

Curriculum Community Education Facilitator



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Module 1

Community Learning & Development, an introduction



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Content

1. Summary	3
2. Framework Conditions	3
3. Learning Areas	4
4. Support Notes	4
5. Delivery Schedule	7
6. Description of Learning Areas	8

1. Summary

This Module is designed to help candidates understand how to facilitate individuals and groups in community based settings to assess and address their local community needs

It is suitable for those looking to work in the Community Learning and Development Sector or those currently working in the Sector who are seeking to gain a formal knowledge base. This Module is one of six that comprise the Community Education Facilitator Group Award.

The Module has a notional delivery time of 12 hours, normally delivered over two consecutive days. Other delivery formats are acceptable.

Learning Outcomes (Summary)

LA1 What is Community Learning and Development?

LA2 Values and Principles of Community work

LA3 Target groups/local issues

2. Framework Conditions

2.1 Recommended Entry

Entry is at the discretion of the delivering centre

This Module is designed to be delivered as the First Module in the Group Award. It can also be delivered as a stand-alone Module

2.2 Credit Value

This Module is worth one credit towards the 5 credits required to achieve the Community Education Facilitator Group Award

2.3 Evidence Requirements for This Unit

Achievement of this Module will be determined by attendance, participation and on completion of the assessments within the Module.

2.4 Recommended Prior Knowledge and Skills

While there are no prescribed prior knowledge and skills for this Unit, it would be beneficial for candidates to have good written and oral communication skills and good interpersonal skills. It would also be beneficial if candidates had some work experience either in a paid or voluntary capacity of working in a community setting.

2.5 Guidance on the Content and Context for This Unit

This Module is developed to be delivered as part of a trans-international initiative. Therefore the Module must be tailored to meet the needs of each country; particularly in matters dealing with legislation, societal structure and any other pertinent National issues.

2.6 Guidance on Learning and Teaching Approaches for This Unit

It is important that a supportive learning environment is created and that in delivering this Module there should be a balance between teacher led and candidate-centred tasks.

The Unit content can be taught using a variety of methods including:

- ◆ Lectures
- ◆ Group discussion
- ◆ Group presentations
- ◆ Case studies
- ◆ Worksheets
- ◆ Speakers
- ◆ Use of ICT such as media clips, websites etc.

3. Learning Areas

3.1 Learning Area 1 - What is Community Learning and Development?

- a) Defining community
- b) Defining community work/Purpose of Community work
- c) Strands of practice

3.2 Learning Area 2 - Values and Principles of Community Learning and Development

- a) Ethics
- b) Values and Principles including Equality and diversity

3.3 Learning Area 3 - Mapping/Target groups/local issues

- a) Mapping - Local issues/ Target groups/Collaborative working
- b) Local policies/priorities influencing CLD

4. Support Notes

4.1 Learning Area 1

a) Defining community

Candidates should be introduced to the concept of community. It should be highlighted that there is no one definitive definition and that community means different things to different individuals/groups. These could include different communities of geography as well as different communities of interest

b) Defining community work/Purpose of Community Learning and Development

Community Learning can be defined as “The use of educational methods to develop skills, knowledge and capacity in community contexts” (The Scottish Office)

There are a number of different definitions of Community Development. Community development aims to achieve change for communities (this can be put in different terms: 'social justice', 'social and economic change'), typically with a focus on communities that are in some way 'disadvantaged'.

Current Purpose/Definitions of Community Learning and Development in Scotland

CLD should empower people, individually and collectively, to make positive changes in their lives and their communities, through learning. (CLD Standards Council). CLD empowers people of all ages to work individually or collectively to make positive changes in their lives, and in their communities, through learning, personal development and active citizenship. These changes can improve an individual's life chances, help to create a more resilient and enterprising community, or contribute to improved public services.

c) Strands of practice

Youth Work - Youth work is an educational practice contributing to young people's learning and development. Youth work engages with young people within their communities; it acknowledges the wider networks of peers, community and culture; it supports the young person to realise their potential

and to address life's challenges critically and creatively; it takes account of all strands of diversity.

