 2. They may be school principals, faith-based leaders, social workers, health workers, etc. It is a good idea to specify their role in the ECD community so that you know who is powerful, has influence and is someone you need to keep close if not get them into the forum.

2.1.5 Effective interviewing methods used to determine dynamics and make up (construction) of the ECD community

Interviewing is the process whereby individuals (usually two) exchange information. The individuals may be concerned with a job opening, a promotion, a special assignment, a product sale, information for intelligence purposes, a proposed merger, building a connection, or other questions. The information exchanged need not be limited to facts - meaning and understanding are oftentimes more significant than objective factual statements.

You can also interview a small group called a focus group.

Interviewing invariably takes place in an atmosphere filled with a sense of urgency. The time allocated to the interview is necessarily limited and it is necessary to use the guided interview in most situations.

Interviewer: the person conducting the interview — the one collecting information

Interviewee: the person being interviewed (respondent)

Platitude: *Collins Dictionary* — a statement which is considered meaningless and boring because it has been made many times before in similar situations.

An **effective interview** is one that optimizes the perceived communication objectives of the individuals involved, with time as the principal constraint. We shall focus on research findings concerning:

- The proper kind of preparation for the interview.
- Value of such procedures - outline of points to be covered and taking notes.
- Use (and misuse) of questions and questioning techniques.
- Kind and amount of control that interviewer should exercise over discussion.
- Analysis and evaluation of information obtained.

Planning & Preparation:

Lack of adequate planning for an interview is the greatest single fault interviewers make. The inexperienced interviewer may start a discussion only to find they are not clear on all the issues or the real meaning of the questions.

The objective of the interview must be well-known in advance. It is good practice to allow the individual concerned enough time to prepare. By indicating, ahead of time and in writing, the points to be covered, the interviewer reinforces the specific purpose of the session. Too often the expectations of the interviewee may be far different from those of the interviewer. This misunderstanding, if not corrected, can be disastrous.

Too much preplanning and detailing for an interview can be equally harmful. The interviewee may then develop conventionally correct answers or platitudes which, of course, reduce the informational content of the interview to virtually zero. Interviewers need to guide/steer but no more than that.

A written outline of important points to be covered is not necessarily an indication of rigidity; rather, it reflects consideration for all parties concerned. When explained, it generates a feeling of confidence as well as fairness, particularly if interviewees will be ranked. Include typical questions to solicit comparable responses. Designed each question for the situation and the respondent.

Building Rapport (harmonious, mutually understanding relationship)

- The general tone of the interview should be one of helpfulness and friendliness to minimise barriers to forthright communication.
- Mention that confidentiality (privacy) is guaranteed.
- Get rid of distracting interruptions.
- Put the interviewee at ease, especially where significant differences in status exist.
- Give time for the interviewee to adjust/familiarise to the interview environment to reduce level of anxiety and become less apprehensive. Overcoming this fear is often difficult. By explaining, the need for taking notes, etc. the level of tension may reduce. Simple courtesies like offering water and pleasantries may help the interviewee to relax.
- If the interviewee is comfortable, record or even video recorded.
- Writing down what is said compliments and reinforces the interviewee; it means that his responses are considered important enough to be recorded.
- Maintain rapport but sidestep/avoid petty, private information or too much information (overshare). Any shared confidential facts, identities or incidents may cause anxiety when it is later reflected on.

Guiding the conversation

The interviewee is overly sensitive to all reactions by the interviewer. Taking advantage of this, the interviewer may easily steer the conversation along the most productive channels. Small inflections in the voice give encouragement. By repeating phrases already expressed, one finds the respondent expanding with details on a relevant issue. Sometimes, merely restating the reply allows a time for reflection and quite natural expansion or clarification of a point.

Support given by nodding is most effective. Other nonverbal means of rendering assistance are equally significant. The use of semi verbal expressions of a meaningless nature — for instance, "Umm…" — can prove most useful. Because such utterances provide no direct interpretation, they are received as the interviewee wants to receive them. He then emphasizes or magnifies the point as he sees fit.

A succinct summary of information allows for clarity and gives the informant a mirror of what occurred. Alterations can be made easily. In the final stage, a precise statement of what was agreed on and conclusions reached allows for less confusion. When details or figures have been discussed, the summary can often be in the form of a written memorandum.

Developing Information

The tool of the interviewer is the question. By using questions, the interviewer obtains information but guides the conversation. Leading questions or questions designed with built-in responses are usually not highly effective e.g. you know the government will not deliver right?

Similarly, the double negative type of interrogation is to be shunned e.g. You cannot not know the child did not get in? as it tends to evoke anxiety. Review questioning techniques often.

Self-analysing by recording or by having a third person observe an interview for diagnostic purposes can prevent poor techniques from developing into set procedures or video record. Avoid sarcasm or unclear humour because it can bring up deep concerns or suspicion.

Successful interviewers utilise:

- a pattern of broad, general questions (allows the respondent to answer with information which he feels is important and providing the opportunity to expand into areas that he deems to be of vital concern.)
- specific "yes or no" questions eliciting short answers to sharpen focus and explore subject-queries e.g. "How do you feel about ECD moving from DSD to DoE.

