

Curriculum Community Education Facilitator



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ARRANGEMENTS DOCUMENT

Community Education Facilitating Course

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1. BACKGROUND TO THE DEVELOPMENT

Community learning and development is learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants. ‘

Scottish Executive,

Working and Learning Together, 2004

This course has been developed as part of an Erasmus+ Project by the following partners from across Europe; Austria (EB Projektmanagement GmbH), Germany (VHS Cham), Italy (ERIFO) Bulgaria (Inter Regio) and United Kingdom (Glasgow Clyde College).

The course aims to identify and acknowledge the work undertaken by individuals and groups within communities and by providing underpinning knowledge, support them in their efforts to promote the needs and interests of the communities they serve.

Community Learning and Development (CLD) is about empowering people, individually and collectively, to make positive changes in their lives and in their communities, through learning. The focus of CLD is identified as improving life chances for people of all ages through learning, personal development and active citizenship; and promoting stronger, more resilient, supportive, influential and inclusive communities.

(Community Learning and Development Standards Council for Scotland,
<http://cldstandardscouncil.org.uk/>)

2. AIMS OF GROUP AWARD

2.1 General Aims

Individuals, groups and communities will be supported by reflective, competent and confident practitioners (whether paid or voluntary) to achieve their goals and aspirations

Practitioners will receive appropriate initial training and support to fulfil their roles

Practitioners will actively and continuously develop their skills and practice

The CLD sector will engage in a raised standard of professional debate with groups, communities and practitioners

Employers will promote, acknowledge and value the skills, knowledge and understanding of practitioners

The CLD sector will be widely recognised and valued amongst other professional disciplines, policy makers and the general public

2.2 Specific Aims

Competent CLD workers will:

- Ensure that their work supports social change and social justice, and is based on the values of CLD
- Use a collaborative, anti-discriminatory and equalities-focused approach
- Challenge discrimination and its consequences
- Work with diverse individuals, communities of place or interest and organisations to achieve change
- Initiate, develop and maintain relationships with local people and groups and work with people using: non-formal contact, informal support and informal and formal learning and development opportunities

Competent CLD workers have:

- Good interpersonal and listening skills; they can influence or lead people, understanding when this is or is not appropriate
- Self-management skills, such as time management and communication
- Respect for the knowledge, experience and aspirations of all those they work with

(Acknowledgements: Community Learning and Development Standards Council for Scotland)

3. ROLE OF COMMUNITY EDUCATION FACILITATOR & COMMUNITY ACTIVIST

The Community Education Facilitator's (CEF) role is to help communities to bring about social change and improve the quality of life in their local area; through working with individuals, families and whole communities. The role is firstly to empower them to identify their strengths, needs and opportunities available to them. Secondly to facilitate and assist in planning what they want to achieve and to take appropriate action. Thirdly, to develop activities and services to meet identified objectives and by doing so increase the capabilities of the groups themselves. The CEF will act as the link between communities and a range of other local authority and voluntary sector providers, such as the police, social workers and teachers. At all times the CEF must be aware of equality and diversity issues and understand the disadvantaged nature of communities due to cultural, economic or geographical factors.

The Community Activist (CA) is an individual within the aforesaid communities. Their role is as a member of the community and their focus is on the change that is wanted. Their focus is on their community and its specific issues. Knowledge of the systems and processes are helpful to the activist as a tool to gain the change wished for. CA's undertake their activities on a voluntary basis and do not work for any specific organisation.

4. EQUALITY AND DIVERSITY STATEMENT

We accept and recognise (as individuals and collectively) that as we work with diverse individuals and groups, we ensure that we use a collaborative, anti-discriminatory and equalities-focused approach at all times, and that we challenge discrimination in all its forms and with all its consequences.

This applies to all groups and in particular to the following that are considered to come under the category of protected characteristics; age, disability (physical or mental), gender reassignment, marriage or civil partnership, race, religion or belief, sex, sexual orientation and pregnancy and maternity.

5. CONSULTATION

In addition to the five partner agencies conducting regular planning and developing meetings, each partner engaged in meeting with experts and practitioners from their own country

6. TARGET SECTOR

The CEF course is aimed at those who want to make community education processes an integral part of their work

The course is directed at adult education facilities and freelance trainers, regional development organisations, neighbourhood activists and community development organisations, as well as at committed citizens and volunteer organizations.

7. PRIOR EXPERIENCE AND/OR QUALIFICATIONS

Candidates do not require any prior experience or qualifications although it is expected they have a professed desire to undertake such work in the community, if not already currently doing so.

8. STRUCTURE AND CONDITIONS OF AWARD

The CEF course certification will be awarded on successful completion of the five mandatory Modules.

Module 1: Community Learning and Development; An Introduction

- LA1 What is Community Learning and Development?
- LA2 Values and Principles of Community work
- LA3 Target groups/local issues

Module 2: Systems and Structures

- LA1 System and information knowledge
- LA2 Construction of partnerships for networking and cooperation
- LA3 Quality criteria

Module 3: Learning Approaches

- LA1 What is Intelligence and how to learn
- LA2 Learn to learn techniques
- LA3 Innovative didactic to foster learning opportunities

Module 4: Groupwork

- LA1 Purpose and Benefits of Groups
- LA2 Group Dynamics
- LA3 Effective Groupwork

Module 5: Communication

- LA1 Verbal and non-verbal communication
- LA2 Barriers and theories
- LA3 Presentation skills, facilitating and moderation

There is a sixth Module relating to Community Activist training, that is separate to the CEF training but is an integral part of the overall process.

Module 6: Community Activist

- LA1 What is Community activist and how to become one?
- LA2 Community activist competences
- LA3 Building a strong social network - management and resources

9. OPEN LEARNING

The CEF course is designed to be delivered in person given the need for group discussions and for the practice of the skills relevant to working in groups.

There will be an opportunity for candidates to complete further related studies on an open learning basis to enhance their learning.

10. SUPPORT MATERIAL

There are teaching materials prepared for each of the five Modules that make up this course. These will consist of Topic based handouts for the students (containing underpinning knowledge, exercises and worksheets, further resources, etc.), and Power Points to support the delivery.

11. COURSE DELIVERY

The CEF course includes five Modules. It is anticipated that each Module will be delivered over 12 hours/two days.

11.1 GUIDANCE ON INTEGRATION

The principle of integration and a holistic approach to learning is recognised and links between the Modules are encouraged. However, the course is designed as having stand-alone Units to encourage accessibility of studying the course at the candidates pace.