

# FOURTH KEYSTONE TECNIC FORMATION

## TOPIC 1 TEAM WORK

### INTRODUCTION

When we speak of teamwork, we refer to a well-organized group of people, each member with their corresponding responsibilities and perfectly defined tasks, with a leader at the head, ideally accepted by all and who will be the guide for the team to go through of certain rules, direct your efforts in a committed way in the same direction.

### THE GROUP AND THE TEAM

We must consider the differences between group and team:

**GROUP:** a plurality of people who are related to each other, with a certain degree of interdependence, who direct their efforts to the achievement of a common goal, with the conviction that together they can achieve this goal better than individually. It is a group of human beings who establish social relationships with each other. It has many kinds:

- Primary: family, friends.
- Formal: work, study.
- By objectives: religious, political, ecological, among others.

**TEAM:** any group of three or more people united with a common objective (research or a specific service). A group by itself does not necessarily constitute a team. A team is characterized by having:

- Specific objectives.
- Limited number of people.
- Precise distribution of tasks.
- Functional mutual relationships.
- Complementary functions.
- Adequate coordination of people.
- Know how to work, to act and to live with others.
- Develop the skills and potential of each human being, stopping the role of a few.



### TEAMWORK CHARACTERISTICS

- Integrating people with their differences.
- The influence of a leader should bring positive results.

- The central objective must represent what each of its members must and wishes to achieve.
- The well-known motto "all for one and one for all" is emphasized.

## ADVANTAGES OF TEAMWORK

- Being different people, each one makes a particular contribution to the team.
- There is more creativity in solving problems.
- The integration of specific goals into a common goal is achieved.
- Tolerance and respect for others prevail.
- People are motivated to work with higher performance.
- Reduces the workload by having the collaboration of several people.
- Results are better, they have more quality.
- Respect and listening are developed.
- Better organization.
- Two heads think better than one, three much more, for the team to function well, it is necessary to be clear about what you want to achieve, to recognize what tasks each of the team members can perform; this is how a team discovers what its members are good for.



## DISADVANTAGES OF TEAMWORK

- It is difficult to coordinate the work of a human group, due to the diversity in the ways of thinking, capacities, willingness to work, responsibility, among other factors, and then direct them towards the same objective.
- Difference in thinking, can lead to discussions that divide the group.
- Understanding that teamwork implies assuming responsibilities as such, it is possible that when making mistakes no one wants to assume them in a particular way.

## THE ROLE OF THE TEAM LEADER

The role of every leader and person in charge of a team is to generate a climate in which communication is fluid, each one is listened, disagreements are manifested, there is respect, understanding and a polite treatment.

For this postulate to be fulfilled, communication must be the



main strategy in interpersonal relationships and in daily life through an assertive and affective dialogue.

## **WHAT CAN AFFECT COMMUNICATION?**

Communication is the situation in which human beings exchange messages (verbally or gesturally). Communication is the base of all human relationships. It can be affected when there are conflicts that are not approached harmoniously and through dialogue, such as:

- Verbal violence.
- Disqualification.
- Lack of listening.
- Disrespect for difference.
- Taboos.

**Conflict** is a social situation, in which people, couples, families or ethnic, social, or cultural groups are contradiction and discussion, for different interests and reasons. Conflict is important to help people grow when they transcend in a positive way and recognize the value of the diversity of beliefs, needs and interests, perceptions, or attitudes, for the establishment and improvement of interpersonal, intergroup, and social relationships in general.

## **CONCLUSIONS**

Learning to work effectively as a team requires time, since special skills and abilities must be acquired and necessary for the harmonious performance of their work. Team members must be able to organize their time to carry out their daily work, participate in team activities, make decisions, solve problems, and communicate effectively to negotiate individual differences.



## PRACTICE

After Reading about teamwork answer the questions:

1. What are the advantages and disadvantages of teamwork?

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2. What is the leader's role?

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3. How important is communication for you?

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4. Is conflict helpful or not for teamwork?

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5. Do you think your group works as a team? Why?

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## FOURTH KEYSTONE TECNIC FORMATION

### TOPIC 2 LEADERSHIP



Leadership can be defined as the ability to positively direct or guide the other to achieve a valuable, common, and human goal, without exercising power or authority.

Leadership has nothing to do with the hierarchical position people occupy: a person can be the head of a group and not be its leader and, on the contrary, can be the leader without being the boss. The boss decides what to do by virtue of the authority granted by his

hierarchical position. The leader, without necessarily having this hierarchical authority, also can decide the group's performance based on the influence it exerts, which is determined by the "moral

authority" it exercises over the rest of the team.

The leader is characterized by his ability to lead a group or conference. Get each member to work and contribute their best to achieve a common goal, he is a person who looks for the long term, sets ambitious goals for the conference and manages to excite his Vincentian brothers in the search for them.

A good leader requires knowing himself to later understand others and reflect what he wants to achieve, in addition he must possess charisma, intelligence, power of conviction, sensitivity, integrity, impartiality, creativity, sympathy, brain and above all a lot of heart to be able lead a group of people and follow it of their own free will, motivating and stimulating them and thus achieve the desired goals. Some people have these qualities innately, but it is necessary to emphasize that you can become a good leader through proper training and experience, the only thing that is required is the will to be one. As committed Vincentians, we can all develop the ability to lead the actions and activities developed within each conference, reaching achievements or goals through teamwork, and allowing other people to identify with our social work.

#### CHARACTERISTICS OF A LEADER

A good leader must make decisions and be able to set realistic and viable goals. He must acquire information, and much of it must be the result of interaction and trust with his colleagues. All this is facilitated by communication; the interest in knowing the feelings and thoughts of the people who work with him or her and the contact with them.



The leader plays an important role in decision-making and, therefore, also in the support that the group gives him. As leadership is a function of the group, it is important to analyze some related qualities such as:

- **Passion:** Great leaders love what they do and enjoy communicating their passion to inspire others.
- **Clear long-term vision:** Have a clear idea of what they want to do with the organization or group to which they belong and think to influence its evolution, in society and in other people.
- **They know how to dream and how not to lose sight of reality:** Leaders dream daily, they brainstorm ideas and even some utopian ideas, but they are also well planted on the ground and they know their position.
- **Make decisions:** They carry out concrete actions, make ideas and dreams come true. They pursue their visions, make decisions, and act. They feed their vision with daily actions thinking about long-term successes and events.
- **Possess integrity:** Great leaders reflect on the ethical implications of their personality, attitudes, and actions.
- **They are reliable and honest:** They inspire confidence, what they promise they keep.

## TYPES OF LEADERS

**The autocratic leader:** Assumes all responsibility for decision making, initiates actions, directs, motivates, and controls the subordinate. The decision is centered on him. He may consider himself competent and capable of making important decisions, he may feel that his subordinates are unable to guide themselves, or he may have other reasons for assuming a solid position of strength and control. The response required of subordinates is obedience and adherence to their decisions.

**The participatory leader:** Use consultation to practice leadership. He does not delegate his right to make final decisions and points out specific directions to his subordinates, but he consults his ideas and opinions on many decisions that concern them. If you want to be an effective participatory leader listen and seriously consider the ideas of your subordinates and accept their contributions whenever possible and practical.

**The Liberal Leader (Free rein):** Delegates authority to make decisions to his subordinates. Expect subordinates to take responsibility for their own motivation, guidance, and control. Except for stipulating a minimum number of rules, this leadership style provides very little contact and support for followers. Obviously, the subordinate must be highly qualified and capable for this approach to have a satisfactory result.

## LEADERSHIP BASED ON INTEGRITY, COMMITMENT, PERSONAL AND VINCENTIAN VALUES

Integrity occurs if there are principles and values in human beings that are reflected in personal, family, and social behavior. There is no list of outstanding leadership values, but it is necessary to highlight ethical values such as commitment,

rectitude, honesty, loyalty, responsibility, and justice. Along with others that enable action such as vision, courage, creativity, communication, excellence, service, authority, and lifelong learning. These values must be internalized, lived daily, and acted.

A committed leader puts social interests before personal ones, making the common good prevail over the self-reliance, highlighting his personal ethics based on love, freedom, and selfless dedication. He is a person of integrity and exemplary with his group in solidarity, he answers for everyone and not just one. It also allows social participation and dialogue that involves management for the good of the community.

As Vincentians we must be aware of the importance of promoting leadership, because only through this practice we will be able to have more committed, entrepreneurial people capable of continuing our work in favor of those most in need.



## PRACTICE



The geese give us a clear example of leadership, let us read.

### The geese flight.

In autumn the geese fly south for the winter, this route has a particular detail that makes it special: they fly forming a "V". Science has discovered why some birds fly in this way. It has been proven that when each bird flaps its wings it produces a movement in the air that helps the bird that is behind it. Flying in "V" the entire flock increases its power by at least 71%, beyond what each bird would achieve if it flew alone. It is proven that people who come together and share a common direction with a sense of community, get where they want faster and easier because they support and strengthen each other.



Whenever a goose leaves the formation, it immediately feels the resistance of the air, realizes the difficulty of doing it alone, and quickly returns to the formation to benefit from the power of the companions in front and to help those who are behind. If we acted with the intelligence of geese, we would do everything possible to overcome differences, share the same direction and serve with the best of ourselves.

When the leader of the geese gets tired, he moves to one of the back stalls and another goose takes his place. We always get better results if we take turns doing the toughest jobs rather than letting the weight be carried by a few or just one. Biologists have observed that geese trailing make a sound of their own to encourage those leading to maintain speed. A word of encouragement produces great benefits. Encouragement motivates comfort.

Finally, when a goose falls ill or is wounded by a gunshot, two other geese break out of formation and follow it to help and protect it. They stay with him until he can fly again or until he dies, and only then do the two companions return to his flock or join another group. If we learn from the geese, we will be leaders in solidarity with those who need us and we will stand by each other, always accompanying and supporting each other.

According to the reading, answer the following questions:

1. What attitudes and qualities do you consider important in a leader?

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2. Are there true leaders in our group?

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If there are, what qualities make you consider them leaders?

3. How can we accomplish a better number of Vincentians leaders ready to serve the ones in needs?

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4. Draw what leadership mean to you.

## **FOURTH KEYSTONE TECNIC FORMATION**

### **TOPIC 3 COMMUNITARY WORK**

#### **WHAT IS A COMMUNITY?**

When we speak of community, we refer to a dynamic, historically, and culturally constituted and developed social group that shares interests, objectives, needs and problems in each space and time, collectively generating an identity, as well as organizational forms, developing and employing resources to achieve your goals (Montero, Maritza).

#### **WHAT IS COMMUNITY WORK?**

Community work is not just work FOR the community, nor IN the community; it is a process of transformation FROM the community dreamed, planned, conducted, and evaluated by the community itself. Its objectives are to strengthen the forces and action of the community to achieve a better quality of life for its population and to achieve new goals within the social process chosen by them playing therefore, an important role from the participation of all.



