

# WHAT ABOUT MANAGEMENT?

*Key Elements of  
Community Project Management*



Combat Poverty Agency

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First published In 1990 by the Combat Poverty Agency  
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ISBN 1-871643-11-2

Design and Layout: Mary Whelan  
Origination: Typeform Ltd.  
Printed by: Genprint

**ACKNOWLEDGEMENTS**

Members of the Advisory Group provided guidance, support and advice and actively assisted in all stages of the work on this project. In addition they devoted much time and energy to this work. The Combat Poverty Agency thanks all the Advisory Group members, Mick Cowman, Noelle Spring, Fran McVeigh, Anna Lee, Willie Carroll, June Meehan, Mary Whelan and Dave O'Brien for all the help they gave.

We would also like to acknowledge the assistance given by other individuals and groups: Rivermount Youth Link Project; Wexford Centre for the Unemployed; Connemara West Community Resource and Education Project; West Tallaght Resource Centre; Fatima Development Project; Parents Alone Resource Centre; Lourdes Youth and Community Services; Mercy Family Centre; Barnardos Mulhuddart Community Project; Dublin Travellers Education and Development Group; F.L.A.C. and Mervin Taylor.

The views expressed in this publication are the authors' and do not necessarily reflect the views of the Combat Poverty Agency.

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## PREFACE

Initiating and managing community projects is a difficult task. In many cases this work is undertaken by locally based management groups. Such groups may be responsible for the operation of projects working with women, developing enterprise initiatives, providing a broad based community development programme or undertaking a youth programme. Often these projects involve the employment of a number of staff and the provision of broad ranging educational and developmental programmes. Being responsible for this kind of work is, for any group, a demanding job. It is particularly so for groups in disadvantaged areas where skills, experience and resources to undertake this kind of work are limited. In addition to this, those managing such projects are often struggling in their own lives to make ends meet. Despite these constraints, there is a wealth of positive, exciting community work happening in local communities which is a direct result of the work of local management committees.

The commitment and time given - on a voluntary basis - to the development of community work by groups such as these is invaluable and often goes unrecognised. Coupled with this, management groups receive little support, advice or training for the work they undertake. Assistance is needed on a number of levels, for example, funding for training for management and access to experts such as solicitors and accountants. Resource materials which give information and advice are also necessary.

The Combat Poverty Agency is committed to producing resource materials which will assist community development work. By publishing this book the Agency hopes to give practical help to all locally based management committees and especially to those who employ staff. The book gives advice and guidance on a number of key areas of management. If used, we are confident it will assist groups to develop good practice in their work and thereby promote positive change both locally and nationally. The book is intended as a starting point and is not a comprehensive reference book on the areas outlined.

The Agency is indebted to the assistance and advice given by members of the advisory group and others who assisted with this work. A special word of thanks is due to the author of the report, Jane Clarke, who put a lot of work into the report and invested time and energy ensuring that the experience and knowledge of the advisory group and those consulted during the writing of the report were reflected in the final text. We would also like to acknowledge, with thanks, the preparatory work undertaken by Mick Cowman on this work.

Combat Poverty Agency  
September 1990

The aim of this overview is to put the content of this book into context. It does this by looking at what is meant by community development, by presenting a model for the management of community development and by looking at some of the recent trends in Irish community development and some of the consequences for local management committees.

## COMMUNITY DEVELOPMENT

The term Community Development is used to cover a diverse range of communities, projects, groups, activities and initiatives. Thus it is difficult to give one simple definition that encompasses the wide variety of views and approaches covered by the term. However, common to the various approaches is a belief that it is a process of collective action undertaken by the members of a community in order to deal with a problem or need in their community.

In this resource pack the focus is on community development as a process of working towards the elimination of poverty in disadvantaged and marginalised communities. This process aims to empower and support the people in a community to work together

- \* to identify the problem/s affecting their community,
- \* to work out the causes,
- \* to plan a course of action to bring about change,
- \* and to implement the plan.

The key elements in this approach to community development are empowerment and participation. Poverty results in powerlessness and alienation. Therefore working against poverty involves the empowerment of people, i.e. helping people gain the confidence and skills to give them the power to participate. Participation is the involvement of people in the planning, decision-making and problem-solving that affect them.

Groups involved in community development aim to improve the kind of society they are working towards, because they believe that the way they work is just as important as what they actually do. In other words, a group which is working towards the empowerment and participation of all members of the local community aims to work in an empowering and participative way itself.

Whilst these are the ideals of community development, it is not that simple in day-to-day working situations. The reality for most groups is that they have inadequate

funds and resources. Some groups are funded by agencies which do not have enough knowledge of the process of community development and want the work done as quickly as possible, regardless of how it is achieved. Other groups are funded from year to year, or scrape together money from a few different sources. Other groups come together in order to apply for available money to meet an urgent need in their community but don't see themselves as a community development group. In addition to all of the above, the actual process of community development, with its emphasis on participation and empowerment, can be difficult to implement.

There are also many other practical problems for the people involved in community development. However the ideals of this approach to community development are goals towards which groups can and do work.

## MANAGEMENT IN COMMUNITY DEVELOPMENT

How does management fit in with these ideals and aims of community development? To most of us, management means giving orders so as to get a job done as quickly, efficiently and as cheaply as possible. The common image of management has grown out of the needs of profit-making enterprises. Issues such as empowerment and participation were not a major concern for traditional management. So is it a contradiction to talk about community development management? No, community development needs management too.

Management is the organisation of people and resources in order to fulfill the aims of a group. People involved in community development groups need this in order to work together efficiently to achieve what they set out to do. However it is crucial to develop a style of management that is appropriate for community development. It must promote the work of the group and also promote the participation and empowerment of all the people involved. It must allow and enable the work of the project to happen in a way that is participative and efficient, organised and flexible, representative and in touch with members. The style of management must combine a concern with getting the work done with a concern for how it is done.

## The role of the management committee

The ultimate responsibility of any management committee is to see that the aims of the organisation are fulfilled. In order to do this the management committee takes on a number of roles. It is up to every group to work out which roles they want their management

## OVERVIEW

committee to take on. Often they include the following:

- \* to work out objectives and a programme of activities
- \* to represent the general membership
- \* to carry out policies agreed by members at general meetings
- \* to make policy decisions or changes
- \* to ensure that the organisation fulfils its legal obligations
- \* to ensure that the organisation has the appropriate legal structures
- \* to take on the role of employer
- \* to ensure that the organisation fulfils its responsibilities as an employer
- \* to ensure accountability for all money
- \* to ensure that there is regular on-going planning and evaluation of the organisation's activities
- \* to ensure that all members of the organisation get the training they need
- \* to respond to problems
- \* to represent the organisation to outside groups, e.g. the media

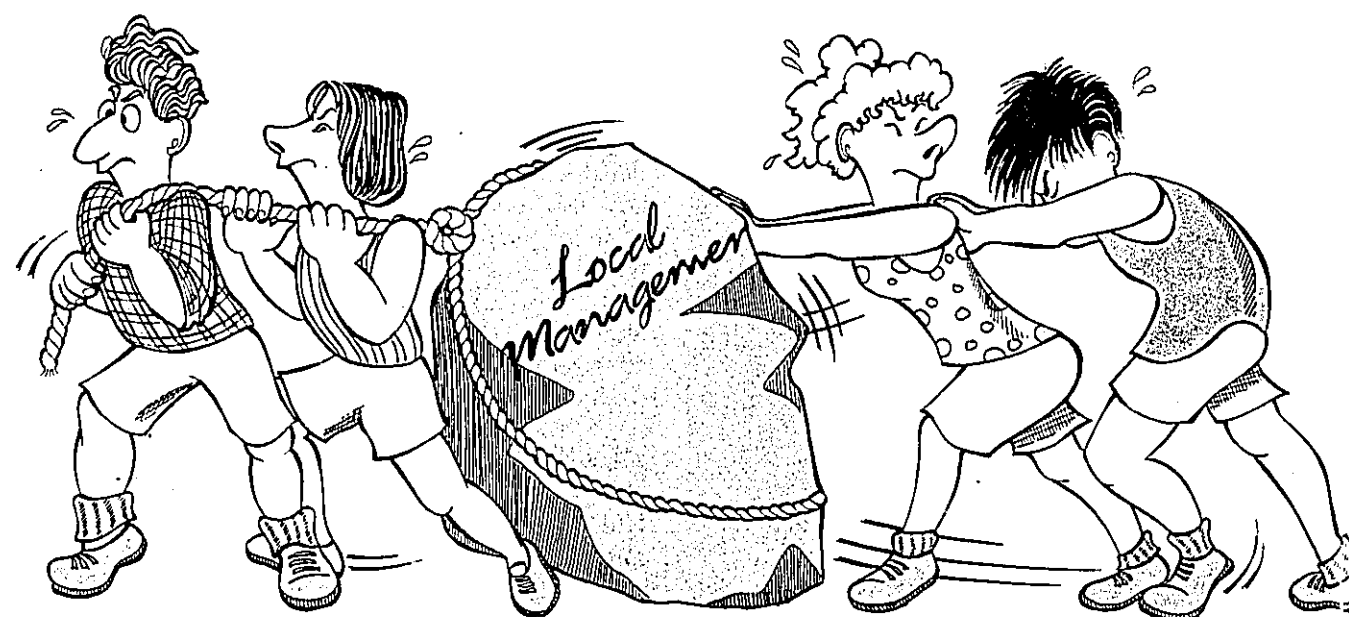
Once a group has clarified the roles of the management committee the committee will need to take time to work out how it can best fulfil those roles. It will also need to work out a structure for the committee in order to ensure that the essential tasks are fulfilled, e.g. facilitating the meetings, recording decisions, taking responsibility for finance. The traditional committee

structures (chairperson, secretary and treasurer, etc.) may be suitable but many groups find these too formal and not conducive to encouraging participation and empowerment. Some groups have adapted these structures to meet their own needs. This resource pack does not go into the details of committee structures but relevant books are listed at the end of the chapter.

There are two further essential issues in the process of developing an appropriate style of management for community development: teamwork and accountability.

### Teamwork

"Working together" is the cornerstone of community development. So within community development organisations teamwork is vital. Each part of the organisation, management committee, staff, participants, is a separate team and part of the larger organisational team. It is not a case of one part being above the other. Each group has a certain role, e.g. the role of the management committee is to manage, the role of the staff is to carry out certain activities, the role of the participants is to participate but all roles are equally important and each group depends on every other group within the organisation. There is also overlap amongst the roles, e.g. participants may also be staff or management committee members.



'Teamwork'

## OVERVIEW

### Accountability

The management committee of a community group must be accountable to its staff, volunteers, participants, funders and most importantly to the community it claims to represent. This involves:

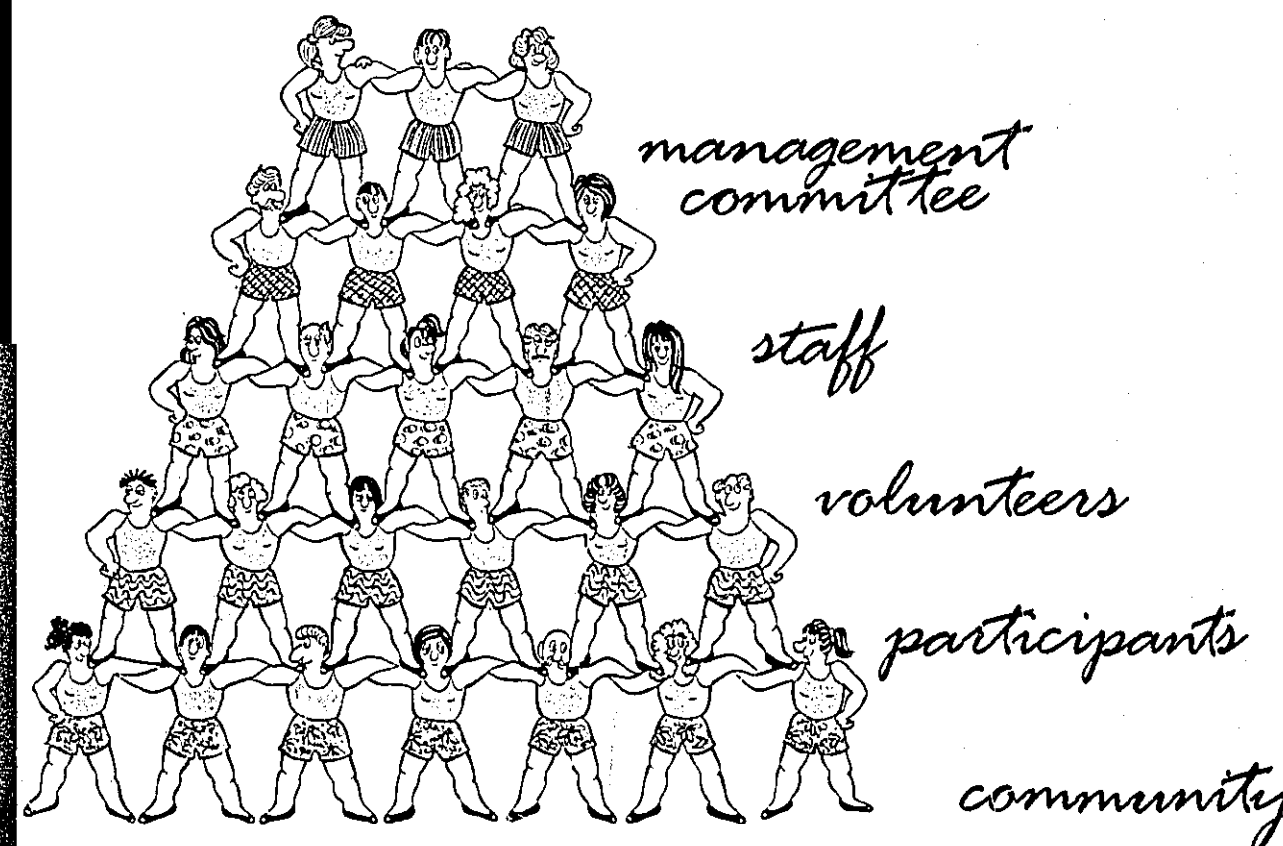
- (a) being open about the use of money and resources
- (b) being open to questioning and to criticism
- (c) taking responsibility for the group

- (d) building up the trust and confidence of the groups to whom the management committee is accountable
- (e) taking the time to look at the management committee as a group and questioning how it is putting into practice its own aims and the aims of community development
- (f) ensuring that the committee has the skills, ability, and representation to do the job

The following diagram illustrates two models of management. (A) shows the more traditional approach. Orders, plans, decisions, and policies move from the top down and the amount of power and participation decreases down the hierarchy. (B) shows a model which is more appropriate for community development. Plans, decisions and policies are made in the centre (yellow area) where all the teams overlap. Power and participation are shared.

(A.)

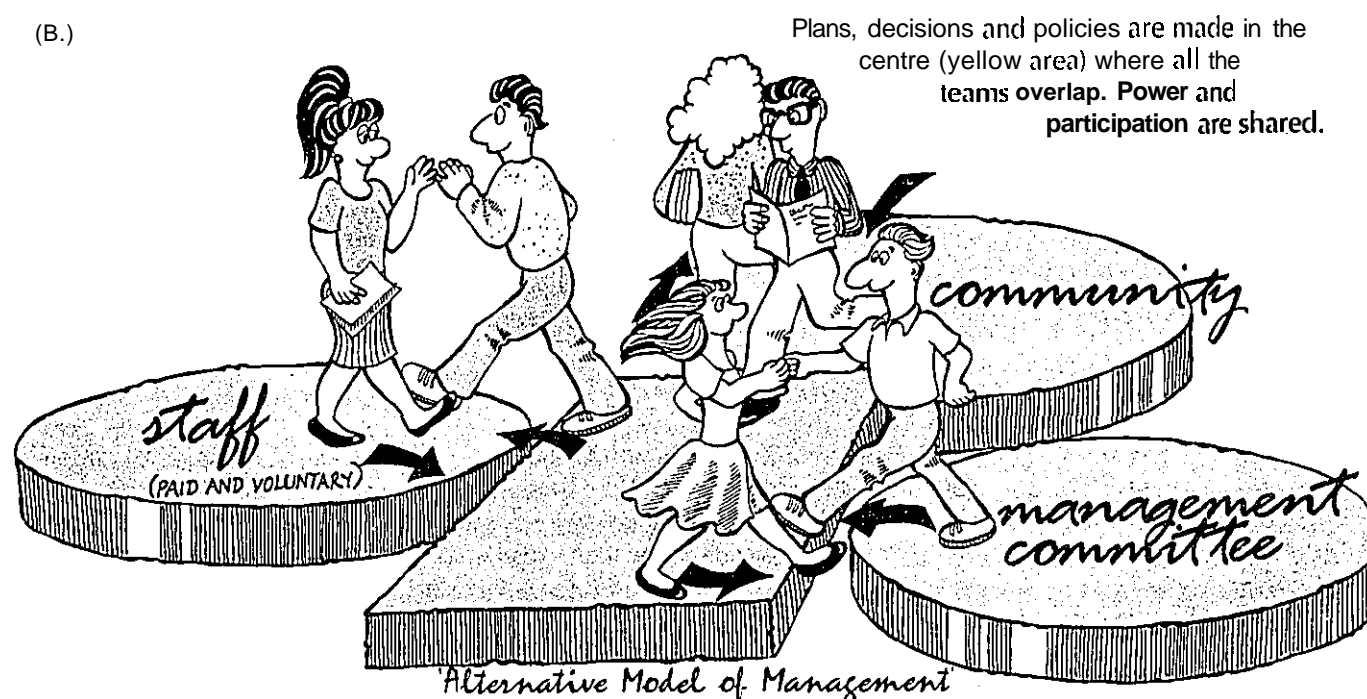
Orders, plans, decisions and policies move from the top down. Power and participation decrease as you move downwards.



'Traditional Model of Management'

# OVERVIEW

(B.)



## RECENT TRENDS IN COMMUNITY DEVELOPMENT

This section describes the recent trends in community development in Ireland and some of the consequences for local management committees.

In many ways this is a very exciting time for people involved in community development. Over the past ten to fifteen years community groups throughout the country have increased in number and strength. These groups, large and small, rural and urban, are involved in many different aspects of their community's development, e.g. training, income maintenance, welfare rights, community education and creativity, community enterprise, environment, unemployment, poverty and health and work with specific groups such as women, family, elderly, youth, minorities. The majority of these projects are managed either partly or totally by local people.

During this time too the number of people employed by local groups has also increased and community development work has changed from being an almost totally voluntary activity to being more a partnership between paid and voluntary people. Community development is increasingly recognised as a more effective way of ensuring adequate local solutions to particular problems.

Three major factors appear to be influencing these trends.

1. First, and most importantly, more and more local people are coming together, often with the help of

people from outside the local community, to demand a say in the decisions that affect their community.

2. Over the past fifteen years the state has begun to see the value of community-based services and has increased funding for local initiatives.
3. Through the first and second EC programmes to combat poverty, forty community development projects in Ireland have received funds for their work. This increased funding has enhanced the credibility of community-based action.