Example of interview questions:

<table>
<tr><td colspan="15">Interview tool: Social worker viewpoint on ECD centres
Purpose: To understand demographics of ECD services in this district</td></tr>
<tr><td colspan="3">Name & Surname:</td><td colspan="6">Cell No:</td><td colspan="6">District Name:</td></tr>
<tr><td colspan="3">ID/Passport:</td><td colspan="6">Email:</td><td colspan="6">Number of ECD centres:

Number of registered ECD centres:</td></tr>
<tr><td colspan="3">Address of offices</td><td colspan="6">Manager’s Details:</td><td colspan="6">Other team member details:</td></tr>
<tr><td>Number of children per age:</td><td colspan="2">0-6 m</td><td colspan="2">7-12 m
Up to 1 yr.</td><td colspan="2">13-18 m</td><td colspan="2">19-24 m
Up to 2 yrs.</td><td colspan="2">25-36 m
Up to 3 yrs.</td><td colspan="2">37-48 m
Up to 4 yrs.</td><td colspan="2">4-5 yrs.</td></tr>
<tr><td>Gender</td><td>M</td><td>F</td><td>M</td><td>F</td><td>M</td><td>F</td><td>M</td><td>F</td><td>M</td><td>F</td><td>M</td><td>F</td><td>M</td><td>F</td></tr>
<tr><td>Average fees per age:</td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td colspan="15">No. of teaching staff and qualifications/experience:</td></tr>
<tr><td colspan="15">Comment on parental involvement::</td></tr>
<tr><td colspan="15">Discuss overall needs of owners of ECD centres of this district:</td></tr>
<tr><td colspan="15">Discuss overall needs of staff of ECD centres of this district:</td></tr>
<tr><td colspan="15">What do you think an ECD Forum should provide to ECD centre owners and staff?</td></tr>
<tr><td colspan="15">Which internal and external stakeholders are contributing to ECD services in this district?</td></tr>
</table>

Fear of silence

Give the respondent a chance to formulate thoughts into a logical reply - it requires silence. Do not interrupt thought as it is the only way to get the depth and insight/foresight and hindsight you need from the answer. During these periods of silence ponder the question: “What is the interviewee really trying to tell me?” and listen and watch and think about what they are answering.

Art of listening

Be aware of your own filters (beliefs, stereotypes) that prevent clear information. The interviewer can project ideas into the interview process, thereby filtering out the interviewee’s responses. Assumptions surface about the respondent and information that are compatible with what the interviewer has already concluded about the interviewee. It is more rewarding to spend extra time in formulating hypotheses (a proposed explanation), which later can be confirmed or denied as more information is revealed, or in constructing a frame of reference for the on-going interview, which allows acquired information to be categorized easily as it is given.

Analysing data

The information that is gathered should be approached and analysed from two points of reference: the objective and the subjective. The objective category can be broken down into content and form:

1. **Content** — Factual presentation — what is being said and whether it is reliable. The overview of the interview or the pattern of the total situation must be firmly grasped and then noted.
2. **Form** — “how, when, and why” of the information. Form can be subdivided into verbal (what is heard) and into nonverbal (what is observed) content. Nonverbal expressions are perhaps the purest kind of information transmitted since they are the most difficult to mask or disguise. By developing an awareness of and a sensitivity to such signals as:
   - *when* a certain fact was mentioned,
   - *what* prompted the mention,
   - *how* it was presented,

Subjective View

In evaluating information from a subjective point of view, the interviewer is attempting primarily to assess feelings and attitudes. It is impossible to determine exactly how feelings and attitudes influence the information transmitted, it is nonetheless crucially necessary that one be fully aware of the fact that these are powerful, active agents in creating opinions.

Challenges

This inherent time constraint sometimes brings about dysfunctional consequences: the interviewer can be so preoccupied with budgeting time that the content and the purpose of the interview are lost.

Concluding the meeting

The final 10% of the interview the most important since the greatest amount of information is exchanged during this time interval. This overlooked information brought about frequent misinterpretations so prevent a premature termination of the interview.

Part of the conclusion consists of a way forward plan of action—something to be done or achieved by either or both parties. A clear, concise summary of this plan, as mentioned earlier, is a most useful technique for achieving good results. The summary is helpful - it enables them to realise what has been accomplished as well as to focus.

Follow-Up

A general failing of interviewers is their inability to document. They neglect valuable notes thinking they will remember. Notes offer the opportunity to reflect. By reviewing and considering this information, one can discover errors in technique and improve approach. Self-learning is valuable. The most important key is recognising how one's own attitudes and biases affect the information acquired.

The report templates for the survey and the interview may look like:

Report on all data and information collected from members who are owners of ECD centres														
Total number of children per age:	0-6 m		7-12 m *Up to 1 yr.*		13-18 m		19-24 m *Up to 2 yrs.*		25-36 m *Up to 3 yrs.*		37-48 m *Up to 4 yrs.*		4-5 yrs.	
Total Gender	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Average fees per age:														
Total No. of teaching staff and qualifications/experience:														
Total overall description of functions of other staff:														
Overall findings on parental involvement:														
Overall findings on needs owners of ECD centres have:														
Overall needs your ECD centres have according to owners:														
Overall stakeholder contributions, involvement, etc.														

