

Initial brief (or aspirations) for Learning Programme

<p>Proposal 1:</p> <p>Aims and objectives</p>	<p>Key support and questions.</p>
<p>1.a Aim/ Purpose</p> <p>To develop a learning programme with and for local people who are active in the community ; a programme that works with them to develop their participation and lifelong learning and that of the groups and organisations they are apart of; and which supports them in impacting on the process of community regeneration</p>	<p><i>Evidence from the research report and research survey that there is need and demand for such work – this is supported by the advisory group and CBP staff team</