Whilst these trends are generally very positive they, have also resulted in some difficulties for local management committees. For example

- (a) Local voluntary groups are being asked to take on the responsibility for managing projects with little or no support, training or information.
- (b) Some local groups are being used as a cheap or quick way of providing a service or of dealing with a problem, with no concern for the aims of community development.
- (c) Some of the most valuable work in local communities is being done by volunteers or low-paid workers on short-term contracts.
- (d) There has tended to be a high turnover of management committee members which can cause problems with consistency and continuity.
- (e) Taking on the role of employer for the first time can be very difficult for a local management committee.

# OVERVIEW

## CONCLUSION

Local management committees are facing a challenge: to develop a style of management that will enable all members of the organisation to work well together towards their common aims in a participatory and empowering way. Many groups have started this process already. It is hoped that this resource pack will provide new ideas, suggestions and information to help them along the way.

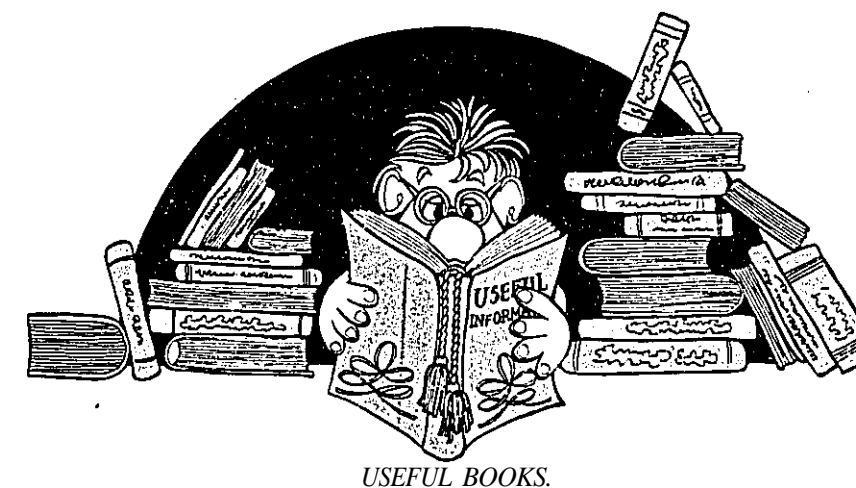
## SUMMARY - OVERVIEW

- \* Community development work against poverty requires the participation and empowerment of the members of the community.
- \* Community development groups need to develop an alternative style of management that is in keeping with their aims.
- \* Recent trends in Irish community development have been positive but there are many difficult issues for management committees which must be tackled.

As well as taking on considerable responsibility and giving such an enormous voluntary commitment, members of the management committee are themselves often involved in the daily struggle of coping with poverty and inequality.

- (g) Many of the paid staff are outsiders to the community and have had different life experiences from the people with whom they are working.
- (h) Funding for community development is usually inadequate and short-term.

Recognition of these problems and constraints is the first step towards supporting local management committees in their crucial role. It is essential that management committees get proper back-up, information and training. All funding agencies should ensure that their funding includes a budget for the training and support of the management committee. There is also a need for a central agency for community development whose responsibilities would include developmental work with local management committees. Management committees themselves need to recognise their own needs and take the initiative in finding ways of getting them met.



Clarke, S., Seeing It Through: How to be Effective on a Committee. London: Community Projects Foundation 1989

Combat Poverty Agency, Towards a Funding Policy for Community Development. Dublin: Combat Poverty Agency, 1989.

National Social Service Board, Committee procedures for voluntary organisations. rev.ed. Dublin: National Social Service Board, 1984.

# PLANNING

Planning is essential for effective community development. It involves working out what the group is going to do, how it is going to do it and over what time span it will be done. This chapter outlines both the process of planning when a group is being set up and the on-going process of planning a programme of work.

It can be very difficult to find the time to do this kind of detailed, recorded planning but without it the work can be disorganised and ineffective. Below are some of the other reasons for putting time into planning.

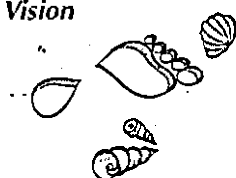
## Why is planning important?

- \* It enables a group to work in a clear organised way towards achieving its aims.
- \* It prevents a group getting so involved in day-to-day events it loses sight of the overall purpose of the work.
- \* Working to a plan helps a group's motivation and teamwork.
- \* It helps a group to be clear about what it is doing and why it is doing it.
- \* People feel a greater sense of commitment to work that they have been involved in planning.
- \* Planning results in more effective use of time and resources.
- \* It helps a group ensure that its everyday activities contribute to the achievement of its aims of the group.
- \* Having a clear, definite plan can give a group more confidence.
- \* It helps a group develop a sense of identity.
- \* Planning helps people see the development of the group.
- \* It helps in the process of selecting staff and in specifying their roles.

## 1; PLANNING A NEW PROJECT

Here are a number of steps which should provide a useful planning framework for a new group. It is important that all the people in the community who are interested in setting up the project are involved in this process. It is preferable to do this before setting up the management structure, so that the structure will be designed to fit in with the overall plan.

### Step 1 Vision



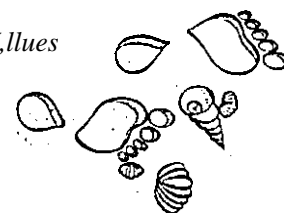
The vision is the reason the group has come together; the purpose of the group, what change they want to see. It is important for a new group to share their

individual hopes for the project and from these to develop a group vision. This will probably be linked to the group's vision for society as a whole and for their own community in particular. People's vision is very important in that it is often what motivates them to become involved in the group and it may be what will keep the group going through difficult times.



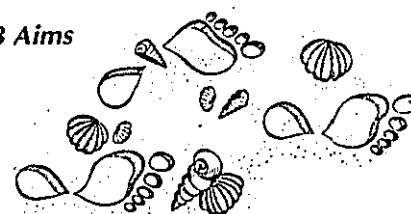
'Group Vision, the changes they want to see'

### Step 2 Values



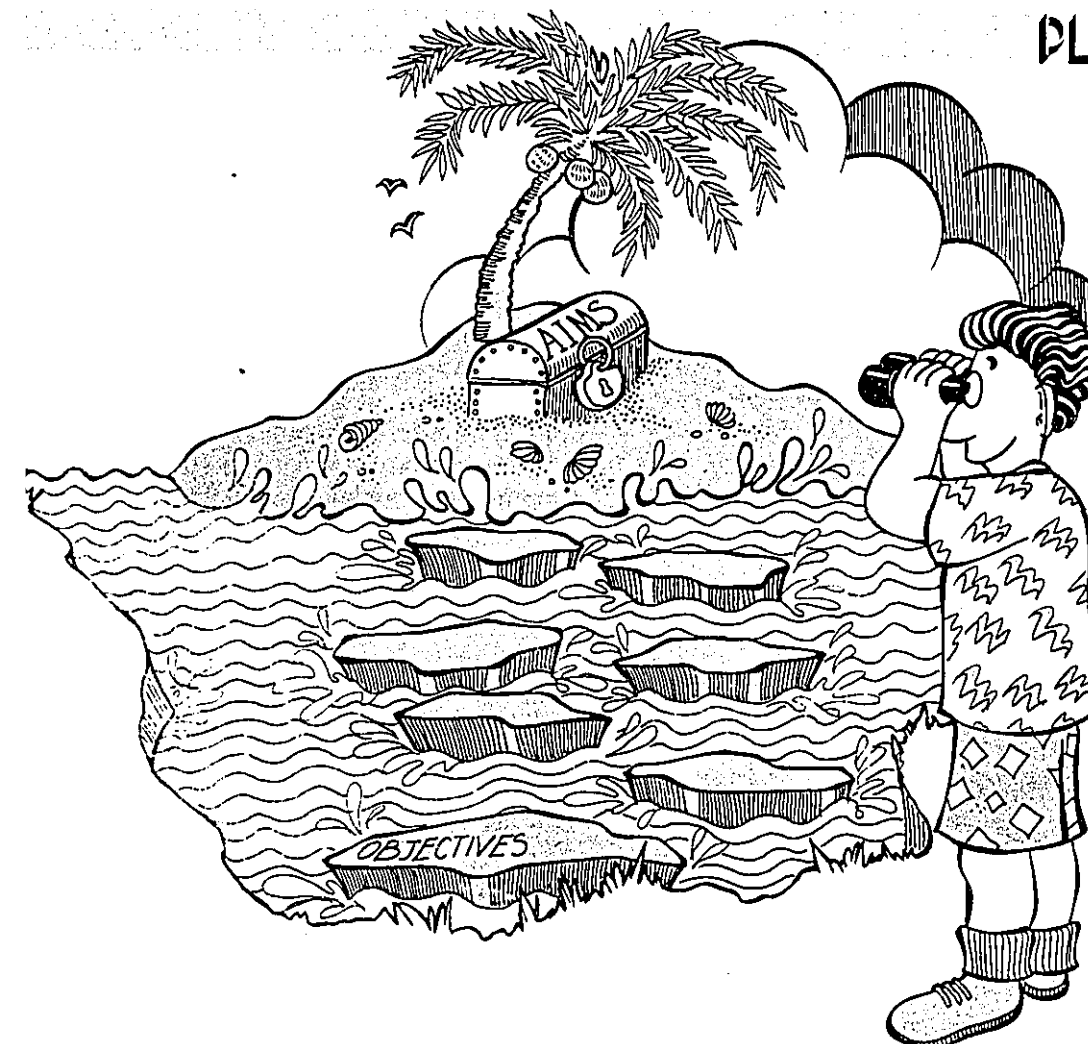
Values are the beliefs people have about how the world should be, e.g. that every individual should be treated with respect. A new group needs to work out together what will be the values of their organisation. The values of the group members will determine their approach to the people they are working with and to each other. They will need to share their individual values and through discussion come to an agreed set of values for the group. It can be difficult to pinpoint values and even more difficult to be open about them, but doing this is an essential part of the planning process.

### Step 3 Aims



The aims are broad, general statements of the outcomes the group hopes to achieve. They are what the group

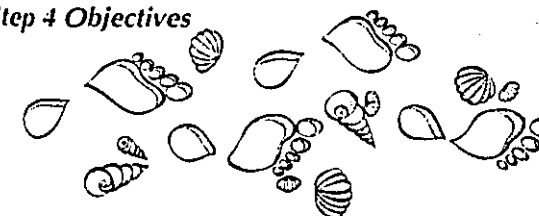
# PLANNING



'Objectives are the steps to be taken in order to achieve the aims of the group'

will be working towards. It is important to work these out through detailed discussion.

### Step 4 Objectives



The objectives are the specific outcomes that a group wants over a specific period of time. They are the steps to be taken in order to achieve the aims of the group. They should state

- \* who or what will change
- \* in what way
- \* when
- \* by how much

To be effective and useful for planning and evaluating, objectives need to be (a) achievable, (b) concrete, and (c) measurable.

### Step 5 Programme



The next step is working out the programme of activities which will enable you to meet those objectives. In devising the programme you need to work within the limits of the resources (staff, volunteers, amount of funding and duration of funding) that are available to the group.

Here are a number of questions which will help in planning a programme.

1. What are our objectives?
2. What are we going to do in order to achieve them?
3. How are we going to do this?
4. What resources will be needed?
5. Who will be responsible?
6. How many people will be involved?
7. By when will it be done?

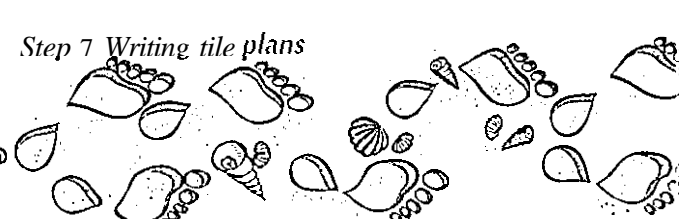
# PLANNING

## Step 6 Evaluation



The next step is to decide how and when the group will evaluate what it has planned to do. Evaluation is explained in detail in chapter 7.

## Step 7 Writing the plans



Finally it is necessary to write down what is agreed for each of the above steps so that it is recorded and can be checked regularly.

Coming to a group agreement on each of these steps will probably require lots of discussion and compromise. But it is an essential process for a group.



'Writing the plans'

# PLANNING

Here is an example of a two-day planning workshop undertaken by the staff in Barnardos Mulhuddart Community Project soon after the project was set up.

## OUR VISION.

- \* To provide services to meet the needs of parents and children in the Greater Blanchardstown area.
- \* To meet the needs of parents and pre-school children in North and South Inner City and Coolock.

## OUR VALUES IN OUR WORK

1. Everyone has a right to be the way they are within the boundaries of fairness, justice and compassion.
2. That the rights of children must be protected.
3. That parents are of primary importance in the lives of their children.
4. That there should be equality of opportunity for all members of our society.
6. That people should try to live in harmony.
7. That violence is not an answer and there are alternatives.

## OUR AIMS

1. To move increasingly towards indirect services.
2. To encourage and maintain a high standard of child-care.
3. To make links between groups so that they may be a resource to each other.
4. To build trusting and respectful relationships.

## Direct Services

To work with small groups of parents and children so that they can better meet their own needs;

## Indirect Services

To facilitate, support and motivate adults in running groups (community playgroups, parent and toddler groups, toy libraries and other groups) for their children and themselves.

## OUR OBJECTIVES

### Indirect Services

1. To support and advise community playgroups, toy libraries, parent and toddler groups and other groups.
2. To provide courses, workshops, advice and support to groups who wish to set up and run community playgroups and other related facilities for children and adults within their own community.
3. To work with committees, helping them to develop their skills and take responsibility for the effective management of the groups.
4. To assist groups to set up and maintain a high standard of care, hygiene and safety for the children.
5. To identify areas of special need within groups and families where prompt intervention may be necessary.
6. To inform groups and encourage them to avail of the services of other agencies and facilities which may be of assistance to them.
7. To facilitate people in making informed choices.
8. To offer meeting space and other facilities to groups.
9. To provide a lending service for groups and individuals.

### Direct Services

1. To give information and provide information sources.
2. To give people opportunities to express their feelings, in small, safe, confidential groups.
3. To work on life-skills using drama, toys, games, play, story-telling and arts and crafts.
4. To work co-operatively with other agencies on specific programmes.
5. To provide toy library facilities.
6. To provide a space for the parents to be with their children in a safe, secure, stimulating environment.

Our overall objective for the direct services is that in some cases they will provide a model for the setting up of indirect services.

The group also outlined a programme of work for each team member and finally discussed how they would evaluate the project. They decided to use a combination of methods (team meetings, supervision sessions, group discussions, questionnaires, reports, annual review, records and case studies) and that their evaluation will be both on-going and at regular intervals.



# PLANNING

## 2. ON-GOING PLANNING PROCESS

Going through these seven steps is very important at the beginning of a group but it is equally important for a group that has been in operation for some time to review the original plans. Because the needs of communities change over time it is important that groups adapt their plans accordingly.

Step-by-step planning is necessary for each activity in a group's programme of work. Answering the following questions should help a group plan every activity, whether big or small, clearly and effectively.

1. What do we want to achieve?
2. Why do we want to achieve it?
3. How are we going to achieve it?
4. Who will be responsible?
5. By when will it be done?
6. How and when will we evaluate the activity?

## 3. HOW TO PLAN

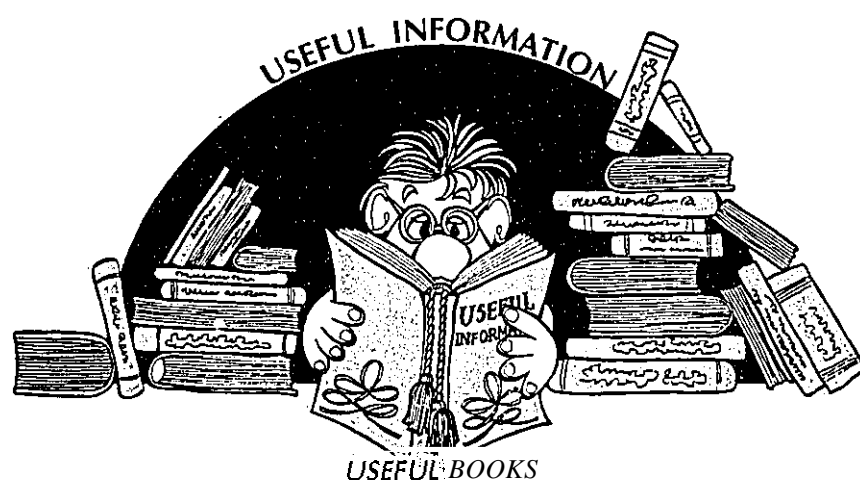
Having outlined what planning in a community development project involves, it is now important to look at how this can be done. It is essential that the process of planning involves all people for whom it is relevant. People will be more committed to doing what they themselves have been involved in planning. They will understand why they are doing it and how it fits into the overall aims of the organisation. This is an essential part of the on-going process of empowerment of the people involved in a group.

Participative planning may not be very easy. For example bringing together the management committee, staff and participants of a project to plan a year's programme could be difficult. A way of doing this could be to ask each group to take time on their own to plan and then to bring representatives of each group together to work out a final plan. An outside facilitator may be helpful in this process.

Finally, the plans that are made must be put into action. It is frustrating and disillusioning for a group that has put time and effort into plans to see them ignored or forgotten. This is also why keeping a written record of plans, which can be regularly referred to, is so important.

### SUMMARY - PLANNING

- Planning is an essential part of community development work, both at the beginning and on an on-going basis.
- Planning should be participative and well-organised.
- Planning involves asking and answering:
  - (a) What are we aiming to do?
  - (b) How do we aim to do it?
  - (c) Who will be responsible for seeing that it is done?
  - (d) How will we measure how well we have done it?
- Plans must be recorded and, after a specific time, evaluated.
- Plans should be realistic and achievable and they must be put into action.



- Gawlinski, G. and Graessle, L., **Planning together: the art of effective teamwork**. London: Bedford Square Press, 1988.
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- Hope, A., and Timmel, S., **Training for Transformation: A handbook for community workers**. Mambo Press, Zimbabwe, 1987.
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# LEGAL STRUCTURES

A legal structure is a set of rules, taken on by a group, which it is legally obliged to keep.

All management committee members need to know what legal structure the group has, why it was chosen and what it actually means. For groups who have not already chosen a legal structure it is important that everyone on the management committee takes part in making a choice and that they choose the kind that will best suit their particular circumstances and needs. Before a final decision is made the group should ensure that the proposed structure is discussed and agreed to by as many active members as possible.

This chapter deals with (i) why projects take on legal structures, (ii) the three structures commonly used by community projects and (iii) how to choose the most suitable one.

### WHY HAVE A LEGAL STRUCTURE?

Community groups often begin in an informal and co-operative atmosphere. People come together with a **common concern about an issue and are well motivated to work together**. Suggesting the need for a legal structure may seem to be doubting people's good faith and trust in each other.

**In fact a major reason for having a legal structure is to help maintain that co-operative working atmosphere.** It is because of the very dynamic nature of groups, lots of change and growth, that rules are necessary to help maintain consistency and fairness.

Verbal agreements are quickly forgotten and rules which are not legally binding can be overturned very easily. Without agreed, written and legally binding rules, **one or two years after an organisation is set up** there can be disagreements about who controls the group, how decisions are made or what are the aims of the group. All the original members may have left or the one remaining original member may be inclined to dominate the whole group. Having a legal structure can help prevent these problems or provide an agreed procedure for resolving them.