The human being arises precisely, thanks to life in common, since it facilitates the development of joint activity for the satisfaction of needs, the conditions are created for the first forms of human communication, participation, and solidarity work to appear. At present, the relationship between human beings and the community is once again in a reconstructive phase, of interaction and positive approach.

This relationship consists of helping community members to identify the needs they have, evaluating and identifying the resources they have, as well as the possibilities of obtaining or developing others, in addition, the management of resources is necessary to achieve the objectives set.

In community work, people must be facilitators and guides of processes of sensitization, needs analysis, discussion and organization of groups, decisionmaking, reflections, and analysis. Likewise, helping in the formation of leaders, in the planning of action strategies, in the formation of specific support teams for specific problems planned by the community. All this leads us to recognize the importance, not only of knowledge, but of acting with love and effectiveness.

Finally, help the establishment of networks within the community, with institutions that provide public and private services in it.



In essence, community work allows working for the development and improvement of living conditions, for the improvement of the physical, mental, personal, and social environment of a community. All of which will lead to an increase in the level and quality of life of the population, where the human being must be especially considered.

Also, community work enables the solution to the problems that most affect the population, as well as a more directly participation.

The participation of the population in their community, through the development of small projects, corroborates the fact that the community is the most important strategic space for the development of a country and the will to seek new forms of participation. For which, it is very important to coordinate and integrate the activities, efforts and resources of the different agencies, organizations, and institutions in the area, to achieve the most important objectives for the community in a comprehensive manner, which allows greater coherence in actions based on cooperation and effectiveness.

It is essential to equip yourself with the means and the necessary preparation to take advantage of the opportunities that arise from the changes that are taking place in society; and thus, have the necessary response capacity to face these challenges on the part of the populations.

Preventive and promotional work is a way to face problematic situations, improve living conditions and the creation, in a general sense, of better conditions to satisfy the needs of the population and their families, since its emphasis is on the subjects.

## **FOR REFLECTION**

Communities become what they are by decisions made by people over time. These are shaped by the decisions we make or do not make.

Some decisions consider the severity of their impacts, others do not. Some lead to unexpected results, however, failure to decide also has serious consequences.

Having a strategic plan is a very useful tool for any community that wants to change and grow. A plan will help you visualize where you want to go and help you make decisions to reach that goal. The community development process consists of three phases: strategic planning, implementation, and evaluation, this works in a cyclical way.

- **Plan strategically:** It will allow you to see the big picture and help you decide what is important. You will be able to visualize how you want your community to be in the future, you will identify everything that does not allow you to change, as well as those opportunities to move forward and decide what actions are needed to make your vision a reality. It allows you to select and agree on certain common goals, know how much time, money, and other resources are needed to create change, as well as gain support and network with other state, private, and non-profit organizations.
- **Implementation:** The community does whatever it takes to achieve the goals and objectives it has set out to achieve.
- **Evaluation:** allows you to determine if the goals and objectives initially proposed were achieved and why.

## HOW TO BEGIN?

- **Identify leaders in the teamwork:** this allows you to develop the strategic plan. Look for creative people, who have an attitude to work with all kinds of people, with organizational skills, who show energy and enthusiasm and who have skills to manage financial, material, and human resources.
- **Form a steering committee:** The committee will oversee the strategic planning process. These people should have the trust and respect of others and should represent the different interests of this community. Form a diverse group, do not choose the same people who always participate in leadership positions, you will help make decisions with more complete information and avoid some unexpected problems.
- **Identify leaders in the community:** Encourage minority groups or low-income people to participate in the process. Consider the participation and intervention of the different local and social organizations of the sector, they must also get involved in the project and exercise leadership in their sector.
- Find **the needs and potential** of the community, with the community: The members of the community are not simply spectators, but protagonists of their own development.
- Establish the **process and develop a route:** activities to be carried out, goals, people responsible, time and resources needed.



## PRACTICE

Here you will find two columns, column A has 6 key words and in column B you will have to define them. Please consider your role in the you do in your group.

N	COLUMN A - Key word	COLUMN B Definition
1	Community work	<hr/> <hr/> <hr/> <hr/>
2	Leadership and teamwork	<hr/> <hr/> <hr/> <hr/>
3	Participation	<hr/> <hr/> <hr/> <hr/>
4	Community	<hr/> <hr/> <hr/> <hr/>
5	Human being	<hr/> <hr/> <hr/> <hr/>
6	Human needs	<hr/> <hr/> <hr/> <hr/>

## FOURTH KEYSTONE TECNIC FORMATION

### TOPIC 4 COMMUNITARY WORK'S TECHNIQUES

Techniques are a particular way in which one operates in a certain situation and through which a principle of methodology is transformed into action. It is the art or way of walking the road.



They are the instruments, practical elements, concrete and adapted to an objective within a specific work or activity plan. At the same time, this "doing" is producing and reproducing new relationships, building other concepts, and modifying daily life from the creative growth of all the people who make

up the social process.

The most used techniques are:

#### **WORKSHOP**

Technique that allows generating a space for action and dialogue, facilitating the approach of the participants to the discussion, reflection, exchange of experiences, learning, and decision making. This space allows 'learning to learn', 'learning to do' and 'learning to be'.

#### **Example:**

Workshop «Reconstruction of the world»

Objective: To question the reality of values and the knowledge of them in the development of daily life.

Description of the activity: The coordinator presents the following fact “The world was totally destroyed by hydrogen bombs. In an underground place, six people managed to survive with everything they needed for many months. They will return to the surface to restart the reconstruction of the world”. Imagine that these people are the group that you are part of. This is the group that will begin the rebuilding of this world which, of course, must be better than the current one. To guide the group discussion, we propose the following problems:

What fundamental principles or standards should guide them?

What attitudes should they adopt?

What concrete action are you going to start with?

You work in a group for 30 minutes. Each of the proposals presented by the group as a solution must be justified. The solution adopted will be the result of the consensus of the group.

Then the work of each group will be socialized, allowing the exchange of their experience to the others. This workshop will allow to identify values such as respect, tolerance, camaraderie, the ability to work in a team and the leadership that each participant has. Finally, the coordinator will make a frame with what was observed in the exercise and will make a return or conclusion to the group.

Materials: 8 sheets of cardboard or newspaper, 8 markers of any color, pictures from magazines or newspapers.

Time: 45 minutes

Responsible: One participant.

## **BRAINSTORM**

It is a technique of producing ideas in a group and requires the spontaneous participation of all the members of the group. With the use of "Brainstorming" new proposals and creative and innovative solutions to problems are reached, ensuring greater quality in the decisions made by the group, more commitment to the activity and a feeling of responsibility shared by all.

### **Example:**

The group meets to discuss how they are going to intervene in their training program (central theme). Each member of the group contributes their ideas to this work and one person takes notes on a board, flip chart, notebooks, or sheets. In the end, an agreement is reached on which of the ideas are most viable and relevant, and responsible for their execution are delegated.

## **TREE PROBLEM TECHNIQUE**

It is a technique with which a central problem of a community can be identified, for this it relies on brainstorming through the participation of all. The most relevant problem is in the trunk of the tree. Then the causes of the problem are recognized, which are located at the bottom of the tree and the effects of the problem are located at the top of the tree. When the situation is fully understood, the participants formulate alternative solutions to the causes and effects, which become lines of action for the formulation of projects.

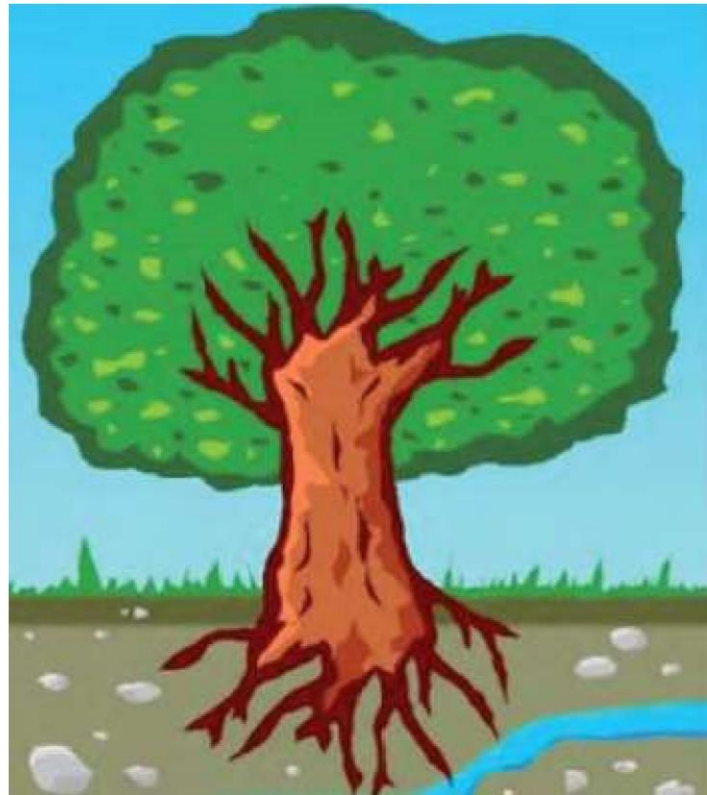
### **Example:**



**EFFECTS -----⑦**

**CENTRAL PROBLEM ⑦**

**CAUSES -----⑦**



At the end of the problem tree, we turn the central problem into the objective to work on, if the problem is unemployment, the objective would be "to provide training and employment alternatives."

**WOST MATRIX TECHNIQUE: (WEAKNESSES, OPPORTUNITIES, STRENGTHS AND THREATS)**

It is an information technique where internal and external factors of a problem situation are analyzed to generate alternative solutions. The WO strategies aim to improve internal weaknesses, using external opportunities and ST strategies are based on the use of internal strengths of a person, group, or community to avoid or reduce the impact of external threats.

**Example:**

In the X neighborhood we find:

<p><b>WEAKNESSES (Interns)</b></p> <ul style="list-style-type: none"> <li>• Bad communication between the neighbors</li> <li>• Drug abuse</li> <li>• Unemployment</li> <li>• Social and familiar violence</li> </ul>	<p><b>OPPORTUNITIES (Extern)</b></p> <ul style="list-style-type: none"> <li>• Social Secretary programs for the community</li> <li>• Resources</li> <li>• VINFAM</li> <li>• Nonprofit organizations</li> </ul>
<p><b>STRENGTHS (Interns)</b></p> <ul style="list-style-type: none"> <li>• Education institutions</li> <li>• Community action joint</li> <li>• Resources for the community</li> <li>• Community kinder gardens</li> <li>• Cultural house</li> </ul>	<p><b>THREATS (Externs)</b></p> <ul style="list-style-type: none"> <li>• Drug dealing</li> <li>• Illegal groups</li> </ul>

With this information, a work project can be elaborated, according to the reality.

## CONVERSATORY TECHNIQUE

It is an interpersonal relationship technique where verbal and non-verbal communication allow the understanding of the thoughts and opinions of other people in the middle of a debate on a proposed topic.

### Example:

A group of people from a community meet to discuss the issue of drug addiction, in the same meeting a guest is brought to solve some doubts and then a moderator gives way to the participants to make their contributions allowing an exchange of experiences, a debate against the prevention of drug addiction, opinions and testimonies are given. In addition, a person is delegated to take note of the most important points of the discussion to draw conclusions at the end of the exercise.

## OBSERVATION TECHNIQUE


It is a procedure that directs attention to a fact of reality, finding the meaning of what is observed and questioned, carrying out analysis between situations, words, symbols, meanings, customs, forms of relationship and actions. It is the preparation of a record based on a previously prepared guide to make a report and decide the steps to follow diagnoses and projects, etc.

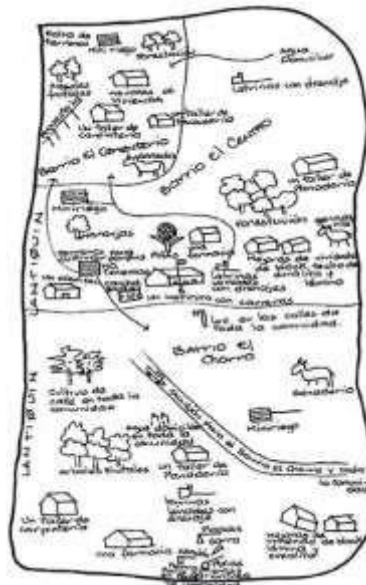
### Example:

The group carries out its Vincentian work in a marginalized sector of the city and when they make home visits or field work, they have noticed school dropouts in the child population, in addition to the fact that they remain alone and on the street all the time, a situation that worries the group and decides to observe and analyze more closely the families and children to find out their reality and make proposals in the face of the problem situation that is identified.

### DIAGRAM AND MAP TECHNIQUE

They are graphic techniques that allow a clear visualization of the information that the community wants to provide through images, graphs, plans, charts, maps, and symbols that describe processes that are difficult to understand. It is participatory and can be applied in different phases of the process that is being carried out. The graphs allow you to analyze with the people involved all the strengths, opportunities, weaknesses, and threats. With this information, a work proposal is built.

Example 



### INTERVIEW

Technique that allows to obtain information (data) on the reality (physical, economic, professional, social characteristics, ideas, beliefs, opinions, attitudes, feelings, and behaviors) of the respondent. The interview can be individual or collective and the information must be clear, precise, and coherent, in addition to having a friendly and respectful treatment. The interviewer must be attentive to the behavior of the interviewee, must be very observant, as there are issues that are expressed verbally but also gesturally.

## **HOME VISIT TECHNIQUE**

Technique carried out at the home of the person or family requesting a service or help, where through the interview and observation an analysis is constructed and made with the purpose of guiding, advising, and proposing alternatives to change the situation.

### **Example:**

A member of the group makes a home visit to a beneficiary family. When he arrives at the house, he greets, introduces himself and comments on the purpose of the visit. Then start a series of questions regarding the family, the data of the person attending the visit, the socioeconomic situation, family, and neighborhood relationships, among other things, it is important to take note of the answers given, that is why the member keeps a visit card where they record the information, in addition to writing down everything observed in the home and in the behavior of people in the home at the time of the visit. Finally, it gives an orientation to the family as identified and delegates tasks to it.

## **R.P.D. (RAPID PARTICIPATORY DIAGNOSIS)**

Technique used to collect information from a specific community where the same community names its most felt needs and launches possible solution proposals. It can be done through the SWOT matrix, brainstorming and tree problem.





## FOURTH KEYSTONE TECNIC FORMATION

### TOPIC 5

## COMMUNITARY INTERVENTION COMMUNICATION AS AN STRATEGY

The functioning of society is possible thanks to communication, which is defined as the process of exchange between human beings: messages are sent to others and, at the same time, they provide us with messages. In this sense, communication is the basis of all relationships between human beings.

The means or mechanisms through which people exchange messages are of various types. For example, messages are sent and transmitted with words and with voice.

This communication is called verbal communication. Verbal means things related to words. So that a good capacity for oral expression is one of the best tools that human beings must persuade and influence others.

Messages are also exchanged through expressions with the face, through gestures and body movements. This communication is called nonverbal communication.

Non-verbal behavior says as much about the person as the words themselves. It is a clear indicator of thought and mood and, in many cases, it is necessary to know how to control this language, since the body can contradict the speech.



With communication affections (emotions or feelings), ideas, concepts, opinions, and points of view are exchanged, through this the members of a community express appreciation, share joy and humor. In addition, stimuli are provided, motivation in relation to projects for the future.

Communication is essential for a peaceful coexistence. Through it, clear and respectful relationships are established in the community. This makes it more likely that conflicts and problems will not occur. In addition, in cases where conflicts inevitably appear, communication helps to face and resolve them properly.

The human being communicates even when he is not aware of the messages he sends or when he is not trying to communicate.

### **Example:**

When a person arrives angry, throws the door when entering and then locks himself in his room, he is communicating to the other people in the family that

something is happening to him. He may be angry, discouraged, because what happened to him at work or on the street or they gave him bad news. Similarly, when one of the elders loses his patience and yells at one of the enraged children, he is communicating several messages, even though he may not realize it. The child may interpret that the caregiver does not love him or that he considers that the child does nothing well and is useless, or that the caregiver has big problems, and that life is too difficult.

## **COMMUNICATION IN COMMUNITY INTERVENTION**

It is important to find strategies to actively join the social environment, and thus achieve common goals. These community work strategies must be based on adequate communication channels and actions designed in collective consensus. Its execution incorporates all the actors involved in the processes and encourages the construction, elaboration, and acquisition of other learning, turning people into actors of its development.

Given the above, it is suggested to apply the following pedagogy for good communication:

- Communicate openly, directly, frankly, and appropriately (Phil. 2.2) ● Look into the eyes.
- Establish good contact, establish empathetic relationships. (Acts 4.32) ● Adequate voice volume.
- Verbal fluency. This requires spontaneity and security.
- Adequate posture since attitudes are communicated through it.
- Gestures physically accompany language and complete its meaning.
- The message must be clear, explicit, direct, frank, and respectful of the rights of other people.
- Analyze the characteristics of individuals and the characteristics of the context. (Jn. 17:21)

It is important to recognize that communication helps to establish, maintain, and improve contact and interactions with other people.

Within this process, perception is of vital importance, the image that is made of the world and of the other, is an essential element in communication. To perceive it is necessary to feel, interpret and understand the world in which one lives. Perception is a personal and internal gesture (Eph. 6.21).

### **The social and cultural aspects**

Each society and each culture provide its members with its own explanation of the structures and the meaning it gives to things. This information gives rise to preconceptions and generalities regarding the way of seeing others. These



preconceptions, learned at a very young age, are so subtle that they are often even unknown. However, these limit in an important way, the style of communication and interaction of a person with others.

Therefore, communication is closely related to social and cultural aspects. Culture teaches individuals how to communicate through language, gestures, clothing, food, space use, among other things, situations that must be analyzed to carry out a community intervention.

It should be noted how our state of mind (tiredness, worries, anxiety, fears, depressions, etc.) also conditions or influences human relationships, hence the importance of acting objectively with the community.



Communication as a strategy is a fundamental basis in the interaction with the other and the others, it makes possible the approach with the communities, generating spaces for socialization, learning and agreement, which serve as a pillar of the promotion of this.

Some of the aspects that should be favored with communication within the communities are:

- Be a good advisor and guide, try to understand the other without imposing yourself.
- Accompany without doing everything for him, motivate an active attitude towards problems.
- Encourage the strengthening and autonomy of the groups.
- Recognize your own limits, be willing to seek and receive help.
- Do not stay with your own diagnosis of the situation, seek different views and opinions about the problem.
- Develop adaptability, to work with different groups and in different circumstances.
- Know how to listen and transmit confidence.
- Having the ability to identify one's own prejudices regarding certain issues, to manage them so that they do not influence the intervention carried out.
- Treat all people in the same way, without favoritism or over-protective attitudes.
- Be update on the topic or topics being addressed, have the latest information available.
- Know the scope of work and the changes that occur in it.
- Have availability to work as a team with people from different sectors and with different knowledge and experiences.
- Encourage interactions with different actors and networking with community organizations.



- Learn to manage your own frustrations when you cannot solve everything that was proposed.
- To privilege the development of others, over one's own leadership.
- Practice and promote respect for others in all circumstances.
- Develop democratic, participatory, and inclusive leadership.
- Generate communication and interpersonal relationship skills.

**Some elements that affect communication:**

- Verbal violence: yelling, insults.
- Disqualification: criticism, scolding, censorship, frequent mockery.
- Lack of listening: communication is a reciprocal process and as information is issued, attention must be paid to the information received.
- Disrespect for difference.
- Taboos: the community is not explained what is happening because it is considered that they do not understand it.
- Passive behavior.



## PRACTICE

Below you will find the antecedents of a sector X, which will be the object of intervention by your group, the objective is to analyze its context and propose communication strategies to be able to access to work and generate spaces for participation and empowerment of the integral development.

Background:

Sector X forms a diverse and complex community both due to its rich and long historical and cultural tradition, as well as due to the diversity of interests that have been created in and around it in recent years. Thus, community values, customs, history, and relationships between different groups have been diluted or blurred to give way to different forms of division, confrontation, competition, and isolation.

A good part of the difficulties in stimulating the participation of people in various projects or problems lies in the fact that the spaces and means for dialogue and communication have been deteriorated, which leads to a weakening of community ties, apathy, misinformation, and disinterest in community needs. Hence the importance of creating communication media or strategies to allow addressing different aspects of the problems faced by the sector, as well as building bridges of communication and knowledge of experiences to encourage participation and expression of community members.

What strategies would you use to achieve adequate communication within said community, and thus create an adequate intervention project?

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## **FOURTH KEYSTONE TECNIC FORMATION**

### **TOPIC 6 COMMUNITARY AND CITIZEN PARTICIPATION**

#### **COMMUNITARY OR CITIZEN PARTICIPATION**

##### **WHAT IS PARTICIPATION?**

Participation is a human need and, consequently, constitutes a right of the people, it is a process of development of critical consciousness, enabling the population to take ownership of development.

Participation is learned and perfected by participating, it is facilitated with the creation of communication channels, with the development of communication skills. However, it must respect individual differences.

Participation in the Branches does not simply mean "crowd." Each Branch must be understood as a certain number of people who have received a vocation-mission from the Holy Spirit to solve an entrusted task. The Branch is permanent only when common needs develop or when individual and collective needs can be fully satisfied within it.

