

GUIDE TO COMMUNITY DEVELOPMENT AND COMMUNITY EDUCATION POLICY TEMPLATE

ABOUT THIS POLICY AREA

This policy guides how the organisation undertakes community development and community education activities.

A written community development and community education policy is required as part of meeting Standard 2 (Responding to individuals, families and communities).

Standard 2 — community development and community education

The organisation develops, implements and reviews a practice statement or policy and procedures for how community development and/or community education is to be undertaken, where this is a funded activity.

Policy checklist

The following checklist will help you check that an existing policy covers this area adequately.

The policy should:

- outline your community development and/or community education practice statement
- explain how your organisation develops, implements, reviews and evaluates community development and/or community education strategies
- contain clear procedures and actions
- indicate the timing of any actions
- show when it was approved
- show when it was last reviewed.

COMPLETING YOUR COMMUNITY DEVELOPMENT AND COMMUNITY EDUCATION POLICY

Using the policy template

The template provides some example statements. You can adapt these statements and include them in your policy or write your own statements to better suit the operations and services of your organisation.

To customise the policy template, click on the shaded sections <<Insert text>> and insert the information that is specific to your organisation.

When you have completed the policy template, delete the shaded instruction sections such as: [Refer to the community development and community education policy template guide for questions and/or examples to consider when customising this section.](#)

For further information on using the policy guides, refer to the information in *Using the policy templates and guides*.

Guidelines for each section of your policy

1. Purpose

When identifying the purpose of the policy, consider how it might apply to your client group/s and other agencies you work with. Do you need to make specific statements to ensure you are inclusive of particular groups, such as Aboriginal and Torres Strait Islander peoples, Australian South Sea Islanders, people from culturally and linguistically diverse backgrounds, and people with a disability?

2. Scope

To determine the scope of the policy, consider the following questions:

- Does this policy apply to all communities and stakeholders?
- Does this policy vary in its application between communities or specific groups within communities?
- Does this policy apply to specific services within your organisation?
- Who will be involved in community development and community education activities?

3. Policy statement

If you are adopting the policy statement in the template, consider whether there are any additional commitments your organisation wants to make.

In identifying the actions your organisation will take to implement this policy, you should include the following:

- your community development and/or community education practice statement (if community development or community education are funded activities within your organisation)
- how your organisation assesses, prioritises and plans community development/ community education strategies for target groups within your community/ies
- how your organisation measures the success or effect of community development/ community education activities, including gathering and analysing feedback from participants and stakeholders.

4. Procedures

The procedures describe how your organisation achieves the aims and goals you have outlined in your purpose, scope and policy statement.

4.1 Undertaking community development and/or community education

Your procedure should describe the communities, circumstances and issues for which you undertake community development and/or community education activities.

In undertaking community development and/or community education, you should understand and follow good practice in:

- the assessment of community development and/or education needs and priorities
- the planning and delivery of strategies to meet identified needs

- the involvement of all relevant community stakeholders
- the orderly withdrawal from communities at the conclusion of your involvement
- the measurement of progress and success, and the evaluation of the effects of the community development and/or community education activities.

Your community development and/or community education practice statement will outline:

- the principles underpinning your approach to community development and/or community education
- how you engage with a community, and the particular ways you ensure culturally sensitive working practices and inclusiveness of all sections of the community in your processes
- how you encourage, support and sustain broad community involvement from all relevant stakeholder groups
- how you work with a community to identify their needs and articulate the problems they want to resolve
- the range of processes you might use to determine community priorities and develop strategies to deal with these
- how you assist in the planning and delivery of the strategies arising from the identification of the community priorities
- how you guide and support a process of monitoring and review of community plans
- how you evaluate the success and effect of each strategy, including gathering and analysing feedback from participants and stakeholders
- appropriate ways to manage your exit from the community and assist the community plan their next step.

Your community development and/or community education practice statement will be supported by any forms and formats you use in undertaking community development and/or community education, resources for informing and working with communities, and resources for recording plans, progress and outcomes.

5. Other related policies and documents

The community development and community education policy should be linked to other policies related to responding to individuals, families and communities. This may include:

- service delivery policy
- collaboration with other agencies policy.

List policies related to participation and choice:

- client service charter
- choice and self-reliance policy
- participation policy.

Also list the forms and other organisational documents related to your community development and community education policy.

6. Review processes

Consider how often the policy should be reviewed and the process for doing this:

- **frequency of review:** Most policies benefit from an annual review. The experience of implementing the policy is used to decide which changes are necessary. Consider

reviewing your community development and community education policy as part of an annual review of your organisation's policies or, if your organisation is small, perhaps over a three-year period. Critical incidents may prompt you to review the policy ahead of schedule.

- **responsibility for the review:** In most organisations, the person responsible for client services or community development activities would be responsible for reviewing this policy. In small organisations, this may be the manager or service coordinator. In larger organisations, this may be a client service manager.
- **process for the review:** Decide which particular staff, volunteers, external people and organisations will provide input to the policy review and whether clients will be involved.
- **decision-making process:** Who will review draft changes to the policy, and who will approve changes? What will be the timeframe for the review process?
- **documentation and communication:** What records of the policy review process are needed? How will changes to the policy be communicated to staff implementing the policy? In a small organisation, this may be as simple as noting the changes at a staff meeting. In a larger organisation, an email memo may be needed.
- **key questions for the review:** Is the policy being implemented? Are procedures being followed? Is the policy clear? What has changed that may prompt a change to the policy? Have particular stakeholders had difficulty with any aspect of the policy? Can their concerns be resolved? How does the policy compare with that of similar organisations?