Other reasons for taking on a legal structure include the following:

- it may protect members from being sued for debts or injuries*
- it can make it easier to get funding from some agencies*
- it may make it easier to get recognition as a charity or to get any form of tax exemption*
- it can increase a group's accountability because they have to send in annual accounts to the*

Companies Office or to the Registrar of Friendly Societies or because they are obliged to hold an **annual general meeting**

- \* *it may give " group more credibility, for example with banks or landlords*
- \* *it can help the group develop a sense of identity*
- \* *the process of deciding on a legal structure can help a group clarify their aims and ways of working.*

### COMMON LEGAL STRUCTURES

This section outlines the important features of the legal structures most commonly used by community groups; (i) a constitution, (ii) a company limited by guarantee, and (iii) an Industrial and Provident Society.

### CONSTITUTIONS

The simplest way for a group to operate is by writing a constitution. A constitution is a legal document which sets out the rules of the group. It creates a contract amongst the members of the group but it has no legal effect on anybody outside the group. It does not give a group a separate legal entity. It is very flexible and there are no laws about what it should include. It is advisable to include the following:

- (a) *the name of the group*
- (b) *the aims of the group*
- (c) *how these aims will be met*
- (d) *membership*
- (e) *committee structure and powers*
- (f) *officers*
- (g) *management of finances*
- (h) *how to change the constitution*
- (i) *meetings*
- (j) *voting*
- (k) *disciplinary procedures*

It is up to every group to develop a constitution which will suit its particular needs. Often a small group of members (eg a sub-committee) are given responsibility for devising a constitution for the group. They work out the details and then bring them back to a *general meeting* for discussion and adoption. It should be noted that unless procedures for changing the constitution are included, no changes will be possible without unanimous decision because the contract is amongst all the members.

When drawing up the constitution it is advisable to see a few examples of other similar groups' constitutions and it may be necessary to get legal advice. An



## LEGAL STRUCTURES

important tip is to try to imagine the kind of things that could go wrong in the group and provide rules for such circumstances. it is also important to get the right **balance between drawing up a constitution which sets out the rules for the organisation clearly but which does not restrict initiative.**

For many groups the finance section is very important. It should state clearly who controls the funds, how decisions about spending are to be made, how often a record of accounts must be produced and whether accounts are to be audited.

Copies of the constitution should be available for all members. In particular all members of the management committee should be familiar with it.



*'The constitution creates a contract between the members of the group'*

## LEGAL STRUCTURES

Below is an example of a constitution from the Wexford Centre for the Unemployed.

### CONSTITUTION

#### 1 NAME

The name of the Association shall be Centre for the Unemployed.

#### 2 OBJECTS

Contact

To provide a focal point in the Community where unemployed people can make contact with each other, and become involved in a range of joint activities including educational classes.

To assist the unemployed to maintain or establish contact with the Trade Union Movement.

Counselling and Advice

To provide unemployed people with information and advice about opportunities and assistance for training and mobility and general help available to the unemployed.

To channel requests for assistance from individuals who are in need of representation before Tribunals or other statutory bodies to the affiliated Union of which they are a member.

To give guidance and support of an informal nature to assist unemployed people in dealing with the many social and emotional problems associated with unemployment.

Education

To promote and maintain educational opportunities for the unemployed to assist in the creative use of leisure time and the acquisition of useful skills.

Representation

To help promote schemes for the unemployed under the assistance of appropriate government agencies.

To assist the unemployed as a group in representation to statutory bodies on matters concerning them as a whole.

#### 3 MANAGEMENT COMMITTEE

The general control and management of the activities of the Centre shall be vested in a Committee of Management hereinafter called the "Management Committee" who may exercise all such powers of the Centre and do, on behalf of the Centre, all such acts as may be executed and done by the Centre.

All cheques, promissory notes, drafts, bills of exchange and other negotiable instruments and all receipts for monies paid to the Centre shall be signed, drawn, accepted endorsed or otherwise executed in such manner as the Management Committee shall from time to time determine, provided they shall always be signed by at least two persons.

#### 4 MEMBERSHIP OF THE MANAGEMENT COMMITTEE

There shall be eight nominees of W.C.T.U.

There shall be four nominees of staff.

There shall be two nominees of unemployed organisation users.

There shall be one Supervisor.

There should be provision for two other non-voting members nominated by such organisations within the community as the Management Committee may, from time to time, determine as having interests in the unemployment problems of women, ethnic groups, religious groups, disabled groups and young people.

The period of office of Management Committee member will be determined by the Organisation nominating the member, except in the case of unemployed persons elected to the Committee by the users of the Centre who will be subject to election after a period to be agreed by the Management Committee.

At least seven days notice will be given of a special meeting.

With the consent of all members of the Management Committee, a meeting of the Management Committee may be convened upon shorter notice.

The notice shall specify the place, the day and the hour of the meeting and the nature of the business to be discussed.

## LEGAL STRUCTURES

### 5 TERMINATION OF MEMBERSHIP OF MANAGEMENT COMMITTEE

A member of the Management Committee shall cease to be a member of the Management Committee:

- a) If he/she is absent from three consecutive meetings of the Management Committee without due reason being given, or
- b) Upon receipt by the Secretary of the Management Committee of his/her written **resignation, or**
- c) In the case of an individual unemployed user of the Centre upon ceasing to be such an unemployed user of the Centre, or
- d) In the case of a representative of an organisation upon ceasing to be the representative of that organisation or, upon that organisation no longer wishing to be represented.
- e) The Management Committee may withdraw Committee Membership from a member, on a vote with a majority of two-thirds or more of the members present.

### 6 OFFICERS OF THE MANAGEMENT COMMITTEE

The Management Committee shall have a Chairperson, Vice-Chairperson, Secretary, Treasurer and other such officers as the Management Committee may from time to time determine.

The Management Committee shall appoint the officers from their own number and shall determine the period or periods for which they are to hold office.

### 7 FREQUENCY OF MANAGEMENT COMMITTEE MEETINGS

The Management Committee shall hold not less than six meetings in each calendar year, of which one should be the Annual General Meeting, to be held not more than fourteen months after the last Annual General Meeting.

### 8 NOTICE OF MEETING

At least seven days notice of any meeting of the Management Committee shall be given to all members of the Management Committee provided that the accidental omission to give such notice by any person shall not invalidate the proceedings of any such meeting.

### 9 PROCEEDINGS OF THE MANAGEMENT COMMITTEE

At any meeting of the Management Committee any seven members of the Committee shall constitute a quorum.

Matters arising at any meeting of the Management Committee shall be decided by the majority vote of members present and voting.

In the case of an equality of votes, the Chairperson of the meeting shall be entitled to a second or casting vote.

The Management Committee may from time to time, appoint one or more sub-committees with such composition and power and terms of reference as the Management Committee may think fit.

### 10 MANAGEMENT COMMITTEE MINUTES

The Management Committee shall cause proper minutes to be kept of all their meetings and meetings of any sub-committee.

### 11 ACCOUNTS

The Management Committee shall cause proper books of accounts to be kept with respect to:

All sums of money received and expended by the Centre and the matters in respect of which such receipts and expenditure take place, and

The assets and liabilities of the Centre.

The books of account shall be kept at such place as the inspection during normal office hours by any member of the Centre and other persons authorised by the Management Committee.

At every Annual General Meeting (except the first Annual General Meeting) the Management Committee shall present an Income and Expenditure Account in respect of the preceding financial year, a Balance Sheet as at the end of that year and Report by the Auditor on the books.

### 12 AUDIT

The Management Committee shall appoint an Auditor who shall be a Chartered Accountant.

Once, at least, in every financial year the Auditor shall audit the book and accounts of the Centre and report thereon in writing to the Management Committee.

### 13 WINDING UP OF CENTRE

The Centre may be dissolved by a resolution of a Trades Council Meeting convened for the purpose of considering and if thought fit passing, such a resolution and of which not less than 21 days notice specifying the proposed resolution shall have been given to all Members of the Centre Management Committee, and also published by affixing for at least that period, a notice visible from the exterior of the premises for the time being occupied by the Centre, and by advertisement in at least one local newspaper in circulation in the Wexford urban area. On dissolution, the property and assets of the Centre shall become the property of Wexford Council of Trade Unions.

### 14 TRUSTEES

Two Trustees, appointed by Trades Council.

### 15 ALTERATION OF CONSTITUTION

The Constitution can only be altered by not less than a two-thirds vote of members at an Annual General Meeting of Wexford Council Of Trades Union.

### 16 POWERS

In furtherance of the aforesaid objects (Section 2) but not otherwise the Centre may:

- a) Provide advice and information for the unemployed and employed.
- b) Provide social facilities.
- c) Write, print, publish, issue, circulate and distribute or procure such articles, reports, newsletters, periodical books, pamphlets, advertisements, leaflets, posters, memorandum and other documents and
- d) Arrange and provide, both by itself and in conjunction with other organisations and institutions classes, meetings, lectures, exhibitions and seminars.
- e) Apply for, invite, obtain, collect and receive money, funds, securities, and other sources of income and capital by way of contributions, subscriptions, donations, grants, legacies, sale of publications of the Centre and other lawful methods, and receive gifts by will and inter vivos of property of any description, whether or not subject to express trusts.

## LEGAL STRUCTURES

- f) Open and operate banking accounts and other facilities for banking.
- g) Draw, accept and negotiate bills of exchange, cheques, promissory notes and other negotiable instruments.
- h) Dispose of or in any way turn to account all or any of the assets of the Centre.
- i) Enter into contracts, borrow or raise money upon such terms as may be considered expedient.
- j) Invest the monies of the Centre not immediately required for its own use.
- k) Purchase, take on lease or licence, hire, subscribe for and by any other lawful means acquire plant, machinery appliances, equipment, vehicles, furniture, books, periodicals, publications, newspaper stationary supplies and any other chattels whatsoever.
- l) Employ and retain on a full-time basis or part-time basis and on such terms as shall be agreed or on a voluntary basis all or any of the following:

Any persons whose particular skills, qualifications or knowledge may be of assistance in the attainment of the objects of the Centre.

- m) Make rules for the general administration and conduct of the business of the Centre, including the specifying of work to be undertaken or refused by the Centre from time to time.
- n) Enter into any contract of insurance howsoever in respect of any matter in which the Centre has an insurable interest and in particular in connection with any real or personal property in which the Centre shall have an interest or with any acts or omissions done by persons employed by the Centre, including indemnity insurance in respect of any fraudulent, negligent and other unlawful acts by any such persons.
- o) Make reasonable charges including nominal charges or no charge in respect of the work of and the services provided by the Centre.
- p) Do all such things as will further the attainment of the objects of the centre.

# LEGAL STRUCTURES

## A COMPANY LIMITED BY GUARANTEE

The major advantage of forming a company is that individuals in the organisation cannot be held responsible for the liabilities of the company, e.g. debts or suing. The company is responsible. It has a legal identity of its own which means that members are protected.

### Key Features

- there is no limit on the number of members.
- people do not have to buy shares to join.
- \* every member has equal voting power, one vote per member.
- the rules are often difficult and hard to understand
- \* annual accounts must be sent in to the Companies Office
- records must be kept of minutes and membership for inspection by the Companies Office.
- two documents, Memorandum of Association and Articles of Association, are drawn up and lodged in the Companies Office. The Memorandum of Association includes the details of the aims of the group. The Articles of Association lists the rules about the management of the group, how the committee is elected, roles of officers, procedure at meetings, etc.
- most groups use model Articles of Association. A solicitor or an accountant will help a group draw up the two documents.
- once the legal requirements are met a group can add as many other rules as they want at the formation stage.
- to change the rules later can be difficult and expensive.
- changes in company law could effect the group so it is advisable to check with a legal advisor from time to time to see that everything is up to date.
- the cost of formation could be between £250 – £500 depending on the complexity of the desired structure

Copies of the 1963 Companies Act are available from the Government Publications Office, (address below)

## INDUSTRIAL AND PROVIDENT SOCIETY

This is the legal structure most commonly used by co-operatives. It is for groups who are involved in business or trade and covers any dealings with land.

### Key Features

- \* an Industrial and Provident Society has a separate legal identity from its members. It can hold property in its own name and can act as an employer.
- \* the society has limited liability; individual members cannot be held responsible for debts.
- \* the minimum number of members is seven and there is no maximum number.
- \* people aged under 18 can hold shares in the society BUT they cannot sit on the committee.
- \* the rules of an Industrial and Provident Society are usually in plain language and easy to follow.
- \* the society must send in annual accounts to the Registrar

For further information contact the Registrar of Friendly Societies. Also the Co-operative Development Society and the Irish Co-operative Organisation Society provide free advice.

## HOW TO CHOOSE A LEGAL STRUCTURE

It can be difficult to choose the structure that is most suitable for a group. Generally a group needs a structure which will ensure adequate protection and regulation and will also allow it to work in a way that is not in conflict with its values. The following are a few guidelines.

### (A). Which legal structure?

Of the legal structures outlined above, the two most frequently used by community groups are the constitution and the company limited by guarantee. The one chosen will depend on:

1. The purpose of the group
2. The size of the group
3. The duration of the group, short-term or long-term
4. The amount of money and/or land it has or is likely to acquire later
5. Whether it has employees
6. Whether it needs to protect its members so that they are not held responsible for debts or being sued.

There are no hard and fast rules about which structure suits which type of group. But if, for example, a project has no employees and is operating on a small budget a constitution would probably suit it best. If a group has full-time staff, a certain level of funds and intends to be in operation for some time becoming a company limited by guarantee might be more suitable. However a group which intends to be involved in some trading should think about registering as an Industrial and Provident Society. It is the particular circumstances of

the group that must determine which structure is chosen (see table below).

Below is a table which summarises the advantages and disadvantages of the three legal structures outlined above.

### (b). When to Choose

The group should have gone through the process of planning outlined in chapter 2 before working out a legal structure. It is necessary to be clear about the group's aims and way of working. It is also advisable to imagine what difficulties are likely and what structure would best prevent those. Preparing a checklist of what the structure needs to provide for can be helpful. Obviously some experience of the group at work will be necessary in order to have an idea of what these

	ADVANTAGES	DISADVANTAGES
Constitution	Cheap Flexible Informal Easily understood Private	Does not give the group a separate legal identity from its members Does not protect individual members from being held responsible, being sued, or debts of the group.
Company Limited by Guarantee	Gives the group a legal identity Protects individual members from suing or debts on behalf of the group Gives stability	Expensive Time consuming Rules of Companies Office have to be kept Rules are complicated Based on commercial structure
Industrial and Provident Society	Gives the group a legal identity Protects individual members from suing or debts on behalf of the group Rules are easy to understand Cheaper than a company limited by guarantee Democratic	Rules may be unsuitable for some groups Annual accounts must be sent into the Registrar of Friendly Societies

## SUMMARY - LEGAL STRUCTURES

- It is important and usually essential for larger community groups to have a legal structure.
- \* It is important for all members and particularly management committee members to understand the kind of structure their group has.
- \* A group must choose the kind of structure that is appropriate for the circumstances and needs of their group.
- The process of taking on a legal structure will take time and may be expensive.

# LEGAL STRUCTURES

might be. A legal structure devised too soon can be unsuitable and a waste of time and money.

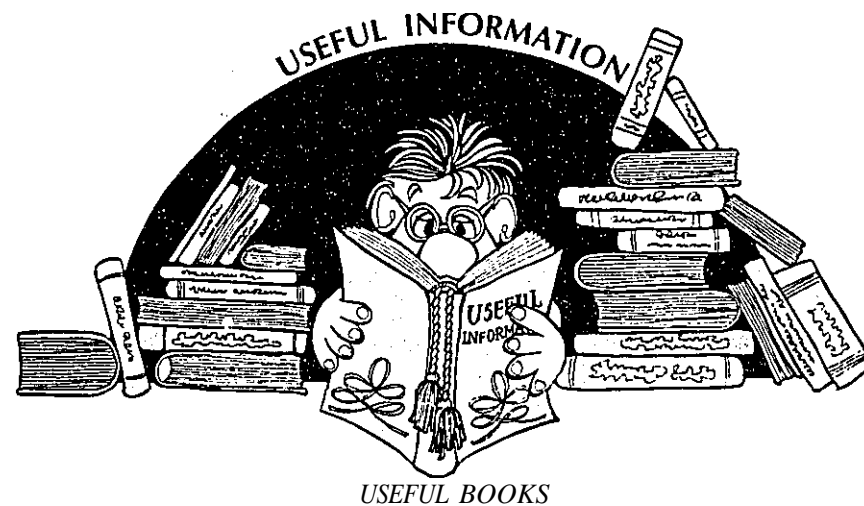
### (c). Getting Help

It is useful to talk to other community and voluntary groups about the kind of legal structure they have and how suitable it is for them. Groups should also get legal advice.

### (d). Costs and Time

Taking on a legal structure may be expensive, e.g. the cost of the legal advice and the registration fees. The whole process will also take considerable time, from investigating the different possibilities, getting agreement from your group to signing the final documents.





Capper, S., Unell, J., and Weyman, A., Starting and running a voluntary group. London: Bedford Square Press, 1989.

Linehan, M., and Tucker, V., (eds.), Co-op guides. Cork: University College Cork, Centre for Co-operative Studies, 1988.

Warburton, G., The Law of Unincorporated Associations.

## USEFUL ADDRESSES & CONTACTS:

Registrar of Companies/ Registrar of Business Names, Dublin Castle, Dublin 2. Tel. 01-718811

Registrar of Friendly Societies, 13 Hume Street, Dublin 2. Tel. 01-603399

Co-operative Development Society, 35A Lower Fownes Street, Dublin 2. Tel. 01-376465

Irish Co-operative Organisation Society, 84 Merrion Square, Dublin 2. Tel. 01-764783

Flac, (Free Legal Advice Centres), 49 South William Street, Dublin 2. Tel. 01-794239

When a community project employs staff the management committee becomes the legal employer. This chapter covers five major aspects of that role:

1. Employment policy
2. Recruitment procedure
3. Preparations for staff
4. Staff development
5. Legal responsibilities of employers

## SECTION 1 EMPLOYMENT POLICY

A management committee needs to have a clear, consistent employment policy. It is recommended that every management committee take time to discuss and clarify their employment policy.

This policy should be consistent with the values of the project. In other words the values of the project e.g. participation, justice, should be reflected in how the **committee treats staff.**

The issue of the development of an appropriate style of management for community development (as discussed in the overview) is particularly relevant for the management committee's role as employer. The major roles of the management committee towards staff are:

- (a) to enable the staff to do their work as well as possible
- (b) to fulfill their legal and financial responsibilities
- (c) to ensure that the work of the staff is effectively and efficiently contributing to the achievement of the group's objectives.

The relationship between the management committee and staff in community projects should ideally be a partnership; two teams working together to achieve the same aims, which may take time and energy to develop.

The following four sections are the practical aspects of that relationship.

## SECTION 2 RECRUITMENT OF NEW STAFF

Before taking on new staff there are a few questions a management committee needs to answer.

1. How will the staff member help achieve the aims of the project?
2. Can we afford to employ staff?
3. Are we aware of and prepared for the legal and other responsibilities of employing staff?

If, having considered these issues, a project decides to take on staff the first step is to draw up a job description.

### Step 1 Job Description



### What is a job description?

A job description is a summary of the tasks and responsibilities which make up the job.

### Why is it important?

1. It helps the management committee to be clear about what sort of work the new employee is to undertake.
2. It sets out clearly for the employee what s/he is expected to do.
3. It is part of the employee's conditions of employment and once accepted cannot be changed without agreement.
4. It helps plan the job advertisement.

### How to do a job description

Most job descriptions cover the following:

- \* **Name of employer**
- \* **Job Title**
- \* **Overall purpose of job**
- \* **Key areas of work**
- \* **Who s/he will be responsible to (staff member or committee)**
- \* **Who s/he will be responsible for (other staff)**
- \* **Specific tasks in order of importance**
- \* **Hours of Work**
- \* **Salary**

Here is a Job Description from the Dublin Travellers Education and Development Group, Dublin.

**Employers:** Dublin Travellers Education and Development Group

**Name of Post:** Community Worker

### Key Areas of Work:

In outline the community worker will be responsible for:

1. Engaging in regular community work in the areas mentioned with a view to establishing core groups representing the various concerns and sectors on each site.

# EMPLOYMENT

2. Developing the use of drama to focus on key issues in order to raise awareness, facilitate self-expression and break down barriers between Travellers and settled people.
3. Developing inter-site links through organising events related to the "listening survey" and issues of concern for the emerging core groups.
4. Liaising with women's support worker and the existing youth work programme and other DTEDG programmes.
5. Ongoing assessment in conjunction with other DTEDG members and initiating and carrying out new work based on this assessment.

## Background Information:

The community worker will be responsible for carrying out a two-year programme based on:

- the fact that there is a sizeable number of Travellers in the Finglas, Coolock and Blanchardstown areas who have completed DTEDG courses/programmes. Follow-up work in these areas is needed in order to organise and mobilise Travellers who are committed to overcoming their marginalised status and to working for Travellers' rights.
- the situation of tension and conflict between local residents, local authorities and Travellers in areas where Travellers live.
- the need for Travellers to support each other in their struggle for decent and appropriate accommodation, education, work opportunities and community facilities.

## Working Structure

The community worker will be part of a team and will work in co-operation with the members of the other DTEDG programmes: youth workers; enterprise worker and the co-ordinators of the leadership and women's programmes. Like other staff members the community worker will be expected to attend regular staff meetings and to contribute to the process of mutual support within that structure.

The community worker will be responsible to DTEDG's Management Committee and Projects Sub-Group for work undertaken.

Support and supervision will be provided on a weekly basis in conjunction with the youth workers.

On a day to day basis the community worker will be responsible to DTEDG's Director or his representative.

## Terms of Employment

The contract between the community worker and DTEDG (as with the funding for the programme) will be for two years, terminable by one months notice on either side and with an initial 3 months probationary period.

Workers will be expected to do ten sessions per week and to be available for some evening and weekend work (35 hours per week total).

Salary will be in line with the current starting point on the Comhairle scale, i.e. £8,840.34 gross p.a.

## Step 2 Person Profile



When the job description has been drawn up the next step is to prepare a person profile. This is a detailed outline of the kind of person who would be suitable for the job.

A person profile helps to la) plan the advertisement, lb) plan the interview and (c) work out the criteria for selecting someone for the job.

The usual headings are:

- *Skills and abilities*
- \* *Education, qualifications, training*
- \* *Knowledge*
- *Experience*
- \* *Values*
- *Personality*

It is also helpful to be clear about which of these are essential for the job and which are just desirable.

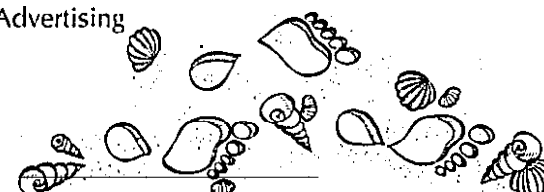
Few community projects actually formally prepare a person profile. Usually the interview panel discuss what type of person would be suitable for the job before the interview. However in order to run fair, effective interviews, taking the time to draw up a profile is advisable.

Here is a sample person profile prepared for the purpose of this book to match the job description, above.

# EMPLOYMENT

QUALITIES.	ESSENTIAL	DESIRABLE
SKILLS & ABILITIES	Communication Skills  Drama  Group facilitation	Organisational Skills  Evaluation skills  Programme planning
EDUCATION, TRAINING		Community work training
KNOWLEDGE	Knowledge of the situation of Travellers	Knowledge of the current policy issues relevant to Travellers  Familiar with community development networks  Knowledge of bi-cultural situations
EXPERIENCE	Ability to adapt and use experience	Experience of community development  Experience of working with Travellers
VALUES	Anti-sexist anti-racist Belief in the value of individual and collective action	Analysis of oppression in society
PERSONALITY		Out-going Friendly Approachable Self-motivated Flexible

## Step 3 Advertising



The next step is to advertise the position. The aim is to reach the kind of people who would be suitable for the job and to give everyone the opportunity to apply. A job can be advertised through any of the following.

1. *National newspapers or magazines*
2. *Local newspapers, magazines or newsletters*
3. *National radio*
4. *Local radio*
5. *FAS*
6. *Local notice boards, e.g. shops, schools, clubs*
7. *Other projects*
8. *Within the organisation*
9. *"Word of mouth"*
10. *Newsletters of community development network organisations*

When deciding where to advertise, it is important to consider the best way to reach the most suitable people. Most groups advertise locally and in a national newspaper. Advertising in national newspapers can be quite expensive. It is worth enquiring about a reduced rate, e.g. for an ad in a daily and a Sunday paper. It is also worth finding out if the kind of job you are advertising is usually found in a particular newspaper and on a particular day.

The advertisement should be concise and clear, giving the following information:

1. *The name and purpose of the organisation*
2. *The job title*
3. *A brief description of the job*

# EMPLOYMENT



## 'Advertising the position'

4. The experience and qualifications which are essential and those which are desirable
5. The salary and the salary scale
6. Whether the job is full-time or part-time, permanent or temporary
7. How to apply, e.g. by sending in a letter and curriculum vitae or by phoning for an application form.

## Step 4 Selection



Selecting the right person for the job is difficult. This section focuses on interviews because it is the most

common method of selection. There are also other effective ways, e.g.

- \* group interviews, using discussion
- \* giving the candidates a written task
- \* reading reports about other work the candidates have done
- \* visit to the project, including meeting project participants
- \* aptitude tests
- \* skills tests

## Interview Panel

The panel should not be too big, three to five people is enough. It is advisable to include an experienced outsider, a present staff member and a member of the management committee.

## Shortlisting

Immediately after the closing date for receipt of applications shortlist the candidates for interview i.e. select the candidates you wish to interview. This is ideally done by the interview panel.

## Planning the interview

1. The members of the interview panel need to be familiar with the applications and to be very clear about the job description and person profile.
2. They need to decide how long the interviews will be.
3. They need to have clear criteria on which to evaluate the candidates, using the person profile.
4. They need to decide who will do each of the following tasks.
  - (a) show the candidate in
  - (b) introduce the panel and giving the background to the project
  - (c) ask questions about the candidate's application form and previous experience
  - (d) ask questions about the different areas in the job description
  - (e) answer the candidate's questions

4. It is important to leave time between interviews to discuss each candidate's performance and to write a short account of their strengths and weaknesses.

# EMPLOYMENT

## The Interview

### Venue

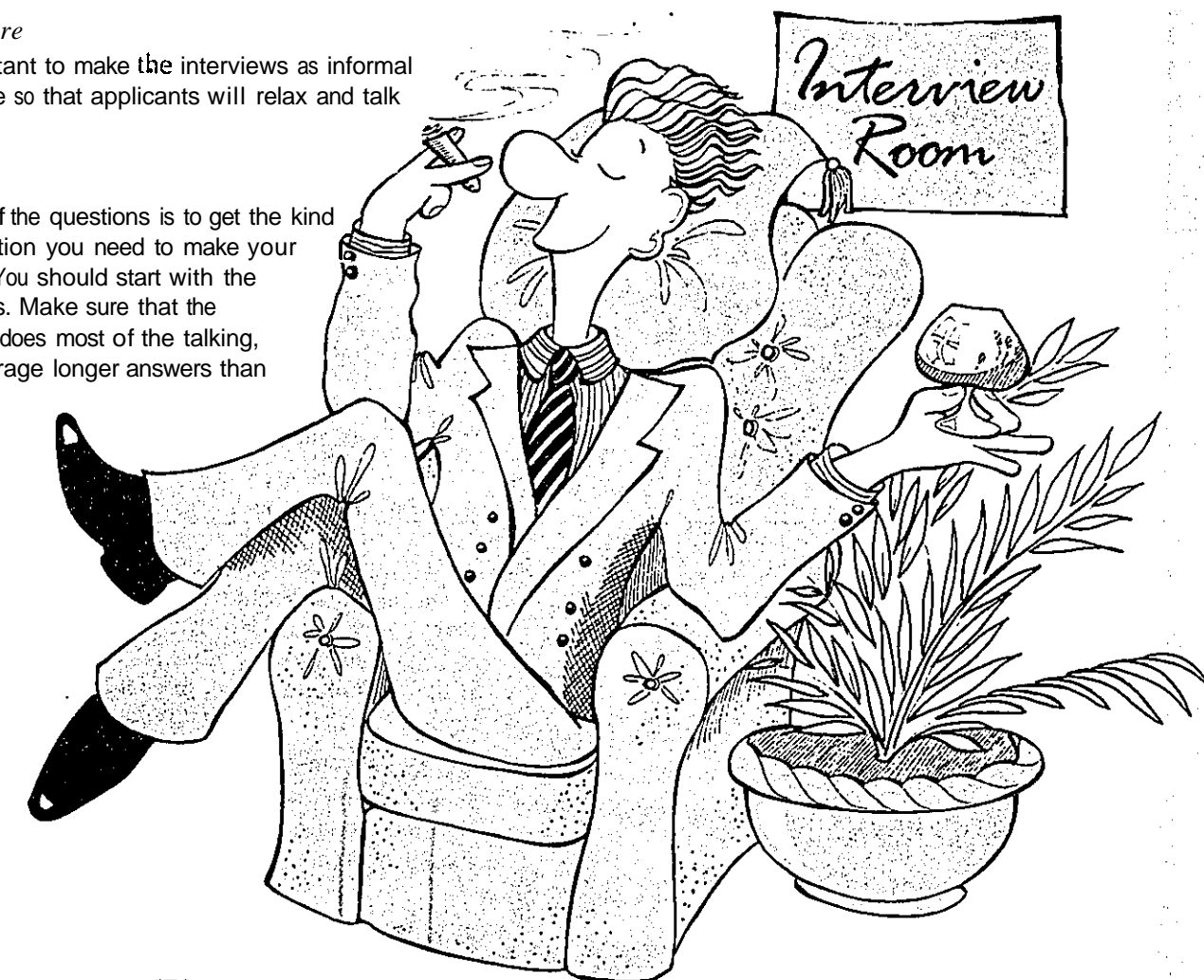
Hold the interviews in a comfortable room, where the panel will not be interrupted. Arrange a place for the candidates to wait to be called. If the venue is hard to find it is helpful to send a photocopied map to the candidates.

### Atmosphere

It is important to make the interviews as informal as possible so that applicants will relax and talk freely.

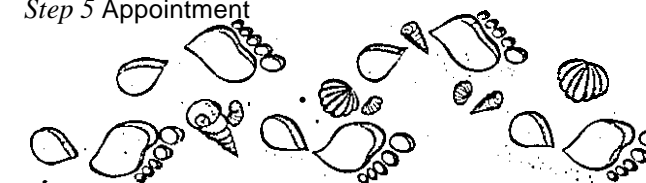
### Questions

The aim of the questions is to get the kind of information you need to make your decision. You should start with the easier ones. Make sure that the candidate does most of the talking, and encourage longer answers than yes or no.



"The interviews should be held in a comfortable room"

## Step 5 Appointment



After the interviews the panel should discuss each candidate's suitability for the job and decide who they are prepared to appoint to the post. They should then rank these in order of suitability. They should then check out references. The person placed first on the list should then be offered the post and as soon as possible a letter of appointment should be sent to him/her. S/he should be asked to reply in writing accepting the job.

Letters should be sent to the other candidates telling them that they were unsuccessful and thanking them for their interest.

## Summary

1. It is useful to make a step-by-step plan for the recruitment of staff.
2. Prepare a job description and a person profile.
3. Advertise the job.
4. Interviews should be carefully prepared and fair.



should also be a supply of basic necessities for their work, e.g. paper, pens, paper clips, stapler, blue tack. There should also be toilet facilities and facilities for making tea. Local authority fire and safety standards must be complied with.

## B. Administrative Back-up

Workers need administrative back-up. Their specific needs vary but they definitely need the use of a telephone, and to be able to get typing and photocopying done. It is also important that there is some arrangement for telephone messages to be taken when they are not around the office. In larger groups there may be a receptionist, in others volunteers staff the phone or an answering machine is used.

How the administrative system is organised depends on the number of staff and finances. Two smaller groups could share an administrative base or one small group may have access to these facilities in a larger organisation, e.g. a school or community centre.

## C. Insurance

All employers must take on employers liability insurance. They should also have public liability insurance. The N55B runs a group insurance scheme for social service groups. Groups should also contact an insurance company or broker for information.

## D. Registration as an Employer

It is very important that the management committee registers as an employer before taking on staff. This is explained in more detail in Chapter 7, section 3.

## E. Financial System

The following basic financial arrangements need to be made.

- Open a bank account in the name of the project.
- Agree who can sign cheques to get money out of the cheque account.
- Get money from your funder into this account well before the first payday.
- Set up a petty cash system for small amounts.
- Chapter 7, section 1 deals with the other necessary financial arrangements.

However low the finances, or however short of time, it is an essential part of the supportive role of the management committee to make sure that these basic preparations are made before a worker starts.



*The interview panel should not be too big*

## SECTION 2 PREPARATIONS, FOR NEW STAFF

This section covers the practical arrangements that need to be made before a worker starts. The process of recruiting new staff can take up to ten weeks and it is during that time that the following arrangements should be made. This information is particularly for groups that are just starting but it may also be a useful checklist for more established groups.

## A. Workspace

All workers need an office as their base. This is essential if they are to do the job well, and it will allow them to do the planning, writing up, and evaluation which is part of the job. In many projects workers share a room which is acceptable as long as there is a separate room for confidential conversations and meetings.

Their office should be a heated, bright, ventilated room, with tables, chairs and a filing cabinet. There

## Summary

- \* All workers need a room as their base.
- \* They also need administrative back-up.
- \* It is important to register as an employer early.
- \* It is also important to make basic financial arrangements before a new worker starts.

## SECTION 4 STAFF DEVELOPMENT

Good management of employees includes ensuring that staff development needs are being met. Staff development is a continuous process which has the aim of increasing staff skills and experience, providing support and maintaining their motivation and commitment. This is particularly important in the area of community work which can be very stressful, frustrating and draining.

Four essential aspects of staff development are:

- induction
- review
- supervision
- training (covered in detail in chapter 6)

## (a) Induction

When a new employee joins an organisation it is important to have an induction programme. The aim is to help the person settle into the position as soon as possible and to make sure they have all the necessary information to help them do their job effectively. So as well as being very useful for the new worker it is of great benefit to the organisation.

Induction usually lasts from 2 to 4 weeks and during this time the staff member should not be expected to take on full duties and responsibilities.

Here is a checklist of what the programme should cover:

- \* introduction to members of the management committee, staff and regular project users
- \* history of the project
- \* aims, objectives and programme of the project
- \* outline of management structures and procedures
- \* copy of the constitution and/or other legal structure
- \* copy of the most recent annual report
- \* copy of recent evaluations
- \* outline of administrative procedures
- \* information about funder/s
- \* detailed outline of the job, specifying roles and responsibilities
- \* introduction to the area
- \* background reading of relevant material
- \* time spent with relevant staff or volunteers in their daily work
- \* introductions to other community workers and projects in the area

This programme needs to be carefully planned taking the particular needs of the new employee into account. One member of the organisation (either from the management committee or staff) needs to take responsibility for seeing that the programme is implemented.

## (b) Supervision

Every staff member should have on-going supervision. This is particularly important in community work because it is often innovative and it can be very stressful. The employee should meet regularly with her/his supervisor (e.g. once a week/month) to discuss her/his work. This includes getting advice and support, talking out ideas, asking for help, discussing problems, sharing worries and fears, giving encouragement. It also includes looking at what is going well and it gives the supervisor the opportunity to give the employee feedback on her/his work.

It is essential that the supervisor is familiar with, experienced and skilled in the employee's particular area of work. It is also very important that a trusting and respectful relationship is built up so that there can be honest, open communication between them.

This can be organised in two ways. The first is when the supervisor is a more senior member of staff or a member of the management committee. The second is when the supervisor is an experienced community/group worker from outside the group. This is particularly useful if there is no-one within the group experienced enough to take on the role or if the employee is having serious problems.

## (c) Performance Review

Performance reviews are regular meetings between a supervisor (a more senior member of staff or a member of the management committee) and employee. A performance review is different from a supervision session in that it takes an overview of the employee's work over a longer period of time and does not focus on day-to-day issues.

The purpose of the review is:

- to give the employee feedback on her/his work
- to ensure that the employee understands clearly what is expected of her/him
- to facilitate the employee in looking back over her/his work and deciding what changes she/he needs to make.
- help the employee with any major problems
- to help her/him to develop their work

# EMPLOYMENT

The performance review is particularly important during the probation period so that any problems or difficulties with a worker's performance are discussed before the decision as to whether s/he will be kept on is made.

It is important that whoever leads the review is in regular contact with the employee and a trusting relationship exists between them.

## Summary

Organising a thorough induction programme, on-going supportive supervision and regular performance reviews will contribute to the continual development of your staff.

## SECTION 5 LEGAL RESPONSIBILITIES

This section looks at the major legal responsibilities of employers to their employees. It includes a sample contract of employment with notes to explain the main issues.

Employers are legally obliged:

1. To give all new employees the following written terms of employment within one month of starting in the job:
  - (a) date of commencement
  - (b) rate of pay
  - (c) frequency of payment, e.g. weekly or monthly
  - (d) hours of work
  - (e) holidays and holiday pay, sick pay, pensions
  - (f) period of notice if employee is to be dismissed

These are the minimum terms of employment. For good employment practice it is recommended that employers give their employees a contract of employment similar to the one included below which covers other important terms of employment.

2. To pay wages
3. To give each employee a pay slip detailing deductions
4. To deduct tax and PRSI
5. Not to discriminate on the basis of sex or marital status in terms of pay, conditions, promotion, redundancy, etc.

These five are the major legal responsibilities of employers. In fact there are at least 16 pieces of employment legislation. It is advisable to get a copy of the Department of Labour booklet on employment legislation; Guide to Labour Law. It is available free from The Department of Labour. (address below)

## Who is an employee?

Anyone who works for an employer for a regular wage or salary is an employee.

Most people in paid employment in a community group will be employees. The exceptions are people who are self-employed, (e.g. a trainer) or who are working for another employer, (e.g. a building contractor).

## Contract of Employment

It is essential to give each employee a contract of employment. This is signed by both employer and employee. It guarantees the rights of both.

The sample contract which we have included below is very detailed. Many projects use a shorter version. However we believe that the detail is important. Working out a just employment relationship requires laying down guidelines to which both parties can agree. In our experience going into the details at the start of a working relationship greatly reduces the possibility of misunderstandings at a later stage. It also sets up a clear basis from which to work if there are difficulties.