##### **WHAT IS COMMUNITY PARTICIPATION OR COMMUNITY INVOLVEMENT?**



It is the adoption of commitment and collective awareness of social problems that affect the individual, the family, the community, and society, to find alternatives. The selection of strategies through consensus or negotiation. This also implies a whole set of principles, tasks, and activities that we must consider for its effectiveness in the framework of community work.

In community participation the communication, interpersonal relationships, and social relationships are linked to each other, since in it is expressed how men interact, and in turn it constitutes a way for interaction, well-being, quality of life, development human and social. It is also action, understood not only as simple acting, or any type of action, but as action that leads to social change, being the product of the reflection on the reality addressed, not only to know it, but to transform it.

Therefore, to the extent there is greater reflection on reality, higher quality and transforming efficiency, a better result will be obtained. Community participation is not only carried out by experts, but it is the participation of the community involved in it that enables true results. For this reason, participation must be at the service

of the community, this means that participation is not a possibility that is given to the community in general but is to make the right of everyone to be subjects of history, subjects of the specific processes that each group is carrying out.



The goal is for the community to be the selfmanager of the process, appropriating it, knowing how to do, understand and judge. This supposes a big change in the conceptions of community work since, all are subjects of rights that they contribute to the action. The goal is the transformation of social reality for the benefit of the people involved. It is a modest and simple process within everyone's reach, it is to get the community to become the main agent of change to achieve the transformation of its reality.

To achieve this objective:

- Make the community aware of its reality, its needs and the nearby and distant factors that condition them.
- Provide it with skills and capacities of decision-making, about the actions that should be put in place, to solve these needs.
- Achieve the commitment of the community for the implementation of the transforming action.
- Facilitate self-management of the transformative action, so that it is carried out independently of the control systems that seek to maintain the established order.

## CITIZEN CULTURE



Citizen culture is defined as the "set of shared minimum customs, actions and rules that generate a sense of belonging, facilitate urban coexistence and lead to respect for the common heritage and the recognition of citizen rights and duties". Citizen culture actions must have an impact "on the way citizens perceive, recognize and use social and urban environments and how they relate to each other in each environment".

Perception and recognition underpin the sense of belonging.

Each environment

has its rules, which the individual must observe to use it properly and appropriate it, respecting its order and its character as a common heritage. The way in which citizens relate to each other in each environment, that is coexistence, depends on compliance with the rules of that environment and on the ability of citizens to enter into agreements and resolve conflicts peacefully.

The virtuous citizens of a civic community are cooperative, respectful, and trust each other, even when they differ on important matters. Civic virtues are learned

in school. Citizen culture opens the possibility of learning the virtues that allow coexistence during interaction with others.



## **CONCLUSIONS: GOALS OF CULTURE AND CITIZEN RESPONSIBILITY**

Below are the specific goals that must be met to achieve the vision proposed for the issue of civic culture, and from there the actions to achieve each end are derived.

Goal 1: increase the positive attitude of citizens regarding the law and the rules of coexistence and improve their compliance.

Goal 2: Increase levels of citizen security by stimulating the peaceful resolution of conflicts, awareness of risk factors, and cooperation with the authorities.

Goal 3: Improve the attitudes and behaviors of citizens regarding the conclusion and fulfillment of agreements.

Goal 4: Improve levels of tolerance and solidarity.

Goal 5: Increase levels of interpersonal trust and trust in public institutions.

Goal 6: Increase the levels of social organization and citizen participation.



## PRACTICE

1. What is citizen participation?

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2. What compromise do you acquire with your community after reflecting about his topic?

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3. From the culture and citizen responsibilities, in which ones can your branch help and with which concrete actions?

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## FOURTH KEYSTONE TECNIC FORMATION

### TOPIC 7 SOCIAL DIAGNOSIS

The social diagnosis constitutes one of the most important elements of social intervention, insofar as it seeks real and concrete knowledge of a specific situation on which a social intervention is going to be carried out and of the different elements that are necessary to consider solving the problem-situation found in the communities.

The fundamental need to carry out a social diagnosis revolves around the principle of “knowing to act”, it should not end in “knowing by knowing”, since it is necessary to generate alternative solutions to the situations encountered, which results in social projects that promote social development and the well-being of communities.

The usefulness of the diagnosis is to know the reality, contextualize it, plan, and program according to it.

In a diagnosis one must know:

- Problems and reasons for them in each situation (causes).
- What context (cultural, political, economic, among others) is conditioning the problem-situation studied.
- Resources and means available to solve these problems.
- The most significant influencing factors and the social actors involved (leaders, institutions, among others).
- Decisions need to be made about priorities, objectives, and intervention strategies.
- Factors that determine the actions to be viable and feasible.



#### **For what and why are social diagnoses important?**

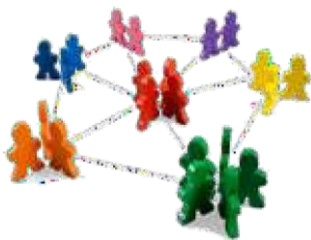
1. To have basic and real information on a specific community, which serves as a platform to program concrete and viable actions.
2. The diagnosis determines the most appropriate type of intervention to modify the situations that arise and that are susceptible to improvement. It carries with it the description of the individual and their situation, it tends to establish cause-effect relationships.
3. They open a range of possibilities for us, in terms of the knowledge of actors and social entities that intervene, and thus we can intervene from other areas.

4. Establishes a hierarchy of the real needs of the communities.

## CHARACTERISTICS OF A SOCIAL DIAGNOSIS

- It is an essential phase or moment of a program or project that can influence its different stages, either as a starting point or, later, as a point of reference.
- It uses the results of an investigation and applies it in the face of action, insofar as the objective of the diagnosis is to have knowledge to produce planned changes, to solve problems, satisfy needs, develop potentialities or to develop actions in a community.
- It becomes a unit of analysis and synthesis of a problem situation, the diagnosis must make a description of the elements and integral aspects of reality, but at the same time it must establish their interconnection and interdependence.
- It has no end. It is an open instrument in constant feedback, a diagnosis must be opened to incorporating new data and information and new adjustments established from new data that are obtained.
- It acquires a real meaning when an adequate contextualization (global study) of the situation-problem encountered is carried out, to solve the problem together and not offer it from outside its reality and need.

### What does it mean to analyze the context?



To carry out a context analysis it is necessary to consider the following aspects:

- International, national, and local trends: political, economic, social, cultural, and environmental.
- Composition of the community: demographic trends, population statistics (how many boys and girls, adolescents, adults, older adults).
- Spatial population distribution: distribution of the population in the areas and spaces.
- Cultural diversity: ethnic groups and existing cultural activities in the sector.
- Family composition: types of ties (marriage, common law union, widowhood), number of children, family structure, for example, female headship increasing due to violence and forced displacement.
- Community conditions
- Economic development: economic growth, social spending, assigned budgets.
- Employment and unemployment rates.
- Informal employment.
- Working conditions, the quality of working life.
- Education: coverage and quality, as causes of desertion, among others.
- Health: coverage and quality.
- Recreation
- Social problems: causes and effects.
- Institutions that are in the sector.



### Types of diagnoses:

- **Institutional or passive:** carried out only by specialists or institutions without counting on the inhabitants.
- **Participatory:** carried out by specialists, institutions, or organizations with the support of the community.
- **Community self-diagnosis:** carried out by the community with expert advice.

Participatory diagnosis and community self-diagnosis allow to recover collective memory, starting from the knowledge of the community and democratize knowledge.

### PHASES OF THE SOCIAL DIAGNOSIS

To start, it is necessary to return to the concept of social diagnosis, which will be defined and understood as a social process, which pursues the following objectives:

- Know in depth a social reality.
- Be a firm base for carrying out projects or development plans.
- Generate organization and awareness processes in the community.
- Strengthen community networks and leadership.
- Build spaces for meeting and discussion where differences are overcome, and consensus and agreement processes are generated.
- Make the community take ownership of its problems and needs and become a tool for decision-making.



In conclusion, the diagnosis is to analyze a reality in an integral way, relating aspects of community life, such as the economy, education, health, recreation, sports, housing, family, social organization, identity, among others. The diagnosis is not a simple list, on the contrary it aims to explain the causes of this reality, to look for alternatives of viable and possible solutions.

As any social process, it is necessary to consider phases for its elaboration:

- a) **Sensitization and awareness:** It is important that the idea of making a diagnosis comes from the community, since in this way they actively participate in the process and will not see it as a task or obligation that must be carried out.
- b) **Identification of needs, problems, center of interest and opportunities:** The need must be seen not only as a lack but also as a potentiality that can be presented at the individual or collective level. Needs cannot be confused with satisfiers. This last concept refers to the means used to supply needs, which means that human needs are always the same but what changes is the means to achieve their satisfaction. It is

important when making a diagnosis to have knowledge of the historical, social, economic, and legal context. Such as the need of knowledge or the satisfier generated by the assembly of a school.



- c) **Forecast Situation:** Once the need is detected, you should start to raise ideas, considering how the needs or problems have been presented over time, and how they continue to appear, then raise the possible alternative solutions.
- d) **Identification of resources and means of action:** Determine what economic, logistical, and human resources the community has and what aid the institution or institutions around it have. For this. It must be carried out an inventory of the institutions that surround the community and answer these two questions: “who can solve the problems?” and “what kind of help or care is needed?”
- e) **Delimitation of priorities, in relation to needs and problems detected:** it must be established an order of importance, because not everything can be worked at the same time. For this, the following questions must be answered “what is the most serious problem?”, “what will yield the greatest benefits in the future?”, “what needs, and problems can be addressed with the available resources?” and “what are the problems that concern people the most?”
- f) **Establish action strategies:** It means knowing what type of management or what type of activities are going to be carried out to develop the diagnosis. It is important to understand the legal, political, economic, organizational, technical, and sociocultural implications that the development of the diagnosis and subsequent project may have. Action strategies change according to the social and economic context or the historical moment.
- g) **Analysis of contingencies:** It consists of having alternative plans in case the planned for the diagnosis does not go as expected.



## PRACTICE

1. Do you consider that is important to make a social diagnosis to plan the activities of the Branch? Why?

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2. What elements do you consider important to make a social diagnosis?

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3. Which phases do you consider important for your Branch?

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4. What should we do not to bring unappropriated solutions to the needs and reality of the poor?

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**FOURTH KEYSTONE  
TECNIC FORMATION**

**TOPIC 8  
SOCIAL DIAGNOSIS' PRACTICE**

*What is heard is forgotten.  
What is seen is remembered.  
What you do is learned.*  
Popular proverb

Starting from this premise, it is necessary for Vincentians to give themselves the opportunity to make a social diagnosis, they must sharpen their senses to approach a specific reality. In addition, they must identify components, establish relationships, and then interpret the reality.



In other words, this exercise will make it possible for Vincentians, to establish contact with a community, learn about the social reality, and subsequently, be promoters or facilitators in the construction with the community of alternative solutions for the most relevant problem identified.

From the sector where you live, carry out the following exercise. Below you will find a guide for the description:

**COMMUNITY DIAGNOSIS**

1. **Location of the sector** (number of the commune, identified sectors, boundaries with other neighborhoods, sector stratum)

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2. **Infrastructure's characteristics** (roads, houses, recreation places)

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3. **Identification of Public and Private Institutions** in the neighborhood

- 3.1. Educative institutions

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3.2. Kindergartens

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3.3. Churches

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3.4. Care centers

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3.5. Learning Centers

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3.6. Groups

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3.7. Elderly club, retired club

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3.8. City Council

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3.9. Community round table

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**4. Community organization**

Social projects and programs for children, young people, the elderly, and the population with disabilities.

4.1. Community diners

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4.2. Shelter

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4.3. Social aid work

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**5. Community Spaces**

5.1. Cultural spaces

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5.2. Libraries

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5.3. Playgrounds

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5.4. Sport fields

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5.5. Gyms

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5.6. Community radio

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**6. Population's characteristics (academic level)**

6.1. Children and teenagers

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6.2. Adults

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6.3. Elderly

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6.4. People with disabilities and types of disabilities

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**7. Social problems**

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**8. Non satisfied needs of the community**

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**9. Propose a solution alternative.**

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## FOURTH KEYSTONE TECNIC FORMATION

### TOPIC 9 HOME VISIT

*It is not enough to help the poor, teach them the catechism and give them alms. It is necessary to communicate with them, treat them with affection, inspire them trust, show them that those above have a true brother's affection, a sincere desire to work, to raise the moral and intellectual level in which they are, to redeem them from misery and degradation.*

(Casas, Maria, 1955, p. 50). Father Campoamor

The home visit is the set of social activities that are provided at the homes. This care makes possible to detect, assess and support the different problems of the individual and the family, enhancing autonomy and improving quality of life.

The home visit is the ideal instrument to know the environment in which the family lives, since it is in the home, the place where they feed, rest, leisure and relates to their primary nucleus. The visit allows to know the context, family relationships, crises, problems also allow personal contact.

The beginning of home visits can be traced back to the middle of the 19th century, when several institutions were created to help those in need, a time when poverty had become visible in the main urban centers and was posed for the first time as a social problem.

The home visits were outside the activities that religious had traditionally carried out to care for the homeless, it was a voluntary work, organized and carried out by laity.

It is recommended to VINFAM members these four suggestions be considered for home visits:

- a) Constancy of visits which should allow the member to gain experience and earn the trust of the people his serving.
- b) The duration of the visit, should be prolonged, listening without haste and allowing those in need to talk about themselves, to learn more about their lives.
- c) Seriousness in which sweetness, kindness and patience must prevail.
- d) Prudence, not showing particular concern to discover the secrets, avoiding the astonishment and attitude of knowing everything.



#### OBJECTIVES OF THE HOME VISIT:

- Obtain, verify, and expand information at the beneficiary's address.

- Study and observe the social and family environment in which he is inserted.
- Provide information to the family and create an action plan.
- Establish personal ties with the family group
- Promote autonomy and improve the quality of life of people.

### **STAGES OR STEPS OF THE HOME VISIT:**

1. Plan the visit.
  - 1.1. Determine the geographic location.
  - 1.2. Approach to the family.
  - 1.3. Set the day and time of the visit.
  - 1.4. Organize the material that you will carry.
2. Arrival at the house
  - 2.1. Say hello and introduce yourself.
  - 2.2. Request to be invited “can I come in?”
  - 2.3. Justify your presence in the place.
3. Social phase
  - 3.1. Be friendly, attentive, observant, and trustworthy.
  - 3.2. Contact the family members.
  - 3.3. Observe and determine who the head of the family is.
4. Clarification of reasons
  - 4.1. Not informing third parties about the reasons for the visit.
  - 4.2. It is not necessary for the family to know all the reasons for the visit, especially when they are related to negative situations.
  - 4.3. There are unspoken reasons and do not require explanation.
5. During the visit
  - 5.1. Treatment of the problem.
  - 5.2. Encourage them to speak specifically and ask for examples.
  - 5.3. Help family members clarify the problem and affirm the importance of each one.

### **Competences to be developed to make the home visit:**

- Know how to reach the family correctly, respecting the ethical codes.
- Ability to observe, analyze and synthesize the information that is found with a critical attitude.
- Human qualities: empathy, warmth, kindness, dialogue and listening, acceptance and assertiveness.
- Values: respect for difference, knowing the scope and limits of the intervention.

### **Suggestions:**

- The home visit must be carried out with great respect and assertiveness.
- Ask “I would like to see your house” instead of “I can see the bedrooms”.
- Do not give the impression that we are drawing conclusions about overcrowding.



- Do not give advice or interpretations if they do not ask for it.
- Point out but do not emphasize differences between members.
- Do it frequently, it allows the member to gain experience and gain the trust of the people.
- Time should be appropriate, listen slowly and allow the poor to speak about themselves, to learn more about their lives.
- Seriousness, respect, patience, and love must prevail.
- Discretion, not showing particular concern to discover intimate aspects, avoiding astonishment and the attitude of knowing everything.



**4. FAMILY MONTHLY INCOME AND EXPENSES**

**INCOME**

Salaries \_\_\_\_\_ Pensions \_\_\_\_\_ Rents \_\_\_\_\_

Other incomes and origin \_\_\_\_\_

**TOTAL INCOME:** \_\_\_\_\_

**EXPENSES**

Food \_\_\_\_\_ Rent \_\_\_\_\_ Education \_\_\_\_\_

Health \_\_\_\_\_ Transportation \_\_\_\_\_ Public services \_\_\_\_\_

Other expenses and origin \_\_\_\_\_

**TOTAL EXPENSES:** \_\_\_\_\_

**5. HOME CONDITIONS**

Belonging	Owned	Rented	Financed	Borrowed	Shared
Area	Residential	Commercial	Industrial	Rural	Marginal
Type	House	Apartment	House with land	Studio apartment	Pension
Status	Brand new	Like new	Good	Fair	Bad
Size		Oversize	Adequate	Undersize	
Construction phase	Completed	Under construction	Work in black	Mud walls	Wooden construction
House appliances		Understock	Complete	Overstock	

**OBSERVATIONS**

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**6. AIDS THAT THE FAMILY RECIEVE**

YES \_\_\_\_\_ NO \_\_\_\_\_

Type \_\_\_\_\_ Sponsor \_\_\_\_\_

What is it? \_\_\_\_\_

**7. OBSERVATIONS**

Detail or ask about health conditions, education, capacitation o family situations:

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Partner who visits

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Partner who visits

## FOURTH KEYSTONE TECNIC FORMATION

### TOPIC 10 APPROACH TO FAMILIES IN CONFLICT

To know a family, it is necessary to observe 3 fundamental aspects:

1. **Operating structure:** the form of union, its size, the number of people it includes, the type of relationship and some of its history and evolution.
2. **Relational system:** the way in which men and women relate, children, roles, communication, positive and negative links, the affection of their members.
3. **Evolutionary moment:** understand the moment the family is going through, since a single couple is not the same as a couple with children, especially if both or one of them contributed one or more children to the relationship, or they both did, "yours, mine and ours", without discounting here the ages, demands and changes of each of the members, which involve various adaptations in the way of being together. Thus, a relationship of two (also called parental dyads) becomes a triad or group that involves the dynamic reorganization of functioning.

These elements require us to accept and recognize that we cannot look and evaluate all families with the same norm or pattern, since there are as many types of families as there are styles of coexistence, and that implies for us to have a broader look, and on all a non-judgmental attitude of any of the options that our users present us.

It is important that in each family, a distinction is made between organization and structure.

**Organization:** They are the constituent elements of a unit. For example: father, mother, children, and maternal grandmother.



**Structure:** It is the functionality and customs, ways of relating between the members of a family.

Every family has a hierarchical organization and an interaction or functioning structure, so that what happens to an individual is not exclusively due to an internal process but is the result of their interaction with the environment and if the structure is modified, changes will occur in internal processes of each of the members of the family system.

The role of the person who helps a family is important for the change, and their conception of the problem determines the effectiveness in producing the change. It is important not to look at the problem in terms of the existence of a victim and a

perpetrator, but in terms of the interaction with the family and the environment that surrounds it.

The family structure is the set of situations that are constituted through the way in which its members interact, and in every family structure there must be a hierarchy of power in which parents and children have different levels of authority and it is to this structure where the intervention must be directed to produce change. The family is a system or group of people with their attributes and the relationships established between them. That is why, we say that the individual is a subsystem or part of the system, hence the whole must be considered and not the parts.



In the systemic approach, one starts from a fundamental premise or principle of totality that says: "The whole is more important than the sum of the parts", each of the parts is related to the whole, the change of one cause change in all the others. In other words, the system works as a whole (the family works as a whole), but when there is any change that takes place in one of its members, it causes changes in all the others. For example, the adolescence of a child generates crises and changes in him and therefore in the entire family system.

In a family system, it is possible to believe that every human being, regardless of their circumstances, is capable of change.

Within the family there are five areas of marital conflict that are producers of tension, which if not making prior agreements, lead the family to inconveniences:

1. Organization of the house and housework.
2. The sexual aspect.
3. The education of the children.
4. The social relationship with friends and family of the other one.
5. The economic and labor.



If a conflict situation occurs in the family, it goes into crisis and this is where we find family differences, such as the family that finds alternative solutions and the family that goes into chaos.

It is necessary to understand the problem in terms of relationships, through the collaboration of all family members, who must report how each one sees the problem, to define together a firm objective that produces a change and provides a solution to the problem. In this way, family members should be invited to define what their contribution will be to achieve the agreed goal.

These agreements are possible, if the limits or the rules that define the forms of interaction between the different members and subsystems that occur in the family are

clarified. Indicating, for example, that it is less violent to speak from each other's mistakes than to point them out, to seek open, sincere, and non-aggressive dialogue.

For example, the limit of the parental system is defined when the mother says to the eldest son: "You are not your brother's father, if he commits a mistake, tell me, and I am the one who spoke to him to correct his mistake". The clarity of the limits within the family is a very useful parameter to evaluate its functioning.

When the family's relationship system is through rigid limits, it can lead to the appearance of problems, hence the person who gives the help should be a delineator of the limits, clarifying the importance of having concerted relationships with all the members of the family, showing that the relationship through agreements leads them to avoid problems and find harmony within.

