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# Module 1

## An Introduction to Community Learning and Development



Module 1

# LEARNING AREA 3

## Mapping, target groups and local issues



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# Resource Mapping



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- 1 Organisational Mapping
- 2 Community Mapping
- 3 Community Planning

## M1\_LA3\_a



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# MAPPING PROGRESSION - Community Learning Plans

The Government focus on Scotland is learning however previous research was based on general community provision. This process can be used to map provision in any context for any priority





# Stage 1 MEETING

- CLD team arranged multi agency meeting, formed agenda and prepared resources for initial mapping
- Participants - NHS, voluntary association, church organisations, libraries, YMCA, Housing, community forum representatives



1. Get group together of agencies who provide learning in specific community ( 3 communities-wards identified) Priority areas
2. Initial mapping exercise – dots on map to identify/illustrate existing provision in community. Large maps, each agency had coloured dot. **M1\_LA3\_b**
3. Outcome - Enhanced knowledge of extent of agency provision e.g. churches, health services etc. providing classes
4. Highlighted common strands of learning provision – IT, employability, parenting, literacy, personal development, health and wellbeing
5. Recognition of overlaps, gap – concentrated provision and lack of provision
6. Prompted research among original group with request for each group to distribute research to any partners not represented at the meeting

## Stage 2 RESEARCH

- CLD team developed a grid and emailed it out to existing partners. Existing partners asked to complete their grid and distribute to their partners
- Deadlines of 3 weeks for process
- All responses distributed to all original partners

M1\_La3\_c

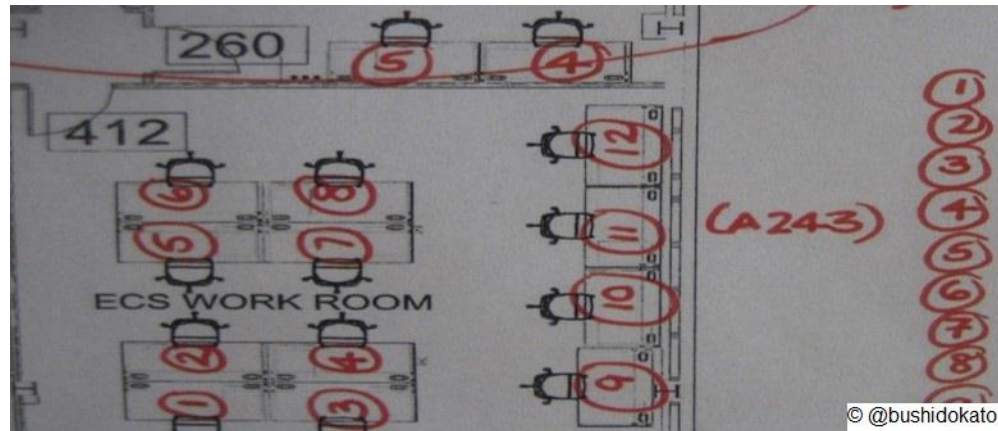
M1\_LA3\_d



# Stage 3 MEETING

- Collate mapping responses – flip chart to identify provision for each day, using different colours for different strands/age range of learning
- Identified competing and complimentary provision

M1\_LA3\_e





# Stage 4 DEVELOPMENTS

- Greater understanding of each other's roles and provision in community
- Moved some provision to different days and different locations to work together e.g. on Tuesday morning's in different venues both libraries and CLD were providing IT support to people seeking employment. After negotiation CLD changed venue to the library and worked with library staff to provide support

- Used research as basis for publicising provision to wider community
- Agreed to publicise each other's provision e.g. one partner started a personal development course, partners publicised this through their existing networks
- Agreed that the information collated from the research should be available to the community, suggested mechanisms included open days, school parent evenings, school council meetings, community events, festivals etc

# GROUP MAPPING EXERCISE



M1\_LA3\_f



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# Policies and Legislation

1 Legislation

2 National and Local Policies

These need to be appropriate to the country/region delivering training

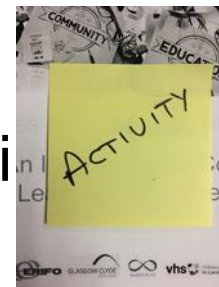


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# Research Exercise

In small groups identify one policy/legislation or organisation that has had an influence on Community learning and Development. You should consider the factors below

- Historical context
- Priorities
- Targets
- Timescales
- Progress
- Links to other policies
- Impact on CLD practice
- Can you identify any projects in the community that link to this policy?
- **M1\_LA3\_g**





# Agency and community priorities



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These will derive from the country/region delivering the training and can relate to any of the 3 strands of Community Learning and Development: Adult learning, youth work, community development

M1\_LA3\_h



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# Overview and Questions



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**cef** community  
education  
facilitating

 Erasmus+

**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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