We recommend that any project intending to take on employees read through this contract. This will show them the range of issues which must be considered. We also recommend that projects that have already taken on staff go through this contract as a way of reviewing their staff conditions and to see if there is a need for change.

See page 35 for notes to explain most of the terms of the model employment.

# EMPLOYMENT

## MODEL EMPLOYMENT CONTRACT

Employment contract for the post of \_\_\_\_\_

1. Name of Employer: \_\_\_\_\_

2. Name of Employee: \_\_\_\_\_

3. Duties: \_\_\_\_\_

4. Date of commencement: \_\_\_\_\_

6. Place of Employment: The employee will be based at \_\_\_\_\_ This may change with due notice and consultation.

7. Pay: The pay scale for this job is \_\_\_\_\_. You are being placed at the \_\_\_\_\_th point of this scale. This scale is linked to the \_\_\_\_\_ pay scale and will change accordingly. Subject to satisfactory service, annual increments will be paid on the anniversary of your commencement of employment.

8. Pension:  
(a) There is no staff pension scheme. In lieu of this, the organisation will pay \_\_\_\_\_ or \_\_\_\_\_% of gross pay into an employees' pension scheme.  
or  
(b) Staff may/must join the staff pension scheme. It is a contributory scheme and costs employees \_\_\_\_\_% of gross salary.

9. Method of Payment: Payment will be made weekly/fortnightly/monthly on \_\_\_\_\_, by cheque/cash/credit transfer. Payment will be in arrears/advance.

10. Holidays:

10.1 In addition to Public Holidays you will be granted \_\_\_\_\_ days annual leave.

10.2 The leave year begins on \_\_\_\_\_ and runs to \_\_\_\_\_. Leave cannot be carried over to a new leave year without the approval of \_\_\_\_\_, to whom you must give due notice of your intention to take leave.

11. Hours of Work:

11.1 (a) The normal working week is 35 hours. The starting time is \_\_\_\_\_.

(b) You are required to work \_\_\_\_\_ hours/sessions per month/fortnight/week of a minimum of \_\_\_\_\_ hours. Overtime is/ is not payable.

or

Time off in lieu is granted for all hours worked in excess of the normal working week / one session off is granted for each session worked in excess of the norm.

11.2 To claim time off in lieu you must inform \_\_\_\_\_ within a week of working overtime, and take accumulated time off within \_\_\_\_\_ weeks of overtime being worked.

12. Sick Pay

12.1 Staff shall be entitled to 2 consecutive uncertified sick days, subject to a maximum of 7 - 10 in anyone period of 12 months, for which they will be paid sick pay (provided they notify the office on the first day of sickness). The 12 month period (sick leave year) starts on the first day of illness.

# EMPLOYMENT

12.2 Sick pay will be paid to staff certified sick at the following rates:

Service at commencement of sickness	Full sick pay	1/2 sick pay
During 1st year	1 month	1 month
" 2nd year	2 months	2 months
" 3rd year	4 months	4 months
" 4/5th year	5 months	5 months
" 6th year	6 months	6 months

12.3 These entitlements will be subject to the proviso that not more than 12 months paid sick leave shall be taken in any period of 4 years or less, and not more than 6 months of full pay in any period of 12 months.

12.4 Employees shall claim and remit to the employer any social welfare payments due during periods when they are claiming sick pay.

12.5 Sick pay is calculated as the gross wage payable to the employee or net wage after deduction of PAYE & PRSI normally paid.

13. Maternity leave: The Maternity Protection of Employees Act, 1981 applies to all employees working more than 18 hours per week and employed under a contract or otherwise, for a fixed term of more than 26 weeks of which there are at least 26 weeks to run.

14. Special leave:

14.1 Serious family illness or bereavement: A period not normally exceeding 3 days may be granted as compassionate leave. This period may be extended at the discretion of the management committee/co-ordinator to 5 days on the death of a close relative or a partner.

14.2 Partner Leave/ Adoption Leave: Employees of either sex who are closely involved in the birth or adoption of a child shall be granted leave of 5 days without pay. At the discretion of the co-ordinator this may be extended. Additional requests for unpaid leave and/or reduction of hours will be considered.

14.3 Medical Appointments: Staff are entitled, within reasonable limits, to paid time off for medical appointments. They are also entitled to paid/unpaid time off to enable them accompany an immediate member of family to a medical appointment. Except in emergencies, such appointments should be notified to

14.4 Jury Service: Paid leave will be granted for jury service.

14.5 Public Duties: Where possible, reasonable time will be allowed for employees to carry out public duties.

14.6 Miscellaneous Reasons: Short periods of paid/unpaid leave may be granted at the discretion of \_\_\_\_\_ to whom advance application should be made.

15. Trade Unions: The employers recognise \_\_\_\_\_ as the Trade Union representing employees. Elected members will be entitled to paid time within reason to carry out union work related to this employment, including training courses.

16. Employment Expenses:

16.1 Staff using a car will be reimbursed for travel expenses at the mileage rate, \_\_\_\_\_. Other travel expenses will also be reimbursed.

16.2 Staff working from home will be reimbursed for phone calls and, if required to use the home as an office, will be paid a house allowance.

# EMPLOYMENT

17. Training: It is recognised that on-going study and training will enhance the job performance of staff. Paid leave and financial assistance towards the cost of seminars and courses will, within reason, be granted.

18. Inspection of Files: Employees are entitled to inspect their personal files.

19. Grievance and Disciplinary Procedure: See appendices I and II.

20. Equal Opportunities: Staff will not be discriminated against or suffer sanctions by virtue of race, religion, sex or sexual orientation, marital status, age or trade union membership.

22. Termination of Employment: Staff will be given at least 1 month's notice of the termination of their employment. Where they have served continuously for more than 3 years this will be extended to 8 weeks.

22.1 In case of gross misconduct where summary dismissal takes place the entitlement will be based on the legal minimum which is:

length of Service	Minimum Notice
13 weeks - 2 years	1 week
2 years - 5 years	2 weeks
5 years - 10 years	4 weeks
10 years - 15 years	6 weeks
more than 15 years	8 weeks

22.2 An employee must give 1 month's notice in writing.

22.4 The right to notice by either party may be waived by agreement. Salary may be paid in lieu of notice.

22.5 Staff may invoke the grievance procedure if they dispute the notice of termination of employment.

23. Revision of Conditions of Employment: Staff and management are jointly bound by this contract. It will only be changed by the requirements of the law or with the full approval of staff and management. Any change so agreed will be notified to staff within 28 days.

I ACKNOWLEDGE RECEIPT OF AND ACCEPTANCE OF THIS EMPLOYMENT CONTRACT.

SIGNED \_\_\_\_\_ EMPLOYEE  
 SIGNED \_\_\_\_\_ FOR EMPLOYER  
 DATED \_\_\_\_\_



# EMPLOYMENT

## Appendix 1

### Grievance Procedure

This procedure is to be followed if an employee feels s/he has a grievance against the operation or decisions of the project or another employee which affects her/his ability to perform her/his job satisfactorily.

1. The complainant will raise the matter with the complaints person elected by staff, in this case \_\_\_\_\_, who will do her/his best to resolve the matter as soon as possible, and in any event within 10 working days.
2. If no solution can be found, the complainant may put the grievance to a specially convened sub-committee of the management committee which will investigate the matter, hear representations from the people concerned and make a formal proposal for its solution. The complainant and anyone against whom a complaint is made may be represented and may bring someone with them.
3. If the complainant is unsatisfied s/he may appeal to the full management committee at the next meeting.
4. If still unsatisfied, there is a right of appeal to an agreed outside arbitrator for a recommendation. (Reference by one employee to the behaviour of another employee will not be used in any form of disciplinary action by the employer; disciplinary matters may only be raised using the procedures laid down in Appendix 2, below.

## Appendix 11

### Disciplinary Procedure

The following disciplinary procedure is operated if the employer has complaints about the conduct, attendance, time-keeping, or job performance of any employee. A disciplinary sub-committee of the project management committee will be established to investigate the complaint. Investigations will be made fully but as quickly as possible. The employee has a right to a short summary of the main areas of complaint before the meeting unless the employer considers the matter so urgent that such a statement cannot reasonably be provided. If the statement has not been provided the employee concerned will be informed at the beginning of the meeting of the main areas of complaint. The employee has the right to present their case and to be represented by someone they choose. A written record will be kept. There are four stages in the disciplinary procedure. Where the complaint is found

to be justified, but does not amount to gross misconduct, the procedure will be as follows:

#### First stage: Oral warning

The employee will be told what to do about the situation. The warning will lapse after three months.

#### Second stage: Written warning

If the complaint persists within the period of time of the previous warning the procedure will be repeated. This time a written warning will be given. The warning will lapse after 6 months.

#### Third stage: Written warning

After 9 months if the complaint persists the employee is warned in writing that a further breach of discipline will lead to dismissal. The warning will lapse after six months.

#### Fourth stage: Dismissal

If there is a further breach of discipline within the period of the previous warning, the management may decide, using the procedure in clause 22 of the contract, to dismiss the employee concerned.

Warnings lapse after fixed periods of time at each stage. A first disciplinary complaint against an employee shall be treated using the first stage (oral warning) procedure, except in exceptional circumstances in the case of alleged serious or gross misconduct, when an investigation at the third or fourth stages may be initiated. There is no dismissal for first offences, except in the case of gross misconduct. Examples of serious or gross misconduct are theft and assault.

The disciplinary sub-committee will have the power to impose oral and written warnings for the first and second stage offences. The employee will have the right to appeal against this decision to the full committee giving written notice to the secretary of the committee within seven days of the decision. At the third and fourth stages the disciplinary sub-committee will report to the committee of the project if the committee upholds a decision to take disciplinary action. The employee has the right of appeal to the general meeting of members of the project by giving written notice of appeal to the secretary of the project within seven days of the decision. At each stage of the appeal system the employee will be entitled to a further written notice of the areas of complaint which may be wider or narrower than those given at a previous meeting. In the case of alleged serious or gross misconduct, an employee may be suspended on full pay whilst the complaint is investigated or after the issuing of a Termination Notice, but their right to attend meetings of the project will not be affected.

## Notes to Model Employment Contract

### 1. Name of Employer

In most community projects this will be the project itself though it is usually the management committee who take on the role of employer on behalf of the project.

### 2. Name of Employee

Each employee should have their own contract of employment, even if it is the same as ten others.

### 3. Date of Commencement

This is the date the employee starts work. It is important because certain rights and privileges, e.g. redundancy payments, promotion rights or incremental rights, depend on how long the person has been an employee.

### 5. Nature of Employment

It is possible to give an employee a temporary fixed term contract; in which the duration of employment is specified. However it is better employment practice to give a contract without a time limit but which specifies that their employment depends on continued funding for the project.

### 6. Place of Employment

If a change in the employee's place of employment causes him/her considerable inconvenience compensation should be paid.

### 7. Pay

To work out how much you are going to pay your employee it is advisable to find out what is the going rate for a similar job in other organisations. It is also

# EMPLOYMENT

advisable to put staff on a recognised pay scale (e.g. Health Board or Comhairle Le Leas Oige). When the rates of pay change so should yours. This avoids having to renegotiate pay.

### 8. Pensions

Many community projects contribute to a staff pension scheme. A Life and Pension consultant will give you advice. Larger or long term projects may consider setting up a Contributory Scheme.

### 9. Method of Payment

This will be either by cash, cheque or bank standing order. Pay slips, showing deductions, should be supplied. Payments are usually made in arrears.

### 10. Holidays

Staff are legally entitled to eight public holidays; New Year's Day, St. Patrick's Day, Easter Monday, first Monday in June, first Monday in August, last Monday in October, Christmas Day, St. Stephen's Day.

They are also entitled to fifteen annual paid holidays per leave year. A leave year is twelve months from any particular date, e.g. 1st April 1987 - 31 March 1988.

Most employers give more holidays than the legal minimum above! usually not less than 20 working days. It is advisable to see what other similar organisations do.

Some employers give extra days leave for long service, e.g. an extra day for every three years in the project. Also some employers give church holidays or extra days at Christmas or Easter.



'Staff are legally entitled to eight public holidays'

## EMPLOYMENT

### 11. Hours of Work

In community projects the working week is usually around 35 hours. When there is a lot of work during anti-social hours (nights or weekends) the hours of work are usually shorter.

It is essential to include time for planning and administration in the employee's working hours.

Starting and finishing time can be written into the contract or they can be left flexible. If you are using flexitime the contract should specify the number of hours to be worked per month/week and whether certain hours during the day must be worked.

Most community workers work a lot of anti-social hours. In other areas of work the overtime rate is 1 1/4 or 1 1/2 times the normal rate. Projects cannot usually afford this so they give time off instead.

It is very important that the staff get the time off that is due to them, (a) because it is their right and (b) because the work is so demanding, emotionally and physically, they need adequate rest and leisure.

Generally if a staff member works an evening s/he gets a morning or afternoon off or if s/he works a day

at the weekend s/he gets a day off during the week. Even with such arrangements for time off in lieu, it is vital that a limit be put on working anti-social hours, e.g. weekend work once a month or night work only twice a week. If the work requires more anti-social hours than this compensation should be included in the rate of pay.

Also staff should be compensated for any extra expense of working overtime, e.g. buying a meal.

In some projects employees are expected to work a number of sessions rather than hours. For example staff will work 10 three hour sessions, morning, evening or afternoon. Usually the evening session includes travel time.



'Most community workers work a lot of anti-social hours'

### 12. Sick Pay

Outside the public service there is no standard rate of sick pay so you will have to work out a rate that is fair to staff and which the project can afford. Again looking at the experience of other similar organisations may be helpful.

Some employers allow two or three days uncertified sick leave because of the expense of going to a doctor for a certificate for a short sickness. After three days state benefits can be claimed and the Department of Social Welfare will require a certificate anyway. The statutory payments are not high and it is good practice to top them up to full pay. A Personal Health Insurance scheme can be set up by management to cover the cost of sick pay. An insurance broker would give you advice on this.

Tax and PRSI do not have to be deducted for sick pay because it is not seen as payment for work. Normally the deductions are continued by the employer in order to keep the PRSI payments up to date.

### 13. Maternity

Women (married and single) are legally entitled to time off for ante and post natal care. It is good practice not to stop their wages for time spent at their medical appointments.

### 14. Special Leave

This usually applies to (a) staff who are looking after a child or other close relative who is sick, (b) visits to doctors or dentists or (c) "public duties" like jury service. Generally special leave is used very little. Staff are expected to arrange appointments outside work hours as far as possible. If staff are taking too much time off under special leave the management committee may need to review the situation.

### 19. Grievance and Disciplinary Procedures

The language of these procedures is complicated and this can make them difficult to understand but it is worthwhile and important to go through them step-by-step. Grievance Procedures are the official steps to be taken by staff when they have a serious complaint and Disciplinary Procedures are the official steps to be taken when the employer has a serious complaint. Small problems should be dealt with on a day-to-day basis through supervision and meetings but it is very important to have a fair way of dealing with the major issues. Nine times out of ten problems do not come to this formal stage but in the interests of the protection of the rights of both employer and employee it is vital to have an agreed procedure.

### 22. Termination of Employment

Both employer and employee are legally obliged to give notice of the ending of employment as detailed in

## EMPLOYMENT

the contract. However these do not apply if either party has not kept to the terms of the contract.

The Redundancy Payments Act 1967 -1984 applies where an employee is dismissed due to a genuine redundancy, i.e. their job no longer exists. The statutory

### minimum payments are:

Staff under 41 - 1/2 week's pay per year's service plus 1 week

Staff over 41 - 1 week's pay per year's service plus 1 week

So, for example, after three years an employee under 41 would get 2 1/2 week's pay and an employee over 41 would get 4 weeks. This is not much recognition of the employee's service and should be topped up. A percentage can be reclaimed from the state redundancy scheme.

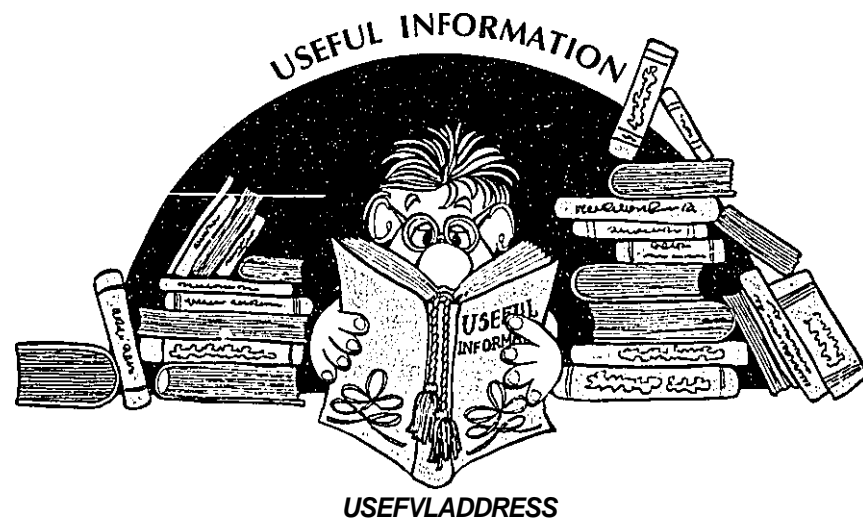
### Summary

- \* Management committees have legal responsibilities towards their employees
- \* A detailed employment contract is recommended to protect the rights of both employer and employee.
- \* It is important to include grievance and disciplinary procedures in the contract.

### SUMMARY - EMPLOYMENT

- \* The management committee has an important and very responsible role as the employer of staff. Developing a partnership, through good employment policy, will contribute directly to achieving the aims of the project.
- \* The relationship of the management committee with staff should reflect the values of the project.
- \* Having a well-organised recruitment procedure will help ensure that the group find suitable, effective employees.
- \* It is important to make basic preparations, administrative, legal and financial, before an employee starts work.
- \* Effective staff development includes having an induction programme, performance reviews and on-going supervision.
- \* The contract of employment must be carefully prepared to protect the rights of both the management committee and employee.

# EMPLOYMENT



Department of Labour, Davitt House, Mespil Road, Dublin 4. Tel: 01-765861

Managing the group's finances is one of the major responsibilities of management committees. It means being responsible for seeing that there is enough money to carry out the planned activities and for seeing that it is spent appropriately. It is a difficult area of work and is often left to the treasurer. It is in fact important that all members of the management committee understand the finances of the project. Major financial decisions should be shared. This increases the members' sense of purpose and participation in the committee, gives them an understanding of the constraints affecting the group and increases the group's overall accountability.

