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# Module 1

## An Introduction to Community Learning and Development



Module 1

# Learning Outcomes (Summary)

1 What is Community Learning and Development?

2 Values and Principles of Community work

3 Target groups/local issues



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## Learning Outcome 1

What is Community Learning and Development?

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

## Learning Outcome 2

Values and Principles of Community Learning and Development

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

## Learning Outcome 3

Mapping/Target groups/local issues

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



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# LEARNING AREA 1

## What is Community Learning and Development?



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# Defining Community



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# Defining Community



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- Individual activity. Draw your community – what your community represents to you. You will share this with the rest of the group.
- Group activity – discuss a definition of community
- Handout and discuss definitions of community
- Why is it important for workers to understand there is more than one definition?
- How will a community worker understand how a community defines itself?

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# Definitions & Ethos



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**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'. **M1\_LA1\_b**



# Definitions & Ethos



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- 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



# Definitions & Ethos



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- CLD plays an essential role in ensuring that individuals and communities, particularly those facing discrimination and disadvantage, gain the confidence and skills to influence the decisions that affect their lives.
- Effective CLD delivery is based on a thorough assessment of needs, in partnership with learners and communities. This ensures that participants are equal partners in identifying their goals and potential barriers. Partnership is a key feature of CLD planning and delivery. Local partnerships vary in membership, depending on local needs and circumstances. (Education Scotland)

# Purpose of Community Work



The use of educational methods to develop skills, knowledge and capacity in community contexts

1. Improved life chances for people of all ages, through learning, personal development and active citizenship;

2. Stronger, more resilient, supportive, influential and inclusive communities.

# Purpose of Community Work



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- Community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers)
- Youth work, family learning and other early intervention work with children, young people and families
- Community-based adult learning, including adult literacies and English for speakers of other languages (ESOL)
- Volunteer development
- Learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders
- Learning support and guidance in the community

# Youth Work



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## CARD SORT EXERCISE PURPOSE OF YOUTH WORK M1\_LA1\_C



# Purpose of 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; Young people choose to participate, the work must build from where young people are and the young people and youth workers are partners in the process.
- Youth work 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. **M1\_LA1\_d**



# Purpose of Youth Work



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- Build self-esteem and self-confidence.
- Develop the ability to manage personal and social relationships.
- Create learning and develop new skills.
- Encourage positive group atmospheres.
- Build the capacity of young people to consider risk, make reasoned decisions and take control.
- Develop a 'world view' which widens horizons and invites social commitment.

# Youth Work Practice



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Youth work takes place in a variety of settings including community venues, uniformed groups, schools, youth cafés and on the street, whilst using numerous approaches such as outdoor pursuits, drama workshops, health initiatives, peer education and single issue and single gender work to engage with young people **M1\_LA1\_e**



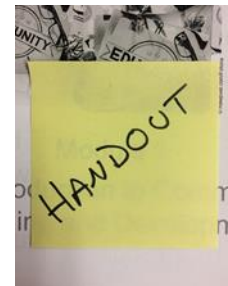
# Adult Learning



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- GROUP DISCUSSION
- In small groups discuss the purpose of adult learning.
- Identify as many different types of adult learning as possible
- Record your discussion and be prepared to feedback to the rest of the group

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# Adult Learning

- 1 Formal and informal
  - 2 Effective guidance
  - 3 Key to employability
  - 4 Build on individual and community assets
  - 5 Working together
  - 6 Learner centred
- M1\_LA1\_g**



# Community Development



The key purpose of CD is to work with communities experiencing disadvantage, enabling them collectively to identify needs and rights, clarify objectives and take action to meet them within a democratic framework which respects the needs and rights of others.



# What is Community Development?

Community Development' is about the active involvement of people in the issues which affect their lives and focuses on the **relationship** between **individuals** and **groups** and the **institutions** which shape their everyday experience.

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# Community Development



- 1 Community Capacity Building
- 2 Community Engagement



## Definitions and Differences



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Community Capacity Building – activities, resources and support that strengthen the skills, abilities and confidence of people and community groups to take **effective action and leading roles in the development of their communities**”

Community Development – the process of **collective action** to **achieve social justice and change** by working **with** communities to **identify needs** and **take action** to meet them”.

(Source: Firm Foundations Report).

Community Engagement can be seen as a product of the broader process of Community Development, which stimulates the formation and development of effective community organisations, networks and activists that can participate meaningfully with agencies 'in determining the processes and outcomes of social and economic change

# Definitions and Differences



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- CD is about building **active** and **sustainable** communities based on **social justice** and **mutual respect**.
- It is about **changing power structures** to **remove the barriers** that prevent people from **participating** in the issues that affect their live.

## Definitions and Differences



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CD is a developmental process, which is both a **collective** and **individual** experience. It is based on a commitment to **equal partnership** between all those involved to enable sharing of skills, awareness, knowledge and experience to **bring about change**.

CD takes place both within **neighbourhoods** and **communities of interest**, wherever people come together to identify what is relevant to them and to act on **issues of common concern**



## Definitions and Differences



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CD 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...its main aim is to help individuals and communities **tackle real issues** in their lives through **community action** and **community-based learning**'.

## Commitments <sup>1/2</sup>



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- Challenging discrimination and oppressive practices within organisations, institutions and communities.
- Developing practice and policy that protects the environment.
- Encouraging networking and connections between communities and organisations.
- Ensuring access and choice for all groups and individuals within society.



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## Commitments *2/2*

- Influencing policy and programmes from the perspective of communities.
- Prioritising the issues of concern to people experiencing poverty and social exclusion.
- Promoting social change that is long-term and sustainable.
- Reversing inequality and the imbalance of power relationships in society.
- Supporting community lead collective action.



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## Exercise

- Are there values, principles and practices that you recognise within your own discipline/organisations?
- If so, do you think there are areas of potential co-operation?
- If so, how can these be put into practice?



# Ladder of Community Interaction

David N Thomas (1995)



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11. Owning and managing local facilities.
  10. Working with Policy Makers.
  9. Co-operation with other Community Organisations.
  8. Joining Community Groups.
  7. Participating in Community Activities.
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6. Informal Mutual Aid.
  5. Involvement in informal Networks.
  4. Social Contacts, Pubs, Churches etc.
  3. Routine contacts such as School Run.
  2. Casual Contacts, Shopping, waiting on Bus.
  1. Mutual Recognition. **M1\_LA1\_i**



# Research Activity



Review provision in your area, either in youth work, adult learning or community development. Identify the variety of ways this provision is delivered/provided in your local community or region Use this research to compile a report to be fed back to the rest of the class



# Report Guidelines



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Group participants should Review provision in your area relating to either youth work, adult learning or community development and prepare a handout of no more than 2 pages with information that could include the following

- How the group established
- Staffing/structure
- Group aims and outcomes
- Methods and approaches
- Any evaluation?
- Funding
- Partnership working
- Impact on the community



Participants should provide an overview of their findings to the wider group and the handouts should be distributed within the group as a potential resource.

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