<table>
<tr><th colspan="15">Report on social worker viewpoint on ECD centres in all districts interviewed
Purpose: To understand demographics of ECD services in region</th></tr>
<tr><td colspan="15">All district names:</td></tr>
<tr><td colspan="15">Total number of ECD centres in all districts interviewed:</td></tr>
<tr><td colspan="15">Total number of registered ECD centres in all districts interviewed:</td></tr>
<tr><td rowspan="2">Total number of children per age:</td><td colspan="2">0-6 m</td><td colspan="2">7-12 m
Up to 1 yr.</td><td colspan="2">13-18 m</td><td colspan="2">19-24 m
Up to 2 yrs.</td><td colspan="2">25-36 m
Up to 3 yrs.</td><td colspan="2">37-48 m
Up to 4 yrs.</td><td colspan="2">4-5 yrs.</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td>Total gender breakdown of children per age:</td><td>M</td><td>F</td><td>M</td><td>F</td><td>M</td><td>F</td><td>M</td><td>F</td><td>M</td><td>F</td><td>M</td><td>F</td><td>M</td><td>F</td></tr>
<tr><td>Overall average fees per stage:</td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td colspan="15">Overall total no. of teaching staff and qualifications/experience:</td></tr>
<tr><td colspan="15">Overall findings on parental involvement:</td></tr>
<tr><td colspan="15">Overall needs of owners of ECD centres of all districts interviewed:</td></tr>
<tr><td colspan="15">Overall needs of staff of ECD centres of all districts interviewed:</td></tr>
<tr><td colspan="15">Overall findings on what an ECD Forum should provide to ECD centre owners and staff in all districts interviewed:</td></tr>
<tr><td colspan="15">Overall summary of stakeholders contributing to ECD services in all districts?</td></tr>
</table>

When you complete these two reports and you consolidate the information and compare it you will understand this ECD stakeholder community better. You may also share this report with the stakeholders involved and other stakeholders as it is useful. Remember forums are good sources of useful information and data on ECD services, context and community issues. Stakeholders may have an interest in this information. Remember is you share this you must expect to be acknowledged if not rewarded in other meaningful ways.

2.2 Learning Activities

2.2.1

(a) Form two groups.

- Each group must have a chairperson, scribe and a project manager and a presenter.
- The project manager must schedule and plan in consultation with the group.
- Come up with an approach and method and use the correct survey template on to survey ECD forum members who own ECD centres.
- Each group member must survey at least 3 members and bring in completed survey forms.
- Report it on the correct template.
- Each group must present to the big group and do the gallery walk.

(b) Each group in 2.2.1 must choose 3 members to interview at least:

- One social worker,
- Someone in the Department of Social Development and/or
- Someone in the Local Municipality.
- Use the correct template for the interview and report it on the correct template.

(c) Collate the information from all the surveys and the interviews.

- Compare the results of all the districts and all the member ECD centres put together.
- Analyse what comes through from the interview on the reporting

(d) Each group must collate and analyse the information collected in a report that contains:

- Purpose of the study
- Method and approach to reach target market of survey and interview
- Findings of the survey – Analysis of information
- Challenges experienced in conducting the survey
- Successes
- Recommendations to the forum

Each group presents their report in a poster format.

Make notes on lessons you learnt while conducting surveys, reporting and presenting the report:

2.2.2 Listing stakeholders

(a) List all the leaders in the ECD community.

	Leaders	Role in ECD community
1.		
2.		
3.		
4.		
5.		

(b) Government structures also need unpacking so that the specifics are clear:

	Government Structures	Role in ECD community
1.		
2.		
3.		
4.		
5.		

3 Dealing with all stakeholders

Dealing with stakeholders refers to stakeholder management. Stakeholder management is the process of maintaining good relationships with the people who have most impact on your work. Communicating with each one in the right way can play a vital part in keeping them “on board”.

3.1 Stakeholders can be separated into three main categories

1. **Primary Stakeholders**

   People directly affected by the work. Primary stakeholders are usually project beneficiaries.

2. **Secondary Stakeholders**

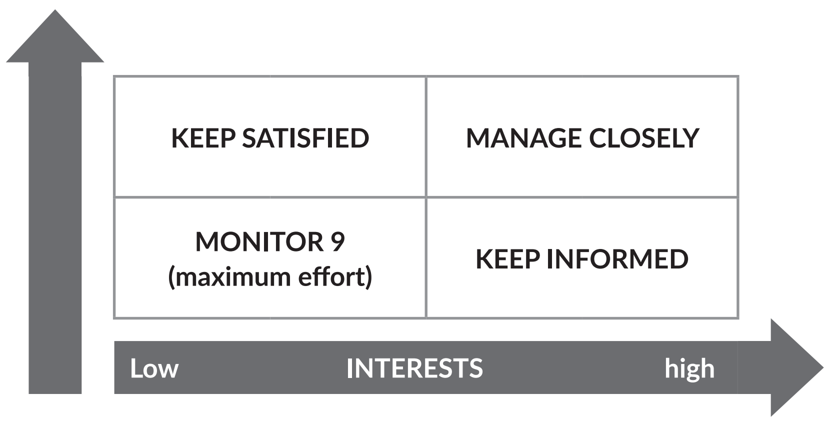
   People indirectly affected by the work. Secondary stakeholders include teams supporting the project and/or those impacted by its outcome.

3. **Key Stakeholders**

   People with a strong influence over the work and a vested interest in its success. This group includes executives.

Each group has different interests, objectives, and agendas—many are competing. Identify and rank their influence and interest to keep projects moving and avoid getting pulled in every direction.

Not all stakeholders are created equal, so figuring out who holds sway and is your best champion saves you a lot of stress. You can further classify stakeholders using this simple matrix:



High-power, highly interested people (Manage Closely)
These people have great interest in your work and the power to help you succeed. It is critical to fully engage these people and make sure they are satisfied. Pay attention to their input and implement their ideas when possible. Keep them in the loop when someone else’s ideas are chosen and let them know why.

High-power, less interested people (Keep Satisfied)

These people have little involvement or vested interest in your work, but are very powerful. Do your best to keep them satisfied, but do not take up too much of their time. Seek their insights around big decisions and make sure they understand how your work will positively affect them. These folks make powerful champions once you win them over.