In this chapter an outline is given of the four main areas of financial management:

1. *Keeping Accounts*
2. *Planning and Controlling Spending*
3. *Employees' Tax and PRSI*
4. *Tax on Income*

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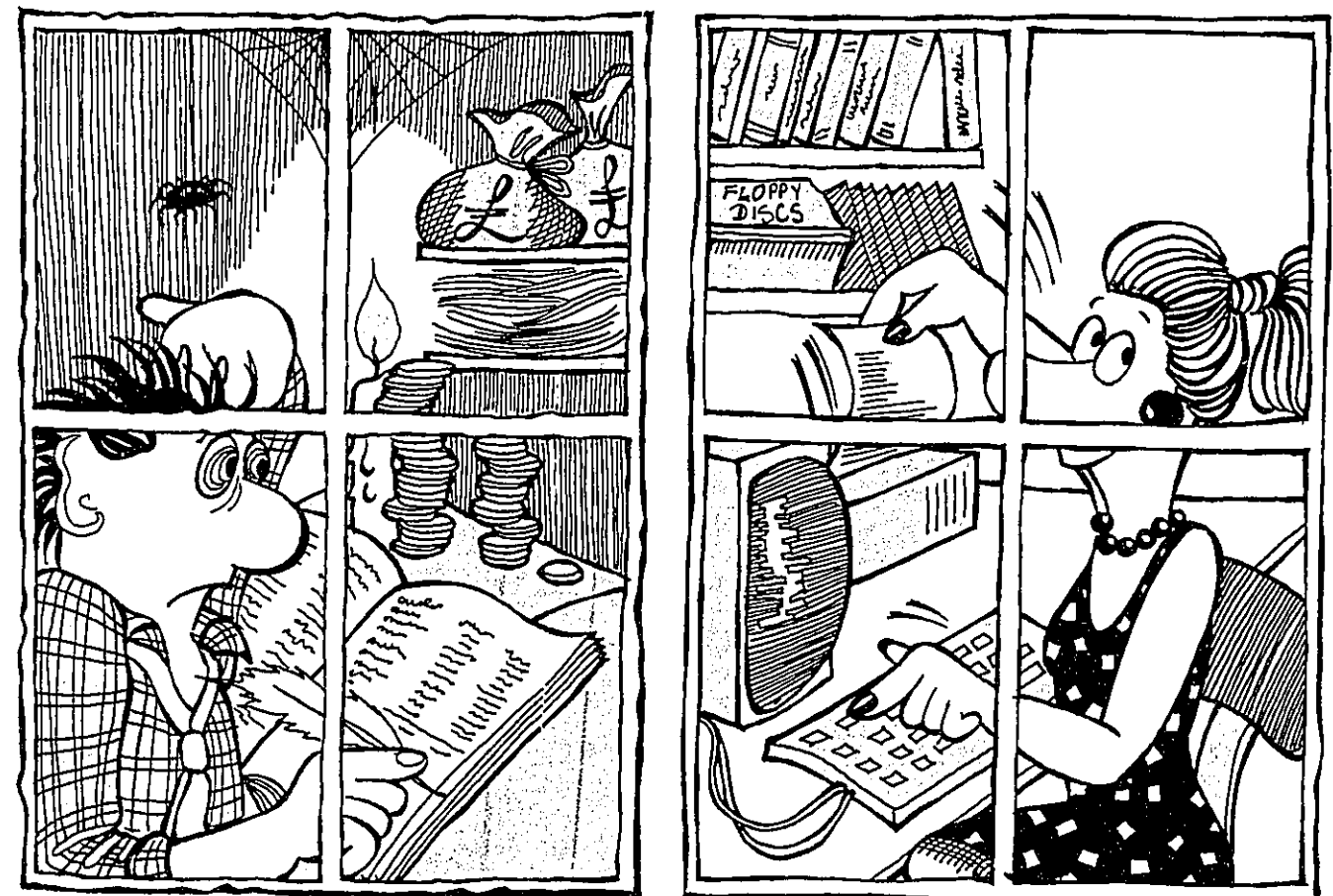
## SECTION 1 KEEPING ACCOUNTS

All groups have to keep accounts for a number of reasons.

- \* *To have up-to-date information on the financial situation.*
- \* *To be able to prove financial accountability (that the money is being properly spent) to the community or to funding agencies.*
- \* *To be able to work out the tax situation with the Revenue Commissioners.*
- \* *To be able to give funders this information or to use it in funding applications.*
- \* *Any groups which have legal status (e.g. limited companies) will be required to keep accounts.*

Every organisation should have a system of accounts. This is

- (i) a way of keeping written records of all income and expenditure and
- (ii) a set of procedures for dealing with money.



*'All groups have to keep up-to-date accounts'*



# FINANCE

## (i) Keeping Records

Most groups use the following books and documents to **keep their accounts. Many groups now keep their accounts on computer but generally the same system applies.**

1. **Receipts and Payments Books**  
Details of all the money received or spent are written into these books.
  2. **Wages/Salaries Book**  
Details of gross pay, deductions for tax and PRSI and net pay for each employee are written into the Wages Book.
  3. **Petty Cash Book**  
Small cash payments are detailed in the Petty Cash Book.
  4. **Bank Lodgements Book**  
This is a book, available from the bank, in which all lodgements to the account are recorded. These figures are also put into the Receipts and Payments Books.
  5. **Bank Statements**  
Details of all cheques written are put on the stubs, which are kept and can be checked against the Bank Statement and the Receipts and Payments Books.
- \* There are some ready-made business systems available, e.g. the **KatamazGo**. An accountant or bookkeeper will give advice on the most suitable system.

## (ii) Procedures

There are some commonly used rules which should be helpful for the day-to-day management of money.

1. Get receipts for *all* money paid out.
2. Give receipts for *all* money received.
3. **Avoid cash payments.** Use cheques and standing orders whenever possible. There is less risk of money being stolen or lost. Also by putting money through the bank system another system of accounts (bank statements) is set up. This is useful for

checking project accounts and to prevent fraud. Standing orders and direct debits for regular payments are also useful. Sometimes large payments have to be made in cash (e.g. a trader will not accept a cheque). These payments should not be made out of petty cash. It is better to get a cheque cashed for the exact amount and pay it over. This cheque payment should be written into the Payments Book, not the Petty Cash Book.

4. **Petty Cash is only for payments.** No money coming in should go into petty cash (even very small amounts). Petty cash should come from the bank account. It should only be used for small payments, e.g. milk, bus fares, stamps. Many bigger projects set a maximum of £100 per month for petty cash. Receipts should be got for all money spent and attached to Petty Cash dockets. These are written into the Petty Cash Book. It is important to be clear about who controls petty cash and who decides how it is spent.
5. **All money should come out of or go into the bank account.**
6. **No one person should have control of the cheque book.** It is normal to arrange it that any two of three signatures makes the cheque valid.
7. **Regular financial reports should be given to the management committee.**
8. **At the end of the year annual accounts for the group should be prepared.** This is a summary of all the income and expenditure for the past year. These accounts should be audited, i.e. checked by an independent person, usually an accountant. Groups with a small budget can have their accounts audited by any one or two experienced people who are not on the management committee.

## Summary

- \* All groups need to keep accounts.
- \* There are five books which are necessary for most groups' bookkeeping.
- \* There are certain procedures which all groups are advised to follow.
- \* Annual accounts should be prepared and audited

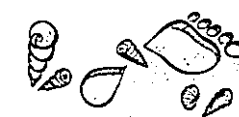
# FINANCE

## SECTION 2. PLANNING AND CONTROLLING SPENDING

Planning and controlling spending is an essential part of financial management. It helps to plan the most efficient use of available resources to achieve the project's objectives. It means working out how much money will be needed for the year's programme, what the group can afford and then keeping to the plan.

Here is a step-by-step way of doing this.

### Step 1.



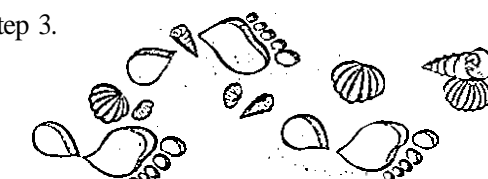
The management committee and the staff plan their activities for the coming year.

### Step 2.



From this they work out a budget of likely income and expenditure.

### Step 3.



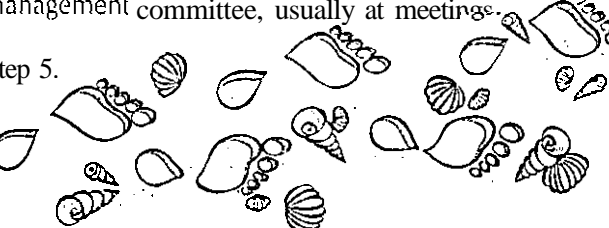
They also work out a cash flow forecast. (see below)

### Step 4.

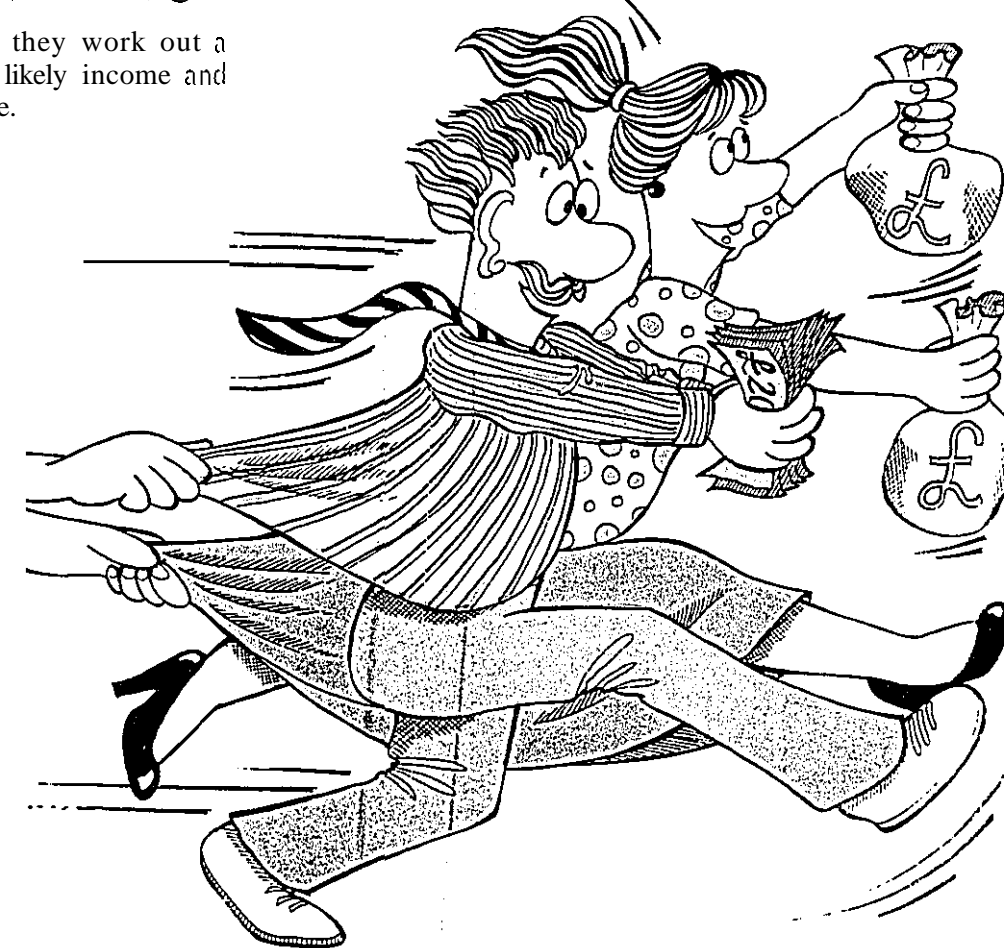


Regular financial reports (see below) are made to the management committee, usually at meetings.

### Step 5.



At these meetings the committee compare their financial position with the targets set in the budget. They can then decide if they need to make changes in spending or income.



'Planning and controlling spending'



Summary

- \* All groups need to prepare a budget and cashflow forecast at the beginning of the year.
- \* They need to have regular financial reports.
- \* Using these the management committee, in consultation, with the staff, can plan and evaluate how the group is using its money to fulfil the objectives of the organisation.

SECTION 3. EMPLOYEES' TAX AND P.R.S.I.

This section outlines the financial responsibilities and duties of the management committee as employers. There are three areas:

- Registration as Employers
- Employees' Income Tax
- Employees' Pay Related Social Insurance (P.R.S.I.)

It is very important to be aware of and understand these responsibilities in order to:

- comply with the law
- safeguard employees' rights
- provide for the cost of employer's P.R.S.I.

A. Registration of Employers

If a group has one or more employees it must register as an employer with the Revenue Commissioners, Employers Control Section. The group then gets an Employer's Number and is assigned to a tax district, i.e. a certain tax office which will handle all its affairs and enquiries.

The group (i.e. the employer) uses this same number for PAYE and PRSI deductions.

**Register early:** It is important to register as early as possible, even before taking on employees. It is illegal not to register.

11. Employees Income Tax

The Pay As You Earn (P.A.Y.E.) system covers almost all community group staff, i.e. tax is taken (deducted) from their wages before payment.

The amount of Income Tax an employee pays depends on their:

- Income (payor wages)
- Tax free allowance
- Tax band

The employer is responsible for calculating and deducting each employee's income tax and sending it to the Revenue Commissioners every month.

To deduct the correct amount of tax the employer needs a Tax Deduction card and an up to date Certificate of Tax Free Allowance for each employee. Employees who have worked before will give the new employer part of a form called a P45. The employer sends this to the Revenue Commissioners who will send back a Tax Deduction card and a Certificate of Tax Free Allowance for that employee. If the employee has not worked before s/he must apply to the Revenue Commissioners for a Tax Free Allowance Certificate. Until the employer gets the Tax Deduction card and Certificate of Tax Free Allowances s/he should apply emergency tax, i.e. tax the employee at the rate above the appropriate rate for that employee. Any extra tax paid by the employee during this time will be later refunded.

At the end of the year the employer must send a completed form (P35) to the Revenue Commissioners showing:

- How much each employee earned
- How much tax and P.R.S.I. they were liable to pay
- How much they paid

If there is any tax or P.R.S.I. left unpaid the employer should enclose a cheque to cover it.

C. Pay Related Social Insurance

The Social Insurance system provides a range of payments to people who can no longer earn their own **income** for medical or social reasons, e.g. unemployment, old age, sickness. The Treatment Benefits Scheme helps to cover the costs of appliances or treatment for eyes, ears and teeth in some cases.

To qualify for social insurance benefits the employee must have paid PRSI for a minimum number of weeks during a certain period of time. These conditions vary for different benefits. The Department of Social Welfare produce a guide which gives details of PRSI payments and benefits.

The government puts some funding into the scheme but contributions paid by both the employer and employee based on the employee's wage makes up most of the fund.

This contribution is a percentage of the employee's pay, so when pay rises so does the contribution. This is why it is called *Pay Related* Social Insurance and payments in the event of unemployment are pay related.

DETAILS	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	TOTAL
Brought Fwd.	4,687.23	3,187.23	3,955.9	3,187.23	3,87.23	4,078.37	3,805.70	3,355.70	66.50	3,355.70	3,355.70	4,066.00	44,89.00
Link Magazine	370.00		370.00	370.00	370.00	370.00		370.00	370.00	370.00	370.00	370.00	3,700.00
Outdoor Education			60.00	60.00	60.00	200.00	60.00	2,500.00		60.00			3,500.00
South Band Show							200.00						200.00
Young Womens	08.00	44.00	80.00	144.00	44.00	80.00	44.00	144.00	80.00	44.00	144.00	44.00	800.00
Swimming						208.00	66.00		66.00				
Young Mens Group	70.00	40.00	75.00	40.00	40.00	75.00			75.00	140.00	140.00	05.00	400.00
Literacy/Drama	30.00	60.00	75.00	60.00	60.00	75.00			75.00	60.00	60.00	45.00	600.00
Group Work		72.00	90.00	8.00		90.00	72.00	8.00		72.00	72.00	36.00	540.00
Detached Work	30.00	40.00	50.00	40.00	40.00	50.00	40.00	40.00	50.00	40.00	40.00		
In Service Training		50.00				50.00				50.00			450.00
Management Training Evaluation	00.00			00.00			00.00			00.00			400.00
Activity Days		63.50		163.50		63.50		63.50		363.50		163.50	981.00
Total	5,395.23	3,956.73	5,055.9	4,382.73	4,078.37	5,739.87	5,687.70	6,592.20	5,182.50	4,758.20	4,870.70	4,970.00	60,000.00

# FINANCE

There are a number of different classes and the costs and benefits of each differ. The Department of Social Welfare decides which class each employee fits into and informs the employer. Let us take for example, a community worker who is earning less than £16,000 a year. At 1989/90 rates the employer will have to pay 12.2% of this worker's gross wage in PRSI and the worker will have to pay 7.75% For the employer this means that it costs them an extra 12.2% to employ a worker on top of the actual salary of that employee. It is important that the management committee takes this extra cost into account when budgeting.

It is the employer's legal responsibility to record and pay the correct PRSI contribution for each employee. At the end of the tax year the employer must give each employee a form which details their PRSI contributions over the past year. This is called a P60. The employee has the right to see the record of her/his PRSI contributions every three months.

It is also the employers legal responsibility to keep all records of employees' tax and PRSI for six years. They must be available for inspection by the Department of Social Welfare or the Revenue Commissioners.

## Summary

- Employers must register with the Revenue Commissioners.
- Employers must deduct PAYE and PRSI from wages.
- Employers must pay PAYE and PRSI monthly to the Revenue Commissioners.
- \* Employers must keep PAYE and PRSI records for six years.

## SECTION 4. TAX ON INCOME

Most community groups are not aware of the taxes they are liable to pay on their income. Up until recently this was not an issue for many groups as they just did not come into contact with the tax office. In 1988 the government introduced a new set of procedures. To get any kind of public grant or funding a group must get their tax affairs into order. This may bring many groups into contact with the tax office for the first time.

This section (a) outlines the new rules for the payment of public grants and (b) lists the taxes a group may be liable to pay and (c) outlines how to apply for charitable status.

### (a) Payment of Public Grants

The following are the procedures which all groups must follow in order to receive a public grant of over £500. A public grant is a grant from government departments, national lottery, health board, local authority, or any state agency.

- Grants of up to £10,000  
The group must give the grant making body
  - \* *its tax reference number*
  - \* *its tax district number*
  - \* *a statement that to the best of its knowledge the tax affairs are in order*
  - \* *its CHY number, if it is a registered charity*
- Grants over £10,000  
The group must give the grant making body
  - \* *a Tax Clearance Certificate from the tax office (which basically says that its tax affairs are in order)*
  - \* *or if it is recognised as a charity it must give its CHY number.*

### (b) Taxes

The following is an outline of the taxes that a community group may be liable to pay.

#### Income Tax

- Income from bingo and lotteries is tax-free if a licence has been granted.
- Income from rent, dividends and deposit interest is liable to tax, unless the group has charity status.
- Trading Profits are liable to tax. For a community group this would include profits from a fund-raising dance or a restaurant run by the group.

Charities are not liable to tax on Trading Profits if:

- \* *all the profits are used only for charitable purposes*
  - *the trade is related to the main purpose of the charity and*
  - *the work in connection with the trade is mainly carried on by beneficiaries of the charity.*
- DIRT (Deposit Interest Retention Tax) is deducted by financial institutions- (banks etc.) from nearly all interest paid to customers. This applies to community groups unless they are recognised as a charity. If a group is recognised as a charity it should claim exemption by giving the bank its CHY number.

### Capital Gains Tax (C.G.T.)

C.G.T. is payable if a group sells land or shares at a profit.

Charities are not liable for C.G.T. if the profits are used for charitable purposes.

### Capital Acquisitions Tax (C.A.T.)

C.A.T. is payable on gifts or inheritances. Charities do not have to pay C.A.T. if they can show that the gifts or inheritances will be used for charitable purposes.

### /ates

Rates have to be paid on non-domestic properties. They do not have to be paid for buildings used only for charitable purposes or community halls. Applications should be made to the Local Authority, corporation or county council.