In family communication we can also observe:

- **Rejection of Communication:** "I don't want to talk to you", said explicitly or through non-verbal communication, this produces a danger, because spiteful silence corrodes and little by little damages the whole climate.
- **Disqualification:** "yes but" someone speaks and the other intervenes and accepts but with his arguments, he erases everything that the other said, silence is also used as a disqualifying element of the other.
- **Ignoring the Other:** this is an extremely serious form of communication because the other is erased.

It must be remembered that in every system there are rules and regulations that must be detected and pointed out to help produce changes:

- **Norms:** They are the explicit guidelines that determine a relationship.
- **Rules:** These are implicit guidelines that each expects from the other but are not said. For example, fidelity.

## **APPROACH TO THE FAMILY**

The person providing the aid is focused on recommending to the family to do something or stop doing something that they have been doing. That the members of the family are observing the change of one and the other, seeking to find a better relationship between them.

- **Indicate limits:** This technique is used to locate each member of the family group, in their respective role, respecting hierarchical positions within the total system, in cases where there is great interference of the children in the parents' problems or vice versa.
- **Questioning:** Ask each member of the family to express how they see the relationship between two members of the family. The ways of investigating can be:
  - Interactive behaviors in specific circumstances.
  - Differences in behavior.

- Classify various family members regarding a special behavior or interaction.
- Change of relationship before and after a specific event.
- Differences with respect to hypothetical situations.

## **GUIDING QUESTIONS:**

There are oriented questions that develop goals, for example: to the daughter with poor academic performance “what plans do you have to study a career?”, “what else would you like to do?” and to the parents, “what plans do you have for your daughter?” “what do you have planned to achieve that goal?”

Questions that explore the expected result “who do you think will be disappointed if you do not reach that goal?”

Questions that explore catastrophic expectations to put hidden issues for over protector parents “what do you think might happen when your daughter goes out late?” “what is the worst thing do you think?” and to the daughter, “what do you imagine your parents are most afraid of?”. Hypothetical questions to the daughter “can you imagine that your parents worry that you will fall into drugs?” “are they afraid you could get pregnant?”

Questions that raise hope and optimism “how could you improve your relationship?” “How is relief from the manifested change?”

Questions that turn the interviewee into an observer “what do you imagine they think of this situation?”

Triadic questions are questions that explore patterns of behavior between two people other than the observer “when your father fights with his sister, does your mother intervene?”

Questions of an unexpected change of context since the members of a family always see the events from a single perspective, leaving their opinions very limited “who would experience greater emptiness if the problems stopped suddenly?” Questions then introduce a definition of the problem and negative intentions become positive.

Without losing sight of the fact that the disturbance or conflict is being acted upon, the person providing the aid must locate its true magnitude and proceed on it, guiding the user and referring him to the indicated service, since the intervention originates here as an indispensable preliminary step to define the treatment.

The nature of the situation is established and the need to delve into the situation is determined, or simply attend to family problems with a procedure of orientation and legal advice.

In the interview each session or visit must have stages or steps, always seeking to link to the family system to generate changes as follows:



- a. **Social stage:** First, a climate of confidentiality must be established.
- b. **Focus of the problem:** We must observe what happens in the family, here we look for the problem's root, then we will have to observe the pain, the anger.
- c. **Interactive stage:** the family is asked to talk to each other, for example, "Say it to him, look him in the eye and tell him what you are telling me."
- d. Stage in which it establishes the goal to which we want to reach.
- e. Social stage: each member of the family must be told and made feel that they are equally important and worthy of attention. It must be borne in mind that families are all different and have general tones that can vary from absolute freezing, where each one responds to the one who gives the help with monosyllables or with long silences, to degrees of great joviality and other families assume an accusatory tone.

You must observe the relationships between parents and children, the relationships of the couple, the alliances, the relationships between the siblings and the relationships with the person who helping.

The family approach includes a methodological process that includes social assessment, action planning, intervention for change and the evaluation where the aid provider will be a catalyst for family processes and actions.



### ¿WHAT NOT TO DO?

- a) Give interpretations or make comments to help them to see the problem differently from how they are presenting it. Remember to look at the problem in terms of relationships.
- b) Give pedagogical advice, because there is the risk of giving magic solutions from the outside, which prevents the family from reappropriating the problem and their history and feeling like the architect of change.
- c) Remain involved in the emotions of any of the family members, regarding the problem. The risk is that whoever gives the help is carried away by the emotional climate, preventing their access to the positive energies.
- d) Assume the role of judge or ally and defender of the weakest.

### WHAT TO DO?

- a) Allow each one to express their opinion, preventing interference from others, either with words or looks.
- b) Establish a climate of reciprocal respect.
- c) Ask each one to refer to the problem in concrete terms and not accept abstract definitions such as "our marriage is a total failure".
- d) Observe, while each one speaks, the attitudes of the others, their reactions, hostility, annoyance, agreement or disagreement, complacency, or indifference.

We do not do family therapy, but by including the family in counseling work from a systemic perspective, we overcome the fundamentally welfare notion that we have had and will then assume a bio-psycho-social approach that allows a more comprehensive management of human problems.

The family or family system regulates, feeds, and socializes by its members if it is possible to repair or modify its operation, greater efficiency will be achieved and the change will be maintained, given the self-regulating property that the family has.



## PRACTICE

Look for the words in the alphabet soup, then talk about them and what have you learn.

W	H	A	T	T	Q	U	E	S	H	U	W	E	Z
D	D	E	L	A	U	R	A	B	N	R	W	D	A
F	I	R	I	W	R	T	A	E	F	A	H	P	S
C	N	Y	O	H	Z	A	B	Q	D	L	A	K	H
A	T	H	S	A	O	B	O	U	U	O	T	J	I
W	I	N	T	E	R	V	I	E	W	T	N	N	S
F	W	J	R	W	C	R	P	S	H	S	O	B	T
G	I	T	U	H	R	E	I	T	A	A	T	V	R
O	L	E	C	A	P	A	V	I	T	P	T	C	J
T	S	D	T	I	W	T	A	O	T	G	O	X	U
O	O	T	U	L	H	O	J	N	O	R	D	A	N
N	R	O	R	O	A	N	S	S	D	E	O	L	D
G	E	O	E	I	G	R	O	I	O	T	G	O	E
K	F	Y	H	T	S	E	U	Q	H	N	P	A	F
L	O	R	G	A	N	I	Z	A	T	I	O	N	R
P	N	U	L	R	T	I	S	T	R	U	C	T	T
A	S	K	I	N	T	N	S	Q	L	P	U	I	O

Interview: \_\_\_\_\_

Structure: \_\_\_\_\_

Organization: \_\_\_\_\_

Questions: \_\_\_\_\_

What to do: \_\_\_\_\_

What not to do: \_\_\_\_\_

## FOURTH KEYSTONE TECNIC FORMATION

### TOPIC 11 SOCIAL PROJECTS ELABORATION

#### WHAT IS A SOCIAL PROJECT?

A social project allows the transformation of communities, making them more aware of their own needs, to solve them properly and achieve self-sustainability, allowing a better quality of life and the well-being of the people.

Social projects have a set of coordinated and interrelated activities that seek to meet a specific objective. This generally must be achieved within a previously defined period and within a budget.



Social projects seek to improve the quality of life of the populations, these projects are carried out from a social diagnosis.

In any project it is important:

- A description of what you want to achieve, precisely indicating its purpose.
- An adaptation of the project to the characteristics of the environment and the people who are going to carry it out.
- Some data and technical information.
- A few essential resources for its application and a precise timing.

To plan a project, it is necessary to answer the following questions:

- **What to do?** Proposal.
- **For what?** Approach to the context and the problem.
- **To whom?** Beneficiaries or recipients of the project.
- **With whom?** People committed as responsible.
- **Where?** Places and spaces where the activities will take place.
- **When?** Temporary space in which it will be carried out, it is necessary to determine a schedule, which presents the term in which the project is planned to be executed, from its formulation to its execution.
- **How much?** Planned stages and number of specific activities to carry out. It is presented as a valued schedule of activities.
- **How?** Techniques to use.
- **With what?** Means, resources, and instruments including local participation and internal and external contributions.



- **Evaluation:** Monitoring, partial evaluation, and final evaluation.

Within a project, different stages can be distinguished in principle an idea arises, which establishes the need or opportunity from which the project is designed. Then, in the design stage itself, an assessment of the options and strategies to be followed is carried out, with the objective to be fulfilled as a guide. Finally comes the moment of execution. During the execution of the project, the evaluation of the project must be carried out, from meeting objectives within the established deadline and budget.

A project must contain the following elements:

- **Project title:** it is the name with which the project is identified, it must reflect what is going to be done, the expected result and the location.
- **Project summary:** it is a short but comprehensive text of what the project is. The objectives, estimated budget, duration and applicant entity or organization must be presented in summary.
- **Location:** geographical location of the place where the project will be developed, the precise site: enclosure, city, neighborhood, municipality, etc.
- **Background:** specify the origin (where and how) and the motivations that led to the project. At this point, the need, gap or lack detected in the sector must be addressed.
- **Justification of the project:** it consists of explaining the ways in which the project will solve or alleviate the problem. Show what the project is looking for and what its contribution is. This rationale includes multiplying factors as well as how the project will serve the different beneficiaries. It should be noted that the justification must convince whoever is presented with the project, that it is institutionally and legally viable. It is important to identify how the project can be replicated in other jurisdictions to benefit others.
- **Objectives:** it is what we want to achieve. It is the element that allows you to reach a new situation, as the product of one or more activities. The objectives indicate what is going to be done, that is, the clear and precise statement of the achievements to which the project aims to reach.
- **General Objective:** it is the qualitative expression of what we want to achieve at a broad, global level.
- **Specific Objectives:** these contain particular and concrete elements that are framed in the general objective.
- **Goals:** indicates the achievements of the project in qualitative and quantitative terms. A goal must be clear, written in terms of the results to be achieved, and it must indicate the period within which it will be achieved.



- **Beneficiaries:** are the people who directly or indirectly benefit from a project. The description of the beneficiaries should answer questions such as: who they are (age, sex, occupation, income), how many are the direct and indirect beneficiaries, what benefits will they obtain and if any future benefits are in sight. The criteria

for selecting the beneficiaries and how they will participate in the project must be specified.

- **Activity plan:** contains three elements: activities, tasks, and people in charge.
  - **Activities:** are the specific actions to be implemented, which lead to solving the problem. The list of activities indicates the various moments or steps that must be climbed to guarantee the fulfillment of the goal with all its conditions, which in turn, guarantees the fulfillment of the objectives. It is important to define the activities in a logical sequence, that is first considering those that are a prerequisite for the execution of subsequent ones.
  - **Tasks:** are the necessary and sufficient steps that will be carried out to comply with each of the activities. For each task, the start and finish dates must be determined.
  - **Responsible parties:** at this point, the people, groups, or institutions that will have some responsibility in the project are identified. The selection of those responsible is a decisive factor in the implementation of any project. The person responsible is not necessarily who does everything, is the person who channels resources and activities to achieve the objectives proposed in the goals set and according to the outlined policy.
  - **Project administration:** It consists of specifying the way in which the progress of the project will be monitored in terms of its schedule of activities; as well as the achievement of financial resources, human resources, and physical resources.
  - **Schedule:** the activities are described in relation to the time in which they will be developed, that is, the total duration of the project and the time required to carry out each activity.
  - **Budget:** In all programming it is essential to consider the resources necessary to carry out the programmed activities. They can be human, material, technical and financial. With the identification of the required resources, it is specified what we currently have (own contributions) and which we lack (requested contributions) and the sources of funding.
- 
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## FOURTH KEYSTONE TECNIC FORMATION

### TOPIC 12 SOCIAL PROJETS EVALUATIONS

Evaluating is not alien to our experience, it is a process of our daily practice, all the time we are planning, programming, and evaluating our activities. Evaluation is part of life, when a problem is detected, people collect information to make decisions that allow them to face it in the best way. In the same way, after taking some actions, some reflections are generated regarding the successes or errors committed.



When it is evaluated, it is sought to measure the scope of the proposed objectives or what must be improved in the process. When referring to social projects, evaluation should be understood as a continuous process that aims to analyze the fulfillment of the results, the achievement of the objectives, the impact of the project, how to improve some actions and how to make decisions. It is evaluated to improve.

Evaluation is not only about an examination that is carried out at specific moments, but above all, about a mechanism that serves to learn from failures and successes, from mistakes and hits, and consequently to improve planning and management.

#### TYPES OF EVALUATION

- a) **Process evaluation:** determines the extent to which the components of a project contribute or not to the intended purposes. Its central function is to measure the efficiency with which the project operates.
- b) **Impact evaluation:** seeks to assess to what extent the project achieves its objectives and what its secondary effects are.
- c) **External evaluation:** it is carried out by agents outside the project.
- d) **Internal evaluation:** carried out within the project management organization. This can be positive, since it eliminates the friction of external evaluators, there is greater confidence.
- e) **Mixed evaluation:** seeks to combine the evaluation carried out by external people and the project executors.
- f) **Participatory evaluation:** its objective is to minimize the distance between the evaluator and the beneficiaries of the project, it seeks the participation of the community in the entire process, design, programming, execution, operation, and evaluation of it.



## EVALUATION ETHICS

- **Cultural sensitivity:** it is important to respect the customs and characteristics of the communities.
- **Anonymity and confidentiality:** The evaluator must respect the right of individuals to provide information anonymously.
- **Consideration with informants:** evaluators should give informants sufficient notice and use it appropriately.
- **Evaluation of people:** project evaluation does not include evaluation of people. In this case, it must be considered that what must be evaluated is the person's function and not himself.
- **Confirm information:** it is important to make known the data produced by the evaluation to be validated and accept comments or suggestions, but not allow their manipulation or control.
- **Share results:** the results of the evaluation are shared with the people involved in the project in an informative way, the dissemination of the final product will depend on what the project manager decides.

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## PRACTICE

Place the sentence number from the first column in the column next to the definition:

1	Process' evaluation	The results obtained in the evaluation are shared with the people involved in the project in an informative way.	
2	Anonymity and confidentiality	It is important to respect the customs and characteristics of the communities.	
3	Share results	Determines the extent to which the components of a project contribute or not to the intended purposes. Its central function is to measure the efficiency with which the project operates.	
4	Impact evaluation	The objective of this evaluation is to minimize the distance between the evaluator and the beneficiaries of the project, it seeks the participation of the community in the entire project process.	
5	Participatory evaluation	Project evaluation does not include evaluation of people. In this case, it should be considered that what must be evaluated is the person's function and not himself.	
6	People's evaluation	The evaluator must respect the right of individuals to provide information anonymously.	
7	Evaluate	Seeks to appreciate to what extent the project achieves its objectives and what are the secondary effects.	
8	Cultural sensibility	When it is evaluated, it is sought to measure the scope of the proposed objectives or what must be improved in the process.	

## FOURTH KEYSTONE TECNIC FORMATION

### TOPIC 13 ELABORATION OF REPORTS, MINUTES AND LETTERS

#### PREPARATION OF REPORTS

Once the work with the beneficiaries has been carried out, the group that has carried it out must present a report of the work and the progress or achievements obtained, according to the following standards:

1. The person or people presenting the report must be identified. The date of completion of the work will also be included. Example February to June 2018.
2. It is advisable to have a personal workbook, regardless of whether the work is done as a team. In this notebook you must write down all the data referring to the work carried out, as it is happening. It is not advisable to leave anything pending to write down even if the activity must be interrupted, it is not advisable to rely on memory.
3. Regardless of the order in which the work is carried out, for the presentation of the report, it is important that it has a chronological order.
4. The report must include a part in which it is briefly described, but without omitting important details, all the steps followed in carrying out the experience.
5. Detail the achievements and aspects to improve that must be clear and concise. Example: it was possible to paint the fronts of the homes of the beneficiaries with the collaboration of all members of the Branch. This part describes all the elements that the branch will implement for its work to be more effective.
6. It is advisable to include a section in which opinion will be reflected: if concepts have been clarified, the ease or difficulty in carrying out the work, the proposals to improve operating conditions and obtain better results, etc.



Therefore, the report must respond to the following general scheme: 7.

Title: example of BRANCH OPERATING REPORT

8. Date
9. Team: name of the members who carried out the work
1. Place: the place where they carried out the work. The branch may have several work fronts, it is important to make the report for each front. Example: They accompany Housing. they benefit other people in another way.
2. Objectives to be pursued: what do you want to achieve with the work done.
3. Introduction. It is a brief description that gives an account of the work carried out by the branch.
4. Results: achievements as objectives achieved.
5. Elements to improve: strategies that must be improved to achieve the objective.
6. Opinion.

7. List of income and expenses: a list of the income and expenses of the period being presented.

## PREPARATION OF MINUTES

A minute is a document in which what happened, treated, and agreed in a meeting, board or assembly is recorded. It is historical evidence that attests to the evolution and decisions made at said meeting.

Writing minutes is a useful tool to follow up on the solution of the problems that affect the branches and to comply with legal requirements.

It is desirable that the minutes be orderly, brief, specific, sufficient, useful, easy to prepare and read. It is also desirable that they help the meetings flow and be effective. To present an activity report, this helps more than making a review.

## REQUIREMENTS OF A MINUTE

A record must contain:

1. Name of the entity holding the meeting.
2. Record number
3. Place and date of the meeting
4. Assistants
5. Development of the meeting
  - a. Opening prayer
  - b. Reading and reflection on the Word of God
  - c. Reading and approval of the previous minutes and treasury reports
  - d. Reports
  - e. Proposals: at this point, the good judgment or expertise of the writer of the minutes is shown to include the essential and leave out the accessory. It is recommended to exclude any comment that is not a proposal or at least a valuable or novel approach that deserves to be remembered because it contributes something to deciding. **You should not go to the next item on the meeting without having made decisions and defined tasks, responsibilities, and dates.**
  - f. Tasks
6. Collection for relevant purposes
7. Final prayer
8. Signatures of the President and Secretary.



## PREPARATION OF LETTERS

With the arrival of the Internet and new technologies, emails, text messages, etc., we are leaving aside the old tradition of sending letters, as well as their correct writing, or the traditional handwritten letters. Despite all this, the essence of a letter, which always

resides in its content and in the way it is expressed, continues to be, and will continue to be, the most important part of the document, which can never be replaced by a computer.

The main letter models are:

- a. Thanking. A feeling of gratitude is expressed because of a favor done, or for help or hospitality, good treatment, etc.
- b. Dismissal: It is always a bad drink to fire a person by looking him in the face. A termination letter makes the task easier.
- c. Request: When a member needs to know certain information or data on events, resolutions, etc., they must highlight the data or information requested as the main objective.
- d. Congratulatory. Suitable for improving social relationships and for recording recognition.
- e. Of recommendation: To suggest an action or support for an activity that is presented to people or entities that require it.
- f. Presentation. As a resume.
- g. Inviting. Usual form of writing, adapted to a group of people, calling them to a certain act.

#### Guidelines for writing:

- The spelling.
- Punctuation marks • The typography.
- Alignment
- Spacing between lines.
- Use of bold, underlined and italics.
- A short paragraph invites you to read in a more pleasant way than a long one.
- A cordial farewell.



Here is a model that must be adapted, depending on the case, for the Vincentian Family of Ecuador:

VINCENTIAN FAMILY IN ECUADOR or NAME OF THE BRANCH

BRANCH.....

Quito, May 21rst, 2018

Date

Dear ....

FAMVIE                      }Header

City

Greeting,

Development of the text / Content of the letter

Farewell

Sign



## FOURTH KEYSTONE TECNIC FORMATION

### TOPIC 14 NETWORKING

*We all know something.  
All of us are ignorant of something.  
Therefore, we always learn.*

Paulo Freire

Networking is, as its name suggests, a way of working within the organizations themselves, as well as in the relationships and cooperation between them.



Networking is a way of doing things, which involves "weaving" relationships, learning, complicity, advancing "from knot to knot" until a common, open, and diversified space is formed, in which new initiatives, proposals and endeavors can be added.

Networking implies giving emphasis to the process of construction of the common action space. It is therefore not a question of making nets to "throw" them and "catch" others, but rather of summoning them to participate in the process of building the net. It is essential to have common strategic objectives or goals, which pose challenges to be achieved with joint effort.

Objectives or strategic goals mean different results than we have today with respect to a certain situation. The internal network does not make sense, but rather depending on what is done "networked" externally, its efficiency and effectiveness.

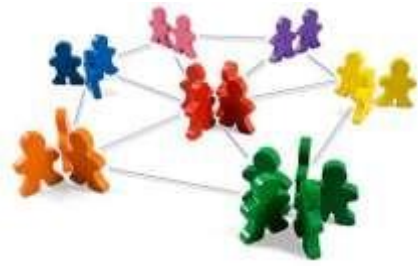
In networking, respect and use of diversity is essential. They constitute a strengthening factor, bearing in mind the debate, planning and justification of the purposes and actions, as well as the specialization of tasks, to enable the complementarity of efforts and capacities. It is also necessary to try to find all possible meeting points, including "minimum agreements".

It is very important to promote processes and mechanisms for the accumulation of experience to keep records and collectivize memories of what has been done, synthesize agreements, record evaluations and plans. Many times, by not performing these procedures, errors are repeated, and new ones are not built "steps" from which to advance to new challenges.

Power relations also circulate in networking, but they do not have to be inequitable, exclusive, and authoritarian. They can be synergistic power relations, where the power of each person feeds more power in others and in the whole. Where capacities



grow with possibilities for all the people and groups that participate and not just for a group that exercises and imposes its decisions.