Low-power, highly interested people (Keep Informed)

These people are passionate about the project and voice their support to others, but have little power or influence. Keep them in the loop and inform them of any major developments. Your work may directly impact these people, so they are usually more than willing to roll up their sleeves and help you out.

Low-power, less interested people (Monitor)

The most uninterested of the group, these people are the least affected by your work and should take up little time and attention.

Use the above matrix to quickly identify your champions and potential detractors. But be advised: An active champion might become a roadblock overnight.

Monitor your stakeholders to anticipate the tide turning.

3.2 Building and maintaining stakeholder bonds

For your ECD forum to succeed, the relevant stakeholder relationships must be established and be well taken care of. When a stakeholder is not taken care of, the effects can be felt in various parts of the forum. Building strong relationships with stakeholders and maintaining them takes effort, time and a well thought out action plan. In an ECD forum, you need more associates and champions than adversaries.

3.2.1 Relationships realise your ECD Forum vision

Here are 7 tips:

1. **Group stakeholders** according to their level of decision-making to make it easier to develop an appropriate approach to engaging each group. Know who has a mandate given by government for a function and learn how to ask permission from this mandated body/organisation/agency.

2. **Explain how information will be shared** to clearly explain how you will engage in decision making. People are more willing to listen when they have influence over the outcome, the decision-making process and negotiations.

3. **Gain trust right from the start** by communicating with people early and often (Host touch base sessions), so they fully understand the benefits so they can support you. If stakeholders do not agree with the final decision, they have the benefit of understanding the process, background and trade-offs made. Therefore, they will most likely agree at the final stage. Keeping your word. *Immediately address issues, do not let them brew.*

4. **Stay consistent with your messaging** because confusing your stakeholders is incredibly dangerous. It can lead to public outrage, loss in trust, and a negative reputation. They want to know they can rely on you for the most current and up-to- date information. Stakeholders will be more willing to help overcome problems rather than deal with unreliable information.

5. **Meet up with stakeholders who are resistant to change** because the stakeholder who challenges your forum will help you become more creative, innovative, special and unique. Keep an open mind. To prevent fall outs later regularly meet or contact stakeholders and involving them in decisions, hear their concerns and re-emphasise the benefits of the potential change and the project scope so they keep a sense of what can be changed and what not.

6. **Summarise key information after a meeting** viz. findings, any actions to be taken and when the next meeting is.

7. **Inform about risks and issues beforehand** and choose what to share and use a solutions-based rather than problem-focused style. Create options to resolve the issue and then ask stakeholders to add their input to create an informed decision about the next step.

3.2.2 Strategies to deal with difficult stakeholders

Stakeholders are people coming from different walks of life with different mindsets. Some may be difficult. You must arm yourself with strategies to deal with them amicably and continue working despite possible roadblocks and challenges.

No matter how difficult some of your stakeholders may be, no matter what they do, always remember to try to turn the situation around for the good of the project.

The most important thing to remember is that stakeholders also want the project to succeed. However, the way they express this desire may change over the course of the project. One day they will support you, and the next day they will argue if work is not done a particular way. But they are not "switching sides", their side is project success. It is not you vs. them.

Do not take resistance personally and remember: Business is business. Burning bridges is detrimental to career success. You cannot dismiss difficult stakeholders. You must find a way to work with them (or around them) and defuse the situation.

Some of the proven strategies to work with difficult stakeholders are:

1. **Listen to what they say.**

Do not close communication channels because you do not like what you hear. Try to see where difficult stakeholders are coming from and put yourself in their shoes to better understand their motivation and goals. Try to understand their point of view. If what they are saying is frustrating, ask yourself: Do their needs align with your project's objectives? Do they simply want things done a different way? Try to find common ground.

Above all, people want to feel understood and feel that their opinions matter. Here are a few ways to show stakeholders they matter:

- Find people project roles that best match their interests and talents
- Always treat people with respect, even when tempers rise
- Give praise often, especially when you notice positive behaviour
- Provide training and coaching to all involved
- Give people opportunities to share their insights and opinions with the group and help make decisions.

2. Meet them one on one

Schedule time to meet with difficult stakeholders individually. Meeting without other stakeholders in the room takes the pressure off and makes them feel more comfortable. This leads to more clear and calm conversations. Take this time to explore their viewpoint and preferred solutions. Ask open-ended questions about their opinions and ask how they feel the project is progressing.

Meeting with your stakeholders one-on-one also prevents their negative opinions from influencing others on the project. When feedback crosses the line from constructive to pure negativity, it is best to isolate the situation and handle it one-on-one.

3. Determine their motivation

Ask yourself the following questions about difficult stakeholders:

- What is causing your stakeholders' sudden resistance?
- Are they worried about going over the budget?
- Anxious the project is not turning out the way they envisioned?
- Are they answering to a board of directors who have their own doubts?

Addressing the motivation underlying their resistance will help you spot compromises, create a win/win solution, and finish the project.

Further ask yourself the following questions to get to the bottom of their motivations:

- What are their most pressing business needs?
- What is the best way to communicate with them?
- What information or details do they want or need?
- Do they fully understand your work or do they need some extra explanation?
- Who influences them?
- Who do they influence?
- What are they responsible for?
- Who do they report to?

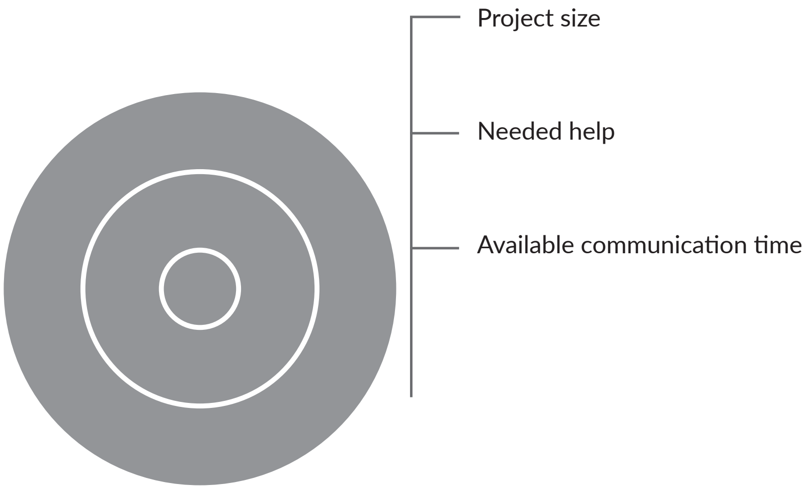
Detective work will only get you so far: Do not be afraid to ask your stakeholders these questions directly. Keep the lines of communication open to anticipate any resistance and adjust accordingly.

4. Keep your stakeholders moving forward

Listen to your stakeholders and strive to meet their needs, difficult or not. Ensuring they are feeling heard, valued, and appreciated grows trust and support. Building relationships and understanding motivation takes time and effort but will make your job easier in the long run. Projects are more successful when everyone is on board and on the same page. *Keep communication channels open to head off any growing negativity.*

3.3 Developing a stakeholder management strategy

It pays to remember the old saying, "No man is an island." Why? Almost every project you work on involves other people. You may depend on some of them for crucial support, investment and resources. The way that you manage your stakeholders depends on:



1. The size and complexity of your project.

You could assess this by comparing it to past projects, by examining the project's milestones, by the amount of resources required, or by the time allocated to it, for example.

2. The amount of help you need to achieve the results you want.

This could include sponsorship, advice and expert input, physical resources, reviews of material to increase quality, and so on.

3. The time you have available to communicate.

You need to consider how to manage the time you expect to spend on communication, particularly if your project requires a lot of stakeholder input. It is often better to allocate more time to communicating with stakeholders, rather than trying to "get by" without all the help or input that you need.

3.4 Communication with stakeholders to reach consensus, resolve and or negotiate

There are many ways to communicate and many ways and modes to communicate in. We have already learnt about meetings, formulating written documentation/policies and completing of forms and templates in writing. We have also discussed interviewing and the written completion of surveys. In modules one and two you have also participated in conversations, discussions and either been in the audience for presentations or presented yourself.

As a practical approach the trainer has communicated with you on social media platforms and using emails to share information, notices, instructions and provide updates. You have been given feedback on your style and manner of approach using these platforms.

We will now focus on communication skills you need to participate in solving problems and reaching consensus when there is a group of individuals with different opinions, needs and ideas to consider.

To figure out what communication is important to the ECD Forum ask these for yourself, the team(s) you are in, the organisation:

- What do you read/see/hear/listen to?
- Which messages work/does not work?
- What do you want to see more of?
- What information do you need that you are not currently supplied with?
- How often do you want communication?
- Who do you want communication from?

This will raise some issues but keep going so that you can get to the point where you can develop a stakeholder communications plan. This is essential for sharing messages and information.

3.4.1 Some terminology

All projects can feel overwhelming at the beginning. Time and costs can be wasted if you just start. Experienced project managers know planning before putting it into action is better. A work breakdown structure (WBS) is a way to organize the work into smaller, more manageable pieces. According to the Project Management Body of Knowledge (PMBOK), WBS is a “deliverable oriented hierarchical decomposition of the work tasks in the project. See the following WBS to be completed by a whole team:

Negotiate:

Talk about a problem or a situation such as a business arrangement in order to solve the problem or complete the arrangement. (*Collins Dictionary*).

The process of discussing something with someone in order to reach an agreement with them (*Cambridge Dictionary*)

To confer with another to arrive at the settlement of some matter e.g. Teachers are *negotiating* for higher salaries. (*Merriam Webster*)

Dialogue:

Formal talks between opposing groups (*Cambridge Dictionary*)

Communication or discussion between people or groups of people such as governments or political parties. (*Collins Dictionary*)

A discussion between two or more people or groups, especially one directed towards exploration of a subject or resolution of a problem. (*Lexico Dictionary*)

The word 'dialogue' comes from Greek dialogos, which means 'through the word' (dia = through and logos = word). Used in the same sense as 'conversation', but dialogue is more than just talking to one another. Dialogue is a special form of communication, in which participants seek to actively create greater mutual understanding and deeper insight.

Debate

A discussion about a subject on which people have different views (*Collins Dictionary*)

Argue about (a subject), especially in a formal manner. An argument about a subject, especially one in which many people are involved. (*Lexico*)

To debate is defined as to argue about the opposing sides of a subject or to discuss the merits of different arguments and points of view. (*Your Dictionary*)

3.4.2 The difference between debate and dialogue

— From The Magic of Dialogue by Daniel Yankelovich

Debate	Dialogue
Debate assumes there is a right answer — and I have it.	Assumes that many people have pieces of the answer and that together, they can craft a solution.
Debate is combative — participants attempt to prove the other side wrong.	Collaborative – participants work together toward common understanding
Is about winning.	is about exploring common good.
entails listening to find flaws and make counter arguments.	Debate entails listening to understand and find meaning and agreement.
I defend my assumptions as truth	I reveal my assumptions for re-evaluation.
I critique the other side's position.	I re-examine all positions.
I defend my own views against those of others.	I admit that others' thinking can improve my own.
I search for weaknesses in others' positions.	I search for strength and value in other's positions.
I seek a conclusion or vote that ratifies my position.	I discover new options and conclude with a way forward that might include compromise and the possibility of more research or study work before a decision is made.

As Forbes contributor Martin Zwilling explains: While you are not likely to find yourself in a formal debate, debate techniques are useful (from contract discussions to formal presentations and investor relations) — primarily in negotiations. "The very thought of negotiating sounds intimidating, yet we are all experienced negotiators. Any time we come to an agreement on anything, we are negotiating."

A discussion between people in which they express different opinions should not intimidate you. In fact, healthy debate can hone your interpersonal skills and help you become a more effective communicator.

3.4.3 Debate and dialogue

3.4.3.1 Debating techniques

1. **Prepare —** Mental rehearsal and visualisation can calm your nerves and boost performance. "In some cases, research has revealed that mental practices are almost effective as true physical practice, and that doing both is more effective than either alone" (Psychology Today). Preparation is never time wasted.

2. **Stick to the subject and key points —** It is easy to mind drift, especially when new ideas come into a conversation. Stay focused.
3. **Listen —** "During a debate you listen for specific things, points you want to answer, weakness in logic, supporting material and key points." The same holds true in negotiations. Concentrate on that is being said. It could very well help your cause.
4. **Speak clearly —** It is difficult to follow a conversation if the person speaking is not clear. "Most of us do it without knowing it, sometimes we *even* do it on purpose. However, mumbling is a bad habit, particularly in a professional or business environment." Also, "you can instantly lose credibility when you don't speak clearly and plainly."
5. **Be confident —** It is not likely you will be persuaded by someone who is not confident on the topic/subject. The goal of strong communication is to display full assurance and skill/competence (not arrogance). "Content and strategy are worth little unless you share the message in a confident and persuasive way." Strike a balance.
6. **Use non-verbal cues —** Studies show that "7% of any message is conveyed through words, 38% through certain vocal elements, and 55% through nonverbal elements," according to The Nonverbal Group. This suggests that we pay more attention to "facial expressions, the tone and pitch of the voice," and gestures than the words that are coming out of your mouth.
7. **Be relatable —** Personalise issues as a way to connect with voters. In the same way, law students must try to personalize the story of their clients to the jury, and use simple, direct language" (*Harvard Gazette*). Negotiations do not have to be combative; in fact, it never hurts to use finesse.
8. **Prove your position —** "You need evidence to validate your explanation," according to Samuel Nelson, Cornell professor (Business Insider) When explaining your ideas it doesn't hurt to back them up with reasoning (i.e., evidence/factual proof).
9. **Close strong —** A strong close can quickly turn a discussion in your favour. It is your last chance to make a good impression. This is where you state your conclusion, provide emphasis and become memorable. Ideally, you empower those listening while advocating your idea.
10. **Foster trust —** Stephen Covey, author of *The 7 Habits of Highly Effective People*, notes that "When the trust account is high, communication is easy, instant, and effective." Trust is earned through "diligence, fidelity (i.e., loyalty) and applied effort."

3.4.3.2 Managing dialogue sessions:

A community dialogue session is a way for members of the community to come together and discuss important issues. Community dialogue sessions promote discussion of important issues and can clear up confusion. It is up to you whom you want to invite. You could keep the session limited to those in your circle already or open it up to others in your community who may have differing opinions but could bring new perspectives, ideas and experiences to the discussion. The ideal number for a group in which everyone is included in the discussion is 8 –10 participants. If there are more than 14 participants, break into two groups and appoint a facilitator for the second group.

Prepare an agenda. Go into the community dialogue session with a plan. Make sure to base the discussion around a big, overarching question that participants are there to address. At the beginning, give a brief introduction to this issue and make sure to thank everyone for attending.

Go around the circle and ask each person to give a brief introduction, including why they are there. Ask a few specific questions to spark conversation. Be prepared to continue to pick up the discussion with questions if it tapers off. Have an experienced panel to provoke and guide the debate.

Closing: At the end, make sure to thank everyone for attending and talk about ways the group may want to continue the discussion. If applicable, think of a specific action that all attendees could take before leaving the meeting, i.e. writing a letter to the editor.