Adult Learning - Adult learning opportunities may be formal or informal and take place in a range of settings but they must be accessible according to the needs and aspirations of the individual or group. Effective adult learning is at the core of a knowledge-based society. It drives the development of an improved personal skills base, increases the focus on achieving better outcomes for communities, and provides improved life chances.

Community Development/Capacity Building - Community Capacity Building (CCB) is one of the 'twin pillars' of community development. The other pillar is community engagement. Most of the beneficial changes in communities come about through the process of engagement, where communities are able to respond to opportunities, or deal with problems, by bringing them to the attention of those with the ability to respond and carrying out agreed plans of action.

4.2 LEARNING AREA 2

a) Ethics – (Based on the Scottish model)

Community Learning and Development (CLD) is a field of professional practice constituted by the adult education, community development and youth work professions. While their practices and the community participants they serve may differ, they have in common a commitment to their active participants, and to the power of informal education to transform situations, structures, communities and individuals. Education is a prerequisite for democracy and citizenship. CLD seeks to extend the reach of effective democracy, particularly by actively engaging those who are excluded from participation in key social processes that shape their lives, and to widen the scope of democracy to enable full participation in the common wealth. The following principles are informed by this core position.

1. Active participants
2. Social context
3. Equity
4. Empowerment
5. Duty of Care
6. Corruption
7. Transparency

8. Confidentiality
9. Co-operation
10. Professional Development
11. Self-awareness
12. Boundaries

b) VALUES AND PRINCIPLES (Scotland)

CLD is designed to meet the needs of young people and adults within diverse communities of interest, need or geography. It affords participants the opportunity to experience consistency of practice based on common values whether they are involved in youth work activities, community based adult learning or building community capacity. These include; Self-determination, Inclusion, Empowerment, Working collaboratively, and Promotion of learning as a lifelong activity.

4.3 LEARNING AREA 3

a) MAPPING -

Organisational Mapping - Maps and photographs of an area or specific location can be used to illustrate how an area is resourced,

Community Mapping - Community Mapping (sometimes called asset mapping) is all about involving residents in identifying the assets of their neighbourhood, looking at opportunities and creating a picture of what it is like to live there.

Community Planning - would involve a combination of the organisational and community mapping, working in partnership. This can target specific groups, identify local issues and streamline collaborative working.

b) Local policies/legislation and priorities influencing CLD

This needs to relate to appropriate local or national policies for each country that influence priorities/funding for community learning and development activities.

In Scotland current policies and legislation include

Policies

Strategic Guidance for Community Planning Partnerships: Community Learning and Development (2012)

Our Ambitions for Improving the Life Chances of Young People in Scotland - National Youth Work Strategy 2014-2019

Adult Learning in Scotland, a Statement of Ambition (2014)

Adult Literacies in Scotland 2020: Strategic Guidance

Welcoming Our Learners: Scotland's ESOL Strategy 2015-2020

Legislation

The Requirements for Community Learning and Development (Scotland) Regulations 2013

Local Government in Scotland Act 2003

Community Empowerment (Scotland) Act 2015

5. Delivery Schedule

5.1 Learning Area 1 - What is Community Learning and Development? – 5 hours 30 minutes

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
00:15	Overview	PowerPoint	Presentation overview
01:00	Defining Community	Individual exercise and feedback Tutor input	Draw your community Working definition handout
00:30	Purpose of Community Work	Group discussion and feedback Tutor input	Handout purpose of CLD
01:00	Youth work Role of worker Range of practice	Group Exercise Tutor input	Card sort exercise/purpose of youth work Handout Range of approaches
00:45	Adult Learning Role of the worker Range of Practice	Group Discussion Tutor input	Handout purpose of Adult Learning Handout Range of approaches
00:45	Community Development Role of the worker Range of Practice	Tutor input Group Discussion	PowerPoint
00:15	Research activity	Youth work , adult learning or community development activity/project	Research guidelines
01:00	Research	Individual task/produce handout	Internet research

PROJECT NUMBER: 2015-1-AT01-KA204-005011

5.2 Learning area 2: Values and Principles of Community Work

Time: 4 hours

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
00.30	CLD Ethics	Group Discussion Tutor input	Handout: CLD ethics
01:00	CLD Values	Power point workshop	Handout: Power point
00.30	Define stereotyping, prejudice and Discrimination	Individual Exercise Tutor input	Handout: definitions
01:00	Equality and Diversity (Legislation)	Tutor input	Handout legislation overview
01.00	Anti-discriminatory practice	Group work	Practice Case studies