### Value-Added Tax (V.A.T.)

Groups that sell a lot of produce will have to charge V.A.T. to customers. This varies according to amounts and type of produce so it is advisable to go to an accountant for advice.

### (c) Charities

As can be seen from the above, charities can reclaim most taxes. This is the major advantage of getting charitable status.

How does a community group get charitable status? (recognition as a charity)

The Revenue Commissioners recognise certain groups as charities, based on a 1891 court judgement.

The group must

- fit into the following conditions and
- go through the following procedures

#### (i) Conditions

- A group's aims and objectives should include at least one of these four purposes.
  - \* *the relief of poverty*
  - \* *the advancement of religion*
  - \* *the advancement of education*
  - \* *other purposes beneficial to the community*

- Group rules should state that money collected will be spent only on these "charitable" aims.

# FINANCE

- The rules should also state that if the group ends, its funds will continue to be used for the original aims.

Many groups include objectives in their rules which will satisfy these conditions as well as their own particular objectives.

### (H) Procedures

Send a copy of

- the group's rules or constitution.
- the most recent accounts.
- any background information about the project, e.g. annual reports, evaluations, to the Charities Section of the Revenue Commissioners

If a group is successful they will get a CHY number (after some time) which can be used to avoid or reclaim the taxes as outlined above. If they are not successful but have a good case, they can make an appeal to the courts.

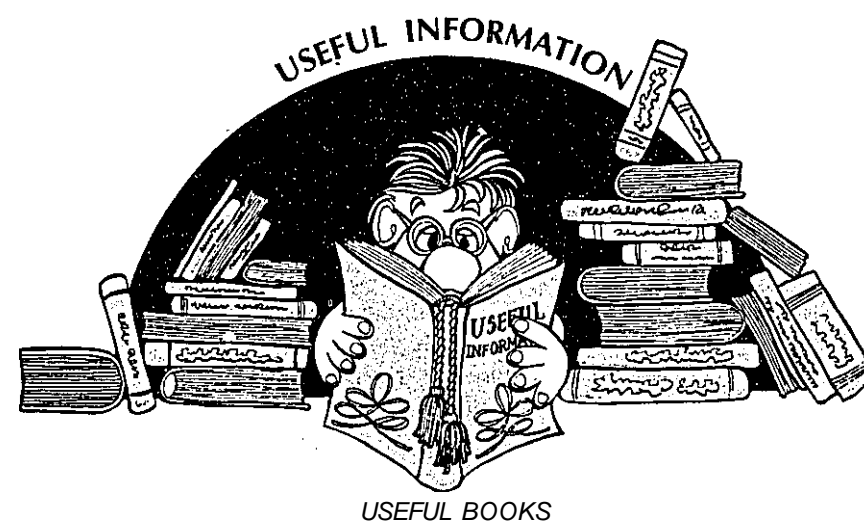
## Summary

- \* **community groups can be taxed.**
- \* **it is important to be aware of the new government procedures when applying for a public grant of Over £500.**
- \* **it is important to be aware of the different types of tax.**
- \* **charities can reclaim most taxes.**

## SUMMARY - FINANCES

- \* **Keeping accurate, up-to-date accounts is essential for all community groups.**
- Management committees need to understand and be involved in the process of planning and controlling spending.
- Management committees are responsible for registering as employers and paying PRSI and Tax for their employees.
- Community groups who are applying for public grants may need to get their tax affairs in order. Charitable recognition gives a group exemption from most taxes.





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Sikking, M., Organising your finances: a guide to good practice. London: Bedford Square Press, 1987.

Revenue Commissioners, Employer's Guide to PAYE. Dublin: Revenue Commissioners, annual.

## USEFUL ADDRESSES & CONTACTS

National Social Service Board (NSSB), 71 Lower Leeson Street, Dublin 2. 01-616422

The NSSB provide training for voluntary groups in financial management.

FISC, 87/89 Pembroke Road, Ballsbridge, Dublin 4. 01-680400

FISC (Financial Information Service Centres) provide free financial advice to individuals or organisations who are not able to afford the professional services of accountants.

The Department of Social Welfare, Aras Mhic Dhiarmada, Dublin 1. 01-786466

Revenue Commissioners, Employers Control Section, Lyon House, 28-320 Connell Street, Dublin 1. 01-746821

Office of the Revenue Commissioners, Claims Branch, Charities Section, Lower Castle Yard, Dublin 2. 01-792777

This chapter looks at training; what it is, why it is important and how to organise it.

Training is structured learning. It aims to help people to improve their skills and abilities and to increase their confidence in using them and their talents and their experiences.

## Why is training important?

Training is particularly important in community development because it helps increase the motivation and satisfaction of the members of a group. Also people involved in development work must take time for their own development. All members of a group, management committee, staff or participants should be actively encouraged to learn new skills and develop existing ones.

traditional approach of the educational system which assumes that the people who want training know almost nothing about the subject and that the trainer knows almost all. The trainer then decides what people should learn and how they should learn it.

However training for community development should:

- \* be organised and planned jointly by the participants and trainer/s
- \* be designed to meet the needs of the participants
- \* actively involve the participants
- \* encourage the participants to bring their skills and abilities to the learning
- \* be co-operative, not competitive
- \* take place in a supportive and informal atmosphere

## IDENTIFYING TRAINING NEEDS

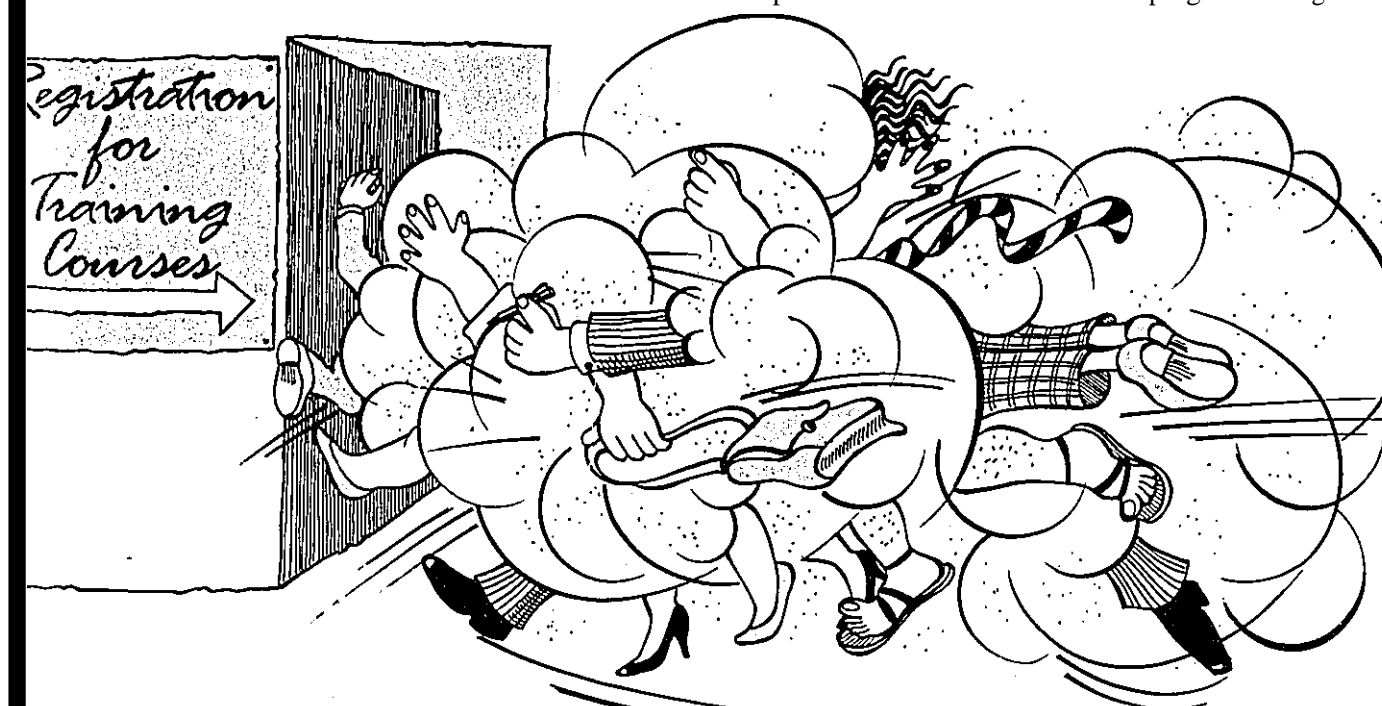
Individuals or groups within an organisation can identify their training needs through:

- \* team meetings
- \* management committee meetings
- \* supervision sessions
- \* evaluation
- \* the work itself

For example, two members of a management committee complained that they found their meetings too long and frustrating and that they did not seem to be able to make many decisions. Others in the group agreed and after some discussion they decided to get a trainer to do some work with them on Effective Meetings. In another group the project leader found that problems about conflict came up again and again

## WHAT KIND OF TRAINING

The word "training" covers many different approaches to learning. Most people have experienced the



'All members of a group should be actively encouraged to learn new skills'



'Five out of ten workers have

complained about being under stress'.

in her supervision sessions with each staff member. She brought this up at a team meeting and they decided to organise training in Conflict Resolution.

So the problems, issues, events and changes in everyday work bring out training needs. People should be encouraged to identify their own training needs on a regular basis. This is helped by a general attitude to training, which treats it not as a last ditch way of coping with a crisis, but a positive step towards improving work.

## HOW TO ORGANISE TRAINING

Training can be organised (a) internally or (b) externally:

- When the training goes on within an organisation and therefore is designed to meet that **organisation's particular needs**
- When individuals or groups go to courses which are designed to meet the needs of a number of organisations or individuals.

### Internal Training

Within an organisation training can happen at management committee meetings, staff meetings, support meetings, supervision sessions or whenever people are learning how to do their work better. It is also necessary to organise more formal internal training, i.e. by bringing a trainer in to work with everyone together or with different groups within an organisation. People who are working together need to do training together. This gives them the opportunity to identify issues that concern them as a group and to work together towards their solution.

For example, in one group at different times over the past year five workers out of ten have complained about being under too much stress in their work. They

could have individually done courses in stress management but instead they decided to bring in a trainer to work with the group together on stress management. This allowed them to examine their work in terms of conditions, support, work load, expectations, influence of personal issues, etc. From this they were able to make realistic plans and decisions about their work that were helpful to the whole group.

A trainer can facilitate and lead the group in learning about many other issues that are affecting them all in their work, e.g. how they relate to each other, giving feedback, making decisions.

### Choosing a Trainer

Choosing the right trainer can be difficult. It is advisable to ask other similar groups to recommend someone. It is also useful to contact a few different trainers to discuss their approach and to ask them questions such as:

- (1) What are their methods, e.g. lectures or inputs with discussion!
- (2) How much they charge?
- (3) When are they available?
- (4) What other groups have they worked with?

The directory "Training for Community Development", produced by the Combat Poverty Agency should be helpful. It lists the names of trainers and the type of training they do and their methods.

When a trainer is chosen one, or preferably several members of the group should meet him/her to discuss the group's training needs in more detail.

### External Training

Community development groups also get training by going on courses organised by other groups. One or

more individuals may find that they need to learn or improve particular skills for their work, e.g. counselling skills. They attend a course run by another organisation or individual. The guidelines above for choosing a trainer are also useful when it comes to choosing a course.

Another less recognised way to do training is by networking with other groups involved in similar work. This may be by going to conferences, seminars, workshops or regular meetings. Workers get the opportunity to share ideas, experiences, problems and in that way learn new approaches to their work. They may also learn or develop certain skills, e.g. lobbying, from whatever activity the network takes on. Some of the larger networks are the Community Workers Co-Op, the Association for Community Based Training and Education Development (ACTED) and the National Adult Literacy Agency (NALA). An example of a smaller one is that of the group of community-based child care workers in the north-inner city, Dublin who have been meeting once a month for the past six years. They have found that they have learned a lot by sharing experiences and problems and also by organising training by one of the group or an outsider.

### Training Example

The Parents Alone Resource Centre in Coolock, Dublin, is an example of a project that has had both internal and external training over the four years of its existence. One of the project's objectives was the development of a group of lone parents who could take over the management of the project. A consultant, in Organisational Development worked separately and together with the staff team, management committee and parents, at three monthly intervals over the four years. Training sessions, lasting from one to three days, were held on developing and sharing a vision of the

work, team building, decision making structures, relationships within and between the groups, communications and planning.

Members also attended relevant courses provided by other organisations such as legal and welfare rights, counselling skills, management development, effective meetings and facilitation skills. They are also involved in at least six networks, local and national e.g. The Coolock Joint Care Services Committee and THREAD, (a local forum for all community and statutory groups in the area), the Dublin Welfare Rights Groups, the National Campaign for Welfare Reform, Action on Poverty and the National Campaign for the Homeless.

Here are some examples of the kind of training community groups find helpful.

Essential Training	Optional Training
Management Development	Counselling
Managing Change	Assertiveness
Handling Conflict	Substance Abuse
Group Work	Sex Education
Social Analysis	Stress Management
Leadership	Time Management
Campaigning	Community
Accounts	Enterprise

## HOW MUCH TRAINING?

Group and individual training needs vary but generally every group should allow for 5 to 10 training days a year for each worker and at least five days for management committee members. These may be for individual courses or for group training.

Paid staff should get time off in lieu if the training is held at night or over a weekend. They should also get meals and travel allowance if it is away from the work

# TRAINING

place. Members of the management committee should also get travel and meal allowances and they also be given support in organising their other commitments, e.g. work or family. The timing of the training should be organised as much as possible to fit in with their other commitments.

Some people involved in community development (including funders) see training as too costly in terms of time and money. It is interesting to compare this attitude with that of managers in private enterprise. One very successful Irish company puts 30% of its budget into training and each staff member gets an average of 30 day's training per year. Training is not a luxury. It is an essential part of a group's work and will contribute to its quality and effectiveness.

## FUNDING TRAINING

A budget for training should be included in funding proposals. If this is not possible for a group, it is worth applying to different organisations, with a proposal about training needs. Some organisations may do the training for you, others will provide the money to employ a trainer or for a training course. The Funding Handbook (see Appendix) covers most sources of funding.

Which organisation to approach for funding will depend on the kind of community development work a group is involved in. For example a group that is working with young people would approach the different youth organisations or a women's group should contact both national and local women's groups. There are also a few organisations who have a role in helping community groups with training; the Combat Poverty Agency, FAS, and the NSSB. The local Adult Education Organiser (AEO) will also be helpful.

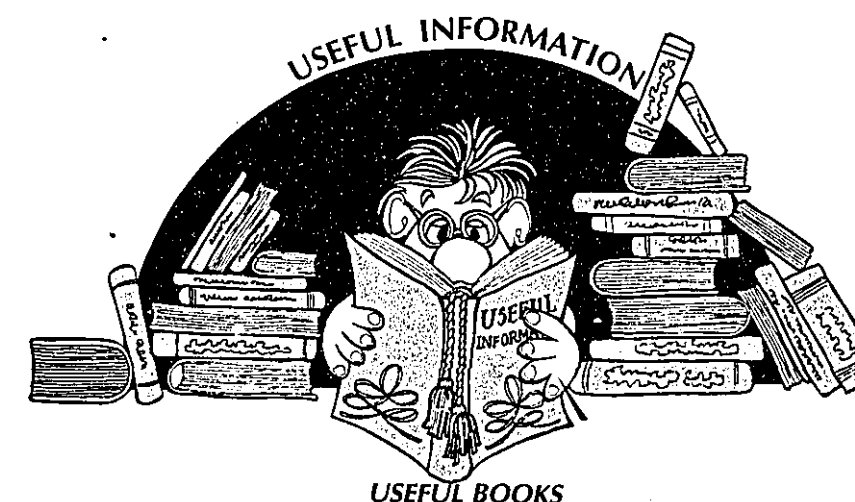
## SUMMARY - TRAINING

- Training is structured learning with the purpose of developing people's skills, talents and abilities.
- Training should be available for all members of an organisation and it should be planned according to their needs.
- \* **Training can be organised within an organisation or by attending courses organised by other groups.**
- Training can be costly in terms of time and money but it is an essential investment for the development of a group's work.



*'Training - an essential investment for the development of a group's work'*

# TRAINING



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Combat Poverty Agency, Training for Community Development. Dublin: Combat Poverty Agency, 1989.

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Hope, A. and Timmel, S., Training for Transformation: a handbook for community workers. Gweru: Mambo Press, 1984, 3 vols.

Johnson, C., and Johnson, F., Training for local Action:2 Durham: The City Printing Works, 1988.

Morris K. **Training** for local Action:1 Durham: The City Printing Works, 1988.

## USEFUL CONTACTS

Community Action Network. 1-3 Mountjoy Square, Dublin 1. 01-365595

NSSB, 72 Lower Leeson Street, Dublin 2. 01-616422

National Adult Literacy Agency (N.A.L.A.), 8 Gardiner Place, Dublin 1. 01-787205.

Dublin Welfare Rights Group, c/o Coolock Community Law Centre, Northside Shopping Centre, Coolock, Dublin 17 101-477804.

Irish Institute for Community Work, c/o Gouldshill House, Mallow, Co. Cork. 022-21484.

National Campaign for Welfare Reform, 4, Nassau Street, Dublin 2. 01-797771.

National Campaign for the Homeless, P.O. Box 1459, Dublin 1

# EVALUATION

Evaluation is an important stage in the process of community development. It means answering the questions, "How are we doing?" and "What can we learn from what we have done?" It involves judging and valuing the actual work of a group according to the standards and targets set in its aims and objectives. It involves honest questioning of what the group is doing and how it is being done. It also involves energy and courage to learn from the results of the evaluation, and to bring about the necessary changes.

People involved in community development do this informally all the time, over a cup of coffee at break or over a pint on a Friday night. But it is necessary to evaluate the work in a structured way too, and that is what this chapter is about. It will look at why evaluation is important, what kind of evaluation is needed for community development work, and will provide a four step guideline to doing evaluation.

## Why Evaluation is important

Community development work can be difficult and pressurised. Members of management committees and staff become totally involved in the day-to-day running of the group or project. There is often no time to stand back and look at what is being done in the light of what the group want to achieve in the long-term. Evaluation gives people the opportunity to do this. It helps people to think about their work, put a value on it, learn from it and on that basis make plans for the future.

In chapter 1 on Planning the importance of setting clear, specific objectives was stressed. Evaluation helps a group to:

- look back over the work to make sure those objectives are being met
- make sure that the objectives are still relevant to the needs of the target group

## Other ways evaluation can help a group

- \* show the strengths and weaknesses
- \* show what improvements are needed
- \* give an opportunity to celebrate achievements
- \* point out training needs
- \* bring problems and conflicts into the open
- \* tell the story of a group
- \* bring out the important community issues for policy makers
- \* help planning
- \* help accountability
- \* draw out policy issues from the day-to-day work

## The Four Steps To Evaluation

There are four major steps in the process of evaluation.

1. Planning the evaluation.
2. Doing the evaluation.
3. Presenting the results
4. Using the results

### STEP 1 PLANNING



When planning the evaluation it is necessary to ask four questions.

1. *Who is this evaluation for?*
2. *What do we want to evaluate?*
3. *What resources are available for the evaluation?*
4. *How do we want to evaluate it?*

#### 1. Who is the evaluation for?

- \* the management committee
- \* the staff
- \* the target group
- \* the wider community
- \* the funder
- \* the policy makers

The evaluation could be for one, a number or all of these groups. If the people involved are not clear about this it can lead to false expectations, frustration or confusion. Being clear about who it is for will help with planning and doing the evaluation, and using the results well.

#### 2. What do we want to evaluate?

- |                   |                                      |
|-------------------|--------------------------------------|
| * achievements    | * planning                           |
| * decision making | * staff work                         |
| * structures      | * management committee work          |
| * methods of work | * management and staff relationships |
| * administration  |                                      |

A group need to name what particular aspects of the work they want to evaluate. It is preferable to evaluate the project as a whole but sometimes it may be necessary to focus on a particular aspect.

#### 3. What resources are available?

It is important to work out what resources, in terms of time and money, the group can afford to put into evaluation.

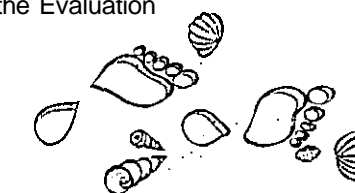
#### 4. How do we want to evaluate?

Many groups and projects worry about evaluation because they, or groups they know, have had bad experiences of evaluation. People can feel inspected, investigated or criticised. Evaluations have been imposed by funders without any discussion. They have been used as an excuse for cutting funding. Methods of evaluation have been used that are not suitable for community development work. Evaluations have judged only the results of the work, not the process. Success has been counted only in terms of numbers and not in terms of community or personal change.

Evaluation of community development should be participative. Participative evaluation does not just mean that project users are asked to fill in some questionnaires. It means that all the people involved in a project:

- understand what evaluation means and why they are doing it
- are involved in working out what are the standards by which the work is judged.
- give their own views and opinions as part of the evaluation
- get regular feedback on the process of evaluation

#### Step 2 Doing the Evaluation



Normally, one or two people will have responsibility for doing or organising the evaluation. Part of that responsibility is to ensure that as many as possible of the people involved in the work are involved in the evaluation, e.g. participants, staff, management committee, and perhaps possibly other community groups in the area and funders. This may mean training people in evaluation methods. They will then be able to bring these methods to their own work.

#### EVALUATION METHODS

- |                   |                           |
|-------------------|---------------------------|
| * keeping records | * regular review meetings |
| * photographs     | * discussion groups       |
| * exhibition      | * workshops               |
| * video           | * written reports         |
| * diaries         | * statistics              |
| * questionnaires  | * case studies            |



*'Evaluation - an honest assessment of what the group is achieving and how it is being done'*



# EVALUATION

If the evaluation is carried out by an outsider to the group it is important that s/he

1. builds up a trusting relationship with the group
2. understands and accepts the values of the group
3. explains her/his methods
4. gives regular feedback to the group on her/his work

In the past ten years community development projects in Ireland have used three main ways of doing their evaluations.

- (i) Self-evaluation, with the help of an outside facilitator
- (ii) Part-time evaluator on staff
- (iii) **Evaluation contracted out either to an organisation, e.g. university or research institute, or to an individual**

Here are examples of evaluations carried out in various community groups.

## (i) Self-Evaluation'

(a) The Fatima Development Project chose the first way to do their evaluation. When the project was set up four years ago the staff spent some time 'working out their values and assumptions and what they defined as community work. Then they worked out general objectives and specific objectives for their four particular areas of work. These objectives provide the focus for their evaluations.

They regularly reviewed their work on the basis of how it was meeting these objectives. These reviews happened through

- (a) the project leader's one-to-one supervision of the five staff
- (b) team reviews three times a year
- (c) project review at the end of every year

They had an outsider to facilitate the project review, whose role was very clearly to facilitate the discussion, not to do the evaluation.

(b) Another example of self-evaluation is a two-day evaluation from the Lourdes Youth and Community Services Project, Dublin. A facilitator came in to lead an evaluation for the team of staff who work on one part of the project, Community Services. The aim of the days was to evaluate the work of the team, particularly their aims and structure.

## Day 1

- (a) Opening Round: Appreciations
- (b) Expectations: The group were asked what were their expectations of the two days. These were written on a flipchart.

(c) "Me at Work": The group were asked to draw individually how they are in work at present and then to draw how they would like to be ideally. They were then asked what was holding them back - from the ideal. In pairs they shared their drawings and answers and then in the large group.

(d) Aims of the Team: In two small groups the participants discussed and listed the aims. They discussed these further in the large group and put together another list of aims which everyone agreed to and accepted.

(e) Structure: In two groups the participants looked at the limitations of the present structure and they were asked to energetically and imaginatively work out one or more alternative structures for their work. The two groups came together and presented and discussed their ideas. They agreed to a new structure for their work.

(f) Closing Round: Feelings about the day

## Day 2

(a) Warm-up Game

(b) Roles and Responsibilities: The participants were asked to list individually their roles and responsibilities. They then looked at what changes they needed in order to better achieve the aims of the team. They shared this in pairs and reported back to the large group. These changes and the issues arising from them were discussed in detail. They then made decisions about these changes: what was to be done, by whom and by when;

(c) Group Process: Using a game and an observation sheet the group looked at how they work together.

(d) Review of the two days

(c) The third example of self-evaluation is from the Mercy Family Centre, Dublin. The management committee did some management development training and as a result decided that they needed to have an evaluation of the committee. They organised an evening evaluation session led by a facilitator. This is an outline of the evening.

(a) Opening Round

(b) What have been the achievements of the management committee over the past year?

(c) What are the difficulties and weaknesses of the management committee?

(d) What changes do we need to make in order to strengthen the management committee?

(e) The group focussed on practical issues and decided on changes that would help both their work and how they work together. The evaluation gave the management group a sense of achievement and renewed hope for the future.

## (ii) Part-time Evaluator

The West Tallaght Resource Centre decided to take on a part-time evaluator. They chose someone who had experience of community development and more importantly, an understanding of it. She became part of the staff team and, like them, her work was divided between the day-to-day activities of running the centre and a particular area of responsibility, in her case evaluation.

The evaluator took time in the beginning to make sure that both the staff and management committee understood what she was doing, and they all made a commitment to the process. Her methods of evaluation were decided on in discussion with the team. Every team member had a role in doing the evaluation.

Every three months the evaluator facilitated the team in reviewing their work in terms of the original objectives set for the project. The project leader found it very helpful not to be responsible for leading this discussion and to take the role of team member.

The evaluator was also responsible for the annual report which was distributed within the community and to funders. She prepared it from the regular reviews and other discussions with staff and management committee. As the needs arose she also evaluated particular aspects of the project work in more detail.

An added advantage of the evaluator being a team member was that she brought her research skills to other aspects of the project's work, e.g. she helped them design questionnaires for some research on benefit take-up. Both formally and informally the evaluator helped the team bring reflection and questioning to their work, asking what they were doing, why and how.

## (iii) Evaluation Contracted Out

Connemara West Community Resource and Education Project contracted their evaluation to the Centre for Community Development Studies, University of Galway. Members of the project already knew two of the staff there who took on the evaluation together. The management committee, staff and evaluators planned

# EVALUATION

the evaluation jointly. They decided that the evaluators would spend 16 days a year in the project or with project staff.

At the beginning of the first year the evaluators helped them clarify their objectives. Every following year they helped them set their objectives for the coming year and to decide on how to put them into action. Through the year they regularly reviewed the work of the project: how it was going, had what was planned happened, if not, why not? At the end of each year the evaluators wrote a draft report based on the year's reviews which was discussed with the management committee and staff. This was then written up as the annual report. At the end of the third year the project decided that they wanted the evaluators to help them focus on future planning; where should the project go, what should the objectives be?

The group's two aims for the evaluation were to tell the story of the project and help with planning and management and it achieved these successfully.

Whatever method a group chooses it is essential that the work of the group is critically examined in order to learn how it can be improved. There are advantages and disadvantages to every method and each group must work out what suits their particular circumstances best and what they can afford. Many groups could not afford either (b) or (c) above but to have some process of evaluation is essential. The cheapest approaches are (i) getting the help of an outside facilitator every six months and (ii) having a member of staff who is trained in evaluation who includes evaluation amongst her/his responsibilities.

There are two further points about planning evaluation:

1. The cost of evaluations should be included in funding proposals and in budgets. It is increasingly recognised by funders as an essential part of any community development programme.
2. Evaluation time should be planned into the work programmes.

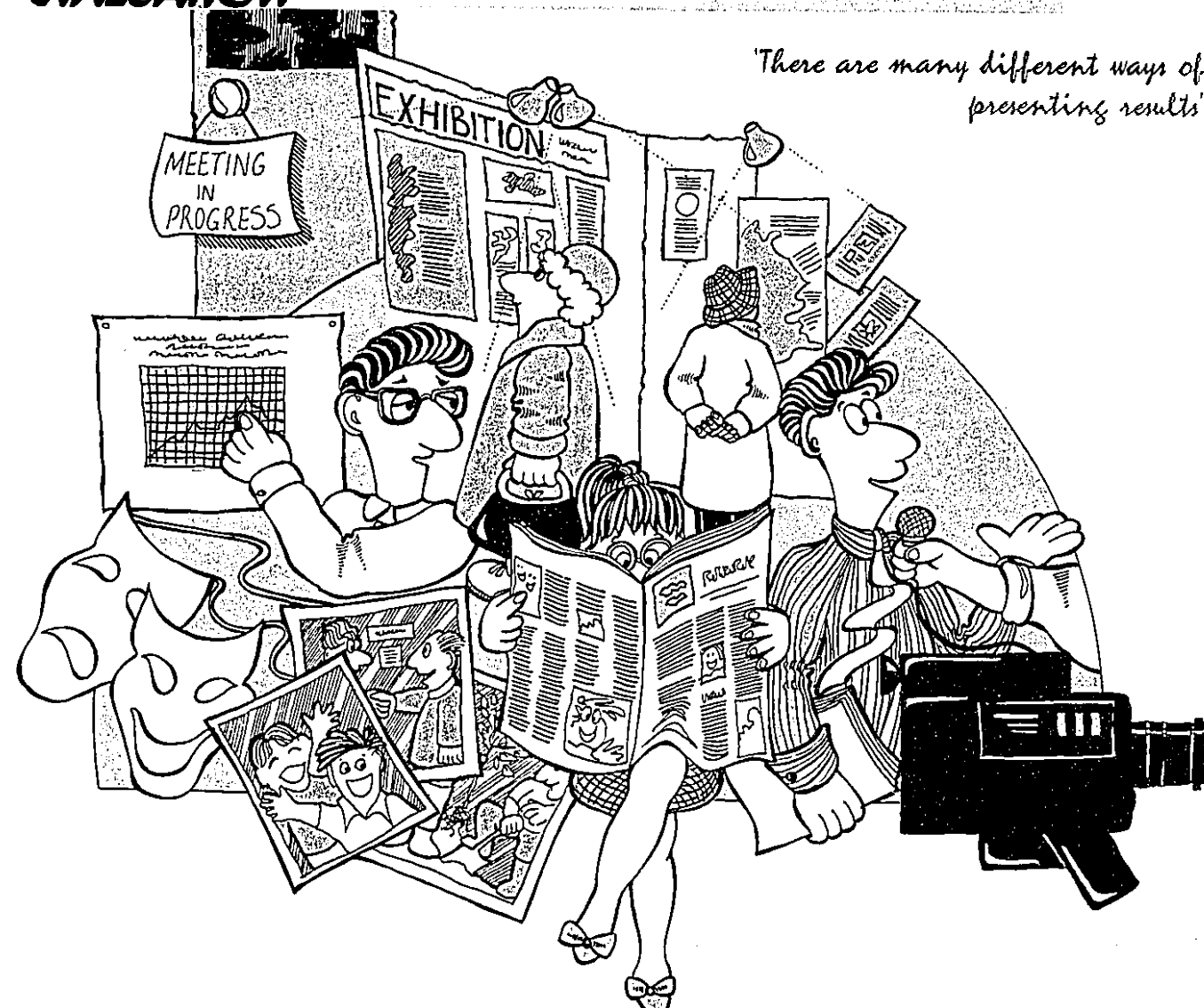
## Step 3 Presenting the Results



There are many different ways of presenting results, for instance:

- \* drama
- \* video
- \* written report
- \* articles in newspaper

# EVALUATION



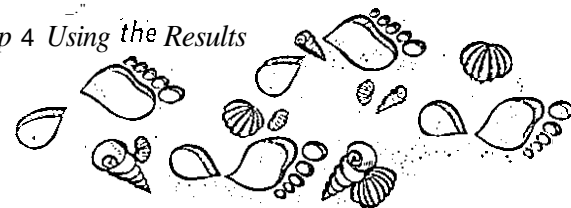
- \* meetings
- \* discussion groups
- \* taped conversations
- \* (local or national) seminar
- \* exhibition
- \* photographs

the evaluation. This step is just as important as every other step along the way. A group will need to take time to meet to discuss the results, see what they are saying and plan what action needs to be taken.

A group could choose one method or decide to use different methods at different stages during the evaluation or for different groups. It is worthwhile pulling some time into working out which of these best suits each situation because:

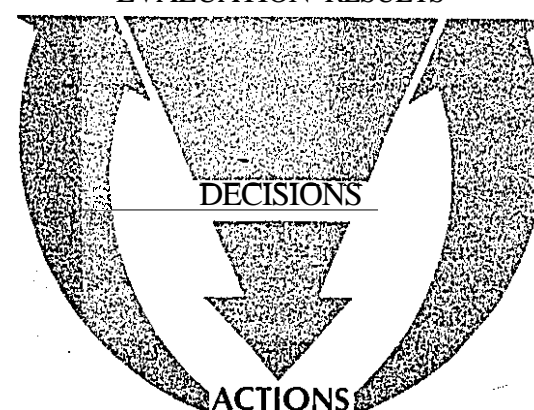
- (a) for an evaluation to be worthwhile people involved in the work must understand the results
- (b) the results should be accessible and relevant to whoever the group wants to hear them

## Step 4 Using the Results



The last step in the evaluation process is deciding what changes need to be made on the basis of the results of

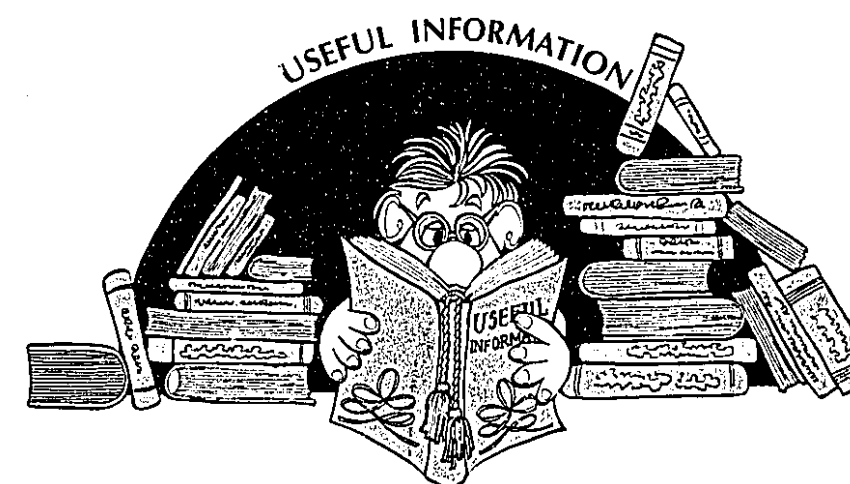
## EVALUATION RESULTS



# EVALUATION

## SUMMARY... EVALUATION

- \* Evaluation involves looking back over the group's work and judging it in order to learn from it for the future.
- \* It is an important step in the process of community development, particularly because of how it helps projects improve their work.
- \* Evaluation should be a built-in, on-going part of the work.
- \* Whatever method of evaluation is chosen, it should be participatory and in keeping with the group's values.
- \* There are four major steps in doing an evaluation;
  - (i) Planning the evaluation
  - (ii) Doing it
  - (iii) Presenting the results
  - (iv) Using the results.
- \* Evaluation is not easy. It takes time and money. It also takes practice and it may be necessary to get help.



## USEFUL BOOKS

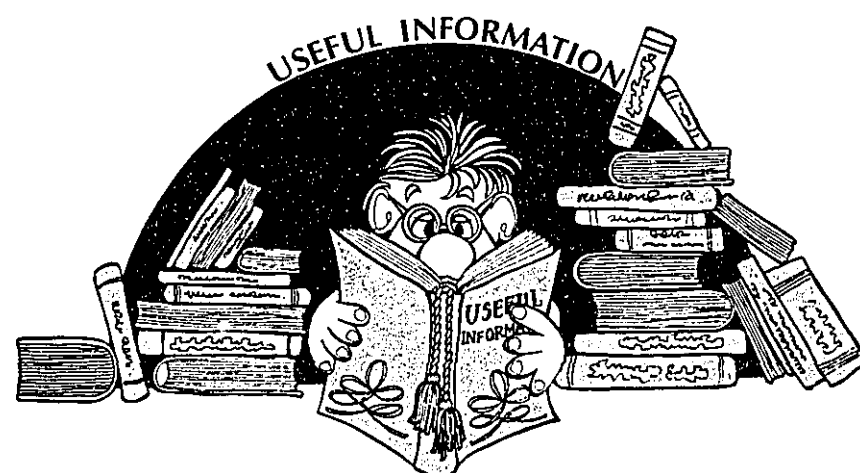
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## USEFUL CONTACTS

Community Action Network, 1-3 Mountjoy Square, Dublin 1. 01-365595



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All of the above are available for reference in the library of the Combat Poverty Agency.

### LIST OF COMBAT POVERTY AGENCY PUBLICATIONS

#### POLICY STATEMENTS AND RELATED RESEARCH

- An Anti-Poverty Programme, Pre-Budget Submission 1988
- Moneylending and low Income Families, 1988; Price IR £5.00
- Poverty and the Social Welfare System in Ireland, 1988. Price IR £8.00
- Submission on the Programme of Community Interest for the Greater Dublin Area, 1988.
- Framework for Community Participation in Integrated Development, 1989.
- Pictures of Poverty*, 1989. IR £3.95
- Poverty - Priorities for Action, Pre-Budget Submission 1989.
- Towards a Funding Policy for Community Development, 1989.
- Poverty - An Agenda for the '90s*, Pre-Budget Submission 1990.
- Annual Reports.

#### RESEARCH REPORT SERIES

- Assessment of School Meals and of Growth, Food Intake and Food Likes/Dislikes of Primary School Children in Inner City Dublin Schools, 1989 (TR Gormley, T. Walshe and K. Cormican).
- A Review and Recent History of the Coolock Community Law Centre, 1989 (B Dillon).
- Poverty, Community and Development, 1989 (B. Cullen) Price IR £3.00
- Women and Poverty 1989 (M.Daly), (with Attic Press). Price IR £3.95.
- Wealth and the Wealthy in Ireland, 1990 (S.Byrne) Price IR £2.00
- Financial Consequences of Marital Breakdown, 1990 (P.Ward) Price IR £4.00
- Patterns of Food and Nutrient intake in a Suburb of Dublin with chronically high unemployment, 1989 (P.Lee & M.Gibney)

#### RESOURCE AND INFORMATION SERIES

- Evaluate II! Towards an understanding of evaluation in community developments projects, 1988.
- Lofty Ideas, Tangible Results: Interim report by the projects in the Second European Programme to Combat Poverty, 1988.
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