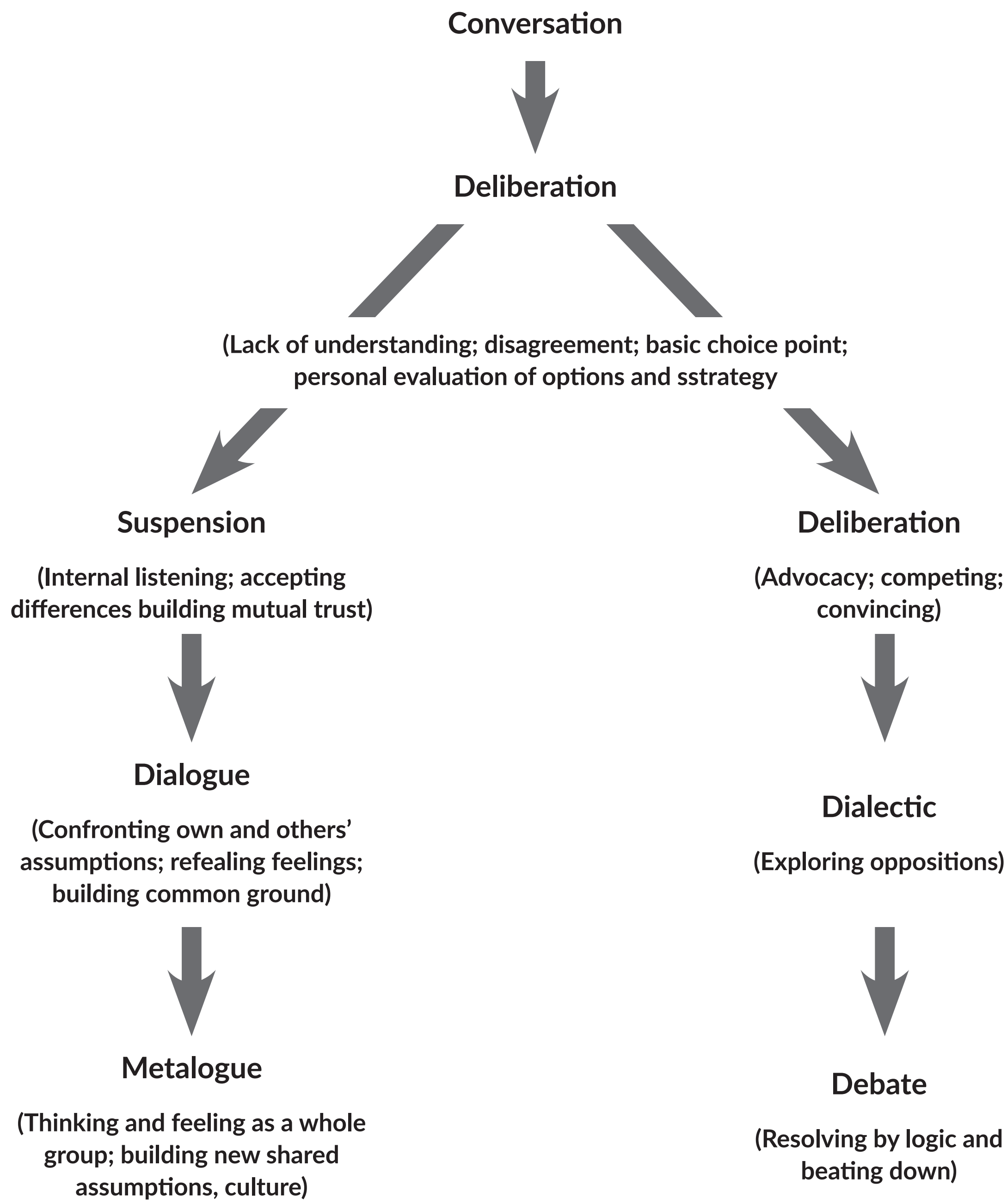
Source: *RESULTS Educational Fund's Activist*

Some dialogue techniques

1. **Arrange the setting —** Make the members feel as equal as possible e.g. sitting in a circle removes rank or status differences in the group and conveys the sense that each person's unique contribution is of equal value.
2. **Describe the concept of dialogue —** Give the group enough information to understand dialogue and explore the dialogue process and understanding it.
3. **Legitimise personal experiences —** Early in the group's life, members will primarily be concerned about themselves and their own feelings; hence, legitimizing personal experiences and drawing on these experiences is a good way to begin.
4. **Discussion and reflection —** used to link dialogue to past experiences of "real communication" Give everyone a sense of guaranteed "airtime" to establish their identity in the group. Asking everyone to comment ensures that all participants will have a turn.

   In larger groups, not everyone may choose to speak, but each person can do so, and the expectation is that the group will take whatever time is necessary for that to happen.
5. **Set the task for the group —** do not try focus on any individuals.
6. **The length and frequency with which the group meets** will depend upon the size of the group, the reason for getting together, and the constraints on members.

This diagram shows how dialogue leads to shared group understanding.



3.2.1 Developing a communication strategy and implementation plan

Communication Strategy— What we want to do?

A communication strategy is a solution to move:

Where are we now? → Where do we want to be?

It is uncertain but raises the probability that we will get to the destination. It creates conditions that favour success and includes statements of intent, is broad (vague) and unspecific showing an overall direction.

A communication strategy guides an entire program or intervention. It sets the tone and direction so that all communication activities, products and materials work in harmony to achieve the desired change. Strategic activities and materials are more likely to promote change.

A communication strategy also enables stakeholders and partners to provide input and agree upon the best way forward so that actions are unified. With an agreed- upon communication strategy, staff and partners have a map they can refer to through the various program development stages. It is the critical piece bridging the situation analysis and the implementation of a social and behavior change communication (SBCC) program.

It is a written plan that details how an SBCC program will reach its vision, given the current situation. Effective communication strategies use a systematic process and behavioural theory to design and implement communication activities that encourage sustainable social and behavior change.

Communication Implementation Plan — How we will do it?

Deals with the specifics and details. It is a programme, scheme or arrangement for a very definite purpose. It is concrete in nature and does not allow for deviation.

At its most basic, a communication plan is a written account of an intended future course of action, aimed at achieving a specific goal within a predetermined timeframe.

Include these elements in the strategy:

- Short summary of the situation analysis
- Audience breakdown into groups
- Program theory to inform plans development
- Communication objectives
- Approaches for achieving objectives
- Positioning for the desired change
- Benefits and messages to encourage desired change
- Communication channels to share messages

- Implementation plan
- Monitoring and evaluation plan
- Budgets

The plan should be final before creating materials or activities and implementing the program.

The program team, including program managers and communication specialists, should work closely with relevant stakeholders and partners to develop the communication plan.

Participation of individuals and groups directly affected by the problem is critical. Their active involvement from the start can help increase program impact and lead to long- term sustainability.

The number of people involved in developing a communication strategy will depend on the *purpose* of the strategy (for example, a marketing strategy for a single product might require fewer people while a comprehensive national strategy for increasing demand would involve more people) and the *format* used for developing it (for example, a participatory workshop would involve more people while a core working group consulting with stakeholders would involve fewer people).

3.5 Learning Activities

3.5.1 The following stakeholder profile was submitted by the Chairperson of the New Ithemba Labantwana ECD Forum. Read and answer the questions that follow

CASE STUDY 8

Give us your full name: Racheal Mparadzi **Date:** 24 Feb 2020

Tell us about your ECD centre: I am the owner of the Farani Vana Pre School which I opened 05 March 2015.

Which Forum do you belong to and what is your role there? New Ithemba Labantwana ECD Forum. I am the chairperson and occupy myself with organising meetings, networking with stakeholders and overseeing projects.

What do you benefit from being a member of this forum? I can achieve my goals as a leader and the approach is working as a collective which suite my wishes.

What are the challenges experienced by you as a member that you need the forum to help you with? I need support to comply with by – laws and accessing funds from donors.

What has the impact of this forum on ECD in this community? The forum runs a big ECD centre of high quality and are creating jobs.

What has been your career journey thus far and what are your aspirations:

As the newly appointed chairperson I am networking more and changing the structure of my ECD centre. I hope to pursue development of leadership skills and to become more competent. I want to remain humble and vulnerable to my fellow forum members and want to learn more about my community.

What is your desire for the forum? I want to see the forum grow and excel to the next level, access more funding and build our own structure.

Source: Rachel Mparadzi (adapted by Carmen Adams-Hoffman) for use only in this skills programme.

(a) What category stakeholder is Ms. Mparadzi? Give reasons:

(b) Which qualities, interests and values do you notice in the profile that will help her to build bonds with the stakeholders:

(c) A difficult stakeholder from a government department is challenging the chairperson and members are hearing about the arguments between the two. Advise the chairperson on how to manage this stakeholder to keep building a bond with this person:

(d) Ms Mparadzi has some desires for the ECD Forum. Some of the executive members may agree but some stakeholders might not. External stakeholders may be able to support or help. Help her plan for a dialogue session so that the organisation can grow in understanding of this topic and move forward. Guide her on who to include giving reasons.

(e) Imagine the stakeholders reach consensus on the issue of moving to the next level. Brainstorm until you have agreed on what the next level is. Pretend you are there, and you know what next level is for this forum. Ms. Mparadzi knows that she needs a communication strategy and an implementation plan now and as the chairperson she forms a communications sub-committee. You are on this committee and your group is this sub-committee.

Keep some notes on the process:

Draw the strategy and the plan below and on the next page. Thereafter present to the other groups.

Communication Strategy

Communications Implementation Plan

Reflections on Module 3

SECTION C:

Sources of Information in Module 3

SECTION C –
Sources of Information in Module 3

The Early Care Foundation acknowledges these sources of information:

1. Cover image courtesy: https://ctb.ku.edu/en/table-of-contents/participation/encouraging- involvement/identify-stakeholders/main
2. Racheal Mparadzi for her profile and insights into ECD Forum experiences
3. SIXTH NELSON MANDELA ANNUAL LECTURE, KLIPTOWN, SOWETO, SOUTH AFRICA, 12 JULY 2008 for the quote A fundamental concern for others in our individual and community lives would go a long way in making the world the better place we so passionately dreamt of.
4. South African Qualifications Authority for the use of unit standards used to develop material in this learning programme.
5. Institute of Development Studies (IDS) which also quotes Arnstein, S (1969) 'A ladder of citizen participation', Journal of the American Institute of Planners
6. The Dialogue Handbook, Mette Lindgren Helde, ISBN: 978-87-91588-07-5 Printed in Denmark (2012).
7. The Magic of Dialogue by Daniel Yankelovich
8. Dictionaries: Business Dictionary, Cambridge, Collins, Lexico, Merriam Webster, Your Dictionary

Source websites on the internet

Section B1: Importance and role of participation in Community Development

https://smallbusiness.chron.com/

businessdictionary.com

https://www.participatorymethods.org/method/levels-participation

Section B2: Situational (environmental) analysis in community

https://www.walkersands.com/how-to-conduct-survey-research-in-five-steps/

https://hbr.org/1964/01/strategies-of-effective-interviewing

Section B3: Dealing with all stakeholders

https://www.mindtools.com/pages/article/newPPM_08.htm

https://www.wrike.com/blog/4-strategies-dealing-difficult-stakeholders/

https://www.apm.org.uk/resources/find-a-resource/stakeholder-engagement/key-principles/

https://yfsmagazine.com/2015/08/07/10-debate-techniques-to-improve-your-negotiation-skills/

https://www.action.org/uploads/documents/How_to_Organize_a_Community_Dialogue_Session.pdf

https://medium.com/kraft-designsmiths/the-difference-between-a-communication-strategy-and-plan- and-why-you-need-both-126b04157d0d

https://www.thecompassforsbc.org/how-to-guides/how-develop-communication-strategy

We are thankful for your valuable contribution towards this skills programme for Community Forums in South Africa and the work of The Early Care Foundation in the ECD Context.

LEARNER GUIDE LEARNER GUIDE LEARNER GUIDE

ECD Forum Leadership programme

MODULE 1:
Understanding Community Development
(within an ECD context)

MODULE 2:
Establishing a Local Forum

MODULE 3:
Community Stakeholder Relationships to support Local Forums

MODULE 4:
Resource and Sustain a Local Forum

Materials developed by the Early Care Foundation

ECD FORUM LEADERSHIP PROGRAMME

THE EARLY CARE FOUNDATION