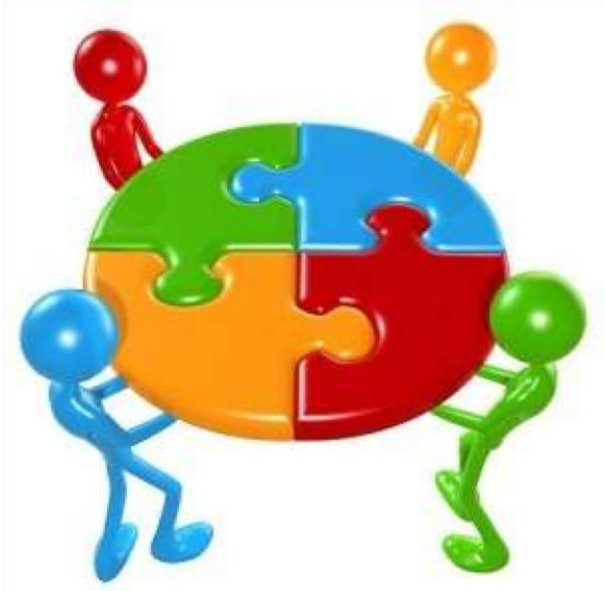
Relationships where the conjunction of our capabilities results in greater possibilities of action than we would have alone and in which we leave each encounter and each task, enriched with new resources to face new and more complex challenges. In short, networking is based on a set of groups or people who organize themselves in a certain way to achieve a common goal.

In this definition the three key elements of networking are implicit:

1. **Set of people:** people, who provide a series of differential characteristics (experience, training, personality, aptitudes, etc.), which will decisively influence the results obtained by their networks.
2. **Organization:** there are several ways in which a network can be organized to achieve a certain goal or objective, generally, it involves some type of division of tasks. This means that each member of the network performs a series of tasks independently but is responsible for the total results.
3. **Common objective:** we must not forget that people have a set of needs and objectives that they seek to satisfy in all areas of their life, including work. One of the keys to the proper functioning of a network is that personal goals are compatible with everyone's objectives.

We must bear in mind that ...

- Working in a network means having different forms of operational coordination in which each person contributes what is most appropriate to them and about what they know most, through actions, projects, and specific lines of work.
- Networking implies, therefore, respecting and taking advantage of diversity. They constitute a strengthening factor, to the extent precisely that they are respected and taken advantage of and some particularities are not imposed on others. For this reason, it is important to debate, plan and justify the purposes and actions: specialization of tasks, to allow the complementarity of efforts and capacities.
- Networking is the product of initiatives, proposals, reactions, agreements, and discrepancies, which are capable of being structured into action plans. The more distributed the tasks of animation and coordination, with more distribution of responsibilities, the networking will be more dynamic and will be more "proper" to all those who participate.



## PRACTICE



1. What is networking?

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2. What elements of networking may make your social work better?

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3. With which institutions can your Vincentian branch make networking to make the serve to the poor more effective?

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## **FOURTH KEYSTONE TECNIC FORMATION**

### **TOPIC 15 SYSTEMIC CHANGE**

Etymologically the word "system" comes from two Greek words: syn "together" + histanai "to make one stand up". Consequently, a system consists, according to the root of its meaning, in that things "stick together". This concept has come to apply to numerous branches of knowledge, from the philosophical notion of "the body as a whole organization" since the meaning used in computing of "a group of related programs", or operating system.

This article is about systemic change in jobs among the poor. In this context, systemic change attempts to go beyond providing food, clothing, and shelter to alleviate the immediate needs of the poor. It focuses on assisting those in need to change the dominant structures within which they live and helping them develop strategies with which they can lift themselves out of poverty.

Systemic change tries to transform a series of interacting elements, and not just one element. It inevitably demands a change in the attitudes that have produced the problems a group is trying to solve. And so, using a phrase often attributed to Albert Einstein, thinking focused on systemic change helps us "learn to see the world with a new vision". It provides tools to examine the relationships between the elements of the system, interprets the experience of that system that a group has, and promotes structural change within it.



Modern science focuses on the study of "systems" whose parts continually interact with each other and influence each other, for better or for worse. For example, medical science sees the body as a system. A diseased kidney affects the blood, and diseased blood affects all other organs. Economics and sociology see society as a system. If the elements that influence the lives of people within the system (family, institutions, work, housing, food and drink, health care, education, moral values, spiritual progress, etc.) work at the same time in a positive way, the people condition improves. If one or more of those elements fail, the entire system begins to collapse. Various sciences increasingly share a common conviction: the unified nature of reality. They all recognize that "everything is connected to everything".

Those of us who are committed to systemic change in working for the poor share that conviction: if we want to change the situation of the poor, we must focus not only on a particular problem such as providing food, as important as that is sometimes. Experience teaches that quick fixes, even when useful for a time, are inappropriate in the long run. Going beyond these solutions, the total socio-economic situation in which the poor live must be examined, and then intervened in such a way as to modify the entire system. Such a policy is necessarily interdisciplinary, and involves many different actors in society itself: the poor themselves, interested individuals, donors,

churches, governments, the private sector, leaders of the business world, trade unions, the media, organizations, and information networks, etc.

At its core, a system is a whole, a unified composite of things that work together.

### **Example of how systemic change works:**

We all live within an economic system whose elements interact with each other. If the system works well, it favors the development of the person. If not, it stunts growth and accelerates decay. If, for example, I do not have a job, I do not earn money. If I do not earn money, I cannot buy food for my family. If my son does not have enough food, he will suffer from malnutrition. If he suffers from malnutrition, he will not be able to study well. If he does not study well, he will not get a grade. If he does not get a grade, he may not be able to get a job. If he does not get a job, he will not make money. And so, the circle begins again.



Similar things could be said about housing, sanitary conditions, health care, and other basic human needs. The elements of a poorly functioning system influence each other, leading the person step by step into increasing poverty. The challenge for a systems thinker is knowing where and when the circle can be broken.

In Akamasoa, Father Pedro Opeka began by creating jobs. These in turn created income. Little by little people were able to buy food, build houses, and send their children to school. Their lives improved in a positive way.

In San José, de Ocoa the key was water which improved health. Irrigation produced crops that provided food and income, these made possible better housing and sanitary conditions.

In the Philippines Homeless Federation, the key was microcredits, which made it possible for people to acquire land and organize other projects such as digging wells, starting a sewage system, and opening shops.

### **TRANSFORMING SOCIAL STRUCTURES**



Today we are aware that sin affects social structures. Sin is embodied in unjust laws, in economic relationships based on power, unfair treaties, artificial borders, oppressive governments, and many other subtle obstacles that prevent harmonious social relations. Only when these structural obstacles are analyzed, understood, and removed, is society able to establish permanent peaceful relationships.

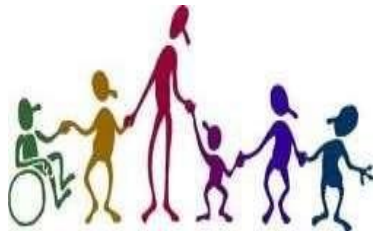
An awareness of what the global community means has also grown in recent decades.

Local disasters: earthquakes, volcanic eruptions and tsunamis cry out for a global response. Sometimes local conflicts make the international scene volatile, with the hidden danger that limited military actions could turn into a “total war”.

For this reason, Popes John Paul II and Benedict XVI have appealed time and again to solidarity between nations, to a just world order, to guarantees in favor of freedom, to respect for Human Rights and to integral human development.

Within this framework, systemic change projects seek to create more just social structures, so that job opportunities are more equitably distributed, education, housing, and health care. They also seek transparency and the elimination of corruption, as well as the eradication of all discrimination based on race, tribe, sex, religion, age, and other factors.

Not all poverty, of course, is the result of injustice. Many other factors play a role in making people poor: droughts, floods, earthquakes, cyclones, and other natural disasters impoverish large numbers of people in various countries.



Although these causes of poverty may not be related to other unjust social structures, a systemic change treatment could reverse their effects.

## VINCENTIAN SPIRITUALITY AND SYSTEMIC CHANGE

The concept of "systemic change" is from our time. He was not known in the time of Saint Vincent, although Vincent did express many ideas related to it. When he brought together the first group of women to form the “Brotherhood of Charity” in Chatillon-les-Dombes in November 1617, he wrote in the rule that he gave them, that the poor sometimes suffer more from a lack of "order" in the help they are given than from a shortage of charitable people who are willing to help.

He also encouraged his followers to examine the different aspects of the lives of the poor to see what their most pressing needs were: food, health care, education, job opportunities, spiritual care, etc. He wrote very detailed regulations for all the groups he founded, so that his service to the poor was well organized.

There are three key phrases in the writings of Saint Vincent that today encourage several of the Branches of the Vincentian Family, not only to assist the poor in their immediate needs by providing them with food, clothing, and shelter, but also to help them change the social system in which they live, so that they can come out of their poverty.

1. Our love must be both "**affective and effective.**"

2. We must serve the poor "**spiritually and corporally.**"
3. We must announce the Good News "**in word and action.**"



Today the unity between evangelization and human promotion, such a basic aspect of the spirit of Saint Vincent is one of the main elements in the social teaching of the Church.

## **CRITERIA FOR SYSTEMIC CHANGE PROJECTS**

A systemic change project includes, among others, the following characteristics:

1. **A far-reaching social impact:** this is the main characteristic of systemic change the project helps to change the whole of the vital situation of those it tries to benefit.
2. **Sustainability:** the project helps create the social structures necessary for a permanent change in the lives of the poor, such as jobs, education, housing, access to clean water and sufficient food, local leadership in motion.
3. **Repeatability:** the project can be adapted to solve similar problems in other places.
4. **Extension:** this aspect means that the project has been extended, in fact beyond its initial context and has been successfully launched in other contexts in the country in which it started, or internationally, either by those who started it or by others who have taken elements of the project first.
5. **Innovation:** the project produces a significant social change transforming traditional practices. The transformation has been achieved through the development of an idea capable of changing previous social forms and its successful implementation.

We hope that through the understanding of systemic change the Branches will be encouraged to initiate creative projects that will help transform the lives of the poor.

## **CONCLUSIONS**

Let us have the courage to transform ourselves to reach others.

Systemic change provides strategies to carry out our projects in the best way and with bigger projections.

It is necessary to observe, listen, sit, plan, give participation, and make networks of alliances.

It requires us to get out of the traditional methods of helping the poor, open ourselves to creativity and carry out sustainable projects over time.



## PRACTICE

1. What is the systemic change?

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2. Write an example, different from the ones above, in which you can apply systemic change in your conference.

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3. Explain the following phrases with your own words:

a) Our love should be “affective and effective”.

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b) We should serve the poor “spiritually and corporally”.

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c) We should announce the good news “of word and action.”

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