5.3 Learning area 3: Mapping/target groups/local issues

Time 2 hours 30

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
01.00	Introduction to Resource mapping	Group exercise	Area/local maps
00.30	Agency/community priorities	Group discussion	Mapping resources
1.00	Policies/legislation	Tutor input	Power point

6. Description of Learning Areas

Module 1 - Learning Area 1	
<i>Title</i>	What is Community Learning and Development
<i>Main contents</i>	<ul style="list-style-type: none"> • Defining community • Purpose of Community Work • Strands of Community work • Diversity of practice
<i>Skills</i>	Students can <ul style="list-style-type: none"> • Explain 2 definitions of community • Explain the role of the worker in CLD • Identify the purpose of CLD strands • Identify 2 different approaches for each strand of practice
Competence	Knowledge
Get to know communities and community groups to develop an understanding of the community for worker and participants	<ul style="list-style-type: none"> • Different definitions/understanding of community for participants • Purpose of CLD/Youth work/adult learning/community development • Diversity of approaches in CLD
Understand the role of the worker to engage with communities/groups to support learning in a range of contexts	
Support the development of a range of groups/activities	
Provide information/support to communities/groups regarding training, information and resources	
<i>Target</i>	Community professional and aspiring community operators
<i>Prerequisites</i>	EQF level 5/6
<i>Duration</i>	5.5 hours + 6 of individual study + 2 for practical assessment
<i>Methodology</i>	Teacher input/ Group work/Research
<i>Evaluation</i>	Written assessment:

PROJECT NUMBER: 2015-1-AT01-KA204-005011

Module 1 - Learning Area 2	
<i>Title</i>	Values and Principles of CLD
<i>Main contents</i>	<ul style="list-style-type: none"> • CLD ethics • CLD values • Equality and Diversity • Equality legislation
<i>Skills</i>	Students can <ul style="list-style-type: none"> • Analyse the importance of ethics for CLD • Explain 2 CLD values • Define stereotyping, prejudice and discrimination • Discuss the role of the worker in promoting equality and diversity
Competence	
Be ethical in their approach to any community practice	<ul style="list-style-type: none"> • CLD ethics • CLD values • Stereotyping, Prejudice and discrimination • Anti-discriminatory practice • Equality legislation
Ensure CLD values underpin all aspect of practice to support equality and diversity	
Promote equality and diversity in all community contexts	
Has a working knowledge of appropriate equality legislation	
<i>Target</i>	Community professional and aspiring community operators
<i>Prerequisites</i>	EQF level 5/6
<i>Duration</i>	4 hours + 10 of individual study + 2 for practical assessment
<i>Methodology</i>	Tutor input/Group work/Case studies
<i>Evaluation</i>	Written assessment:

Module 1 - Learning Area 3	
<i>Title</i>	Mapping /target groups/local issues
<i>Main contents</i>	<ul style="list-style-type: none"> • Introduction to resource mapping • Agency /community priorities • Policies /legislation
<i>Skills</i>	Students can <ul style="list-style-type: none"> • Explain the purpose and benefit of community mapping • Undertake a mapping exercise of their community/locality • Identify 1 agency and 1 community priority • Identify 1 piece of legislation or one policy that impact on community priorities
Competence	
Organise a community mapping activity	<ul style="list-style-type: none"> • Purpose of mapping • Process of mapping • Policy/legislation that impacts on community priorities
Support others in the process of mapping to recognize strengths and areas for development	
Has a working knowledge of appropriate policy and legislation that impacts on community priorities	
<i>Target</i>	Community professional and aspiring community operators
<i>Prerequisites</i>	EQF level 5/6

PROJECT NUMBER: 2015-1-AT01-KA204-005011

<i>Duration</i>	2.5 hours + 10 of individual study + 2 for assessment
<i>Methodology</i>	Teacher input/Group work/Research
<i>Evaluation</i>	Written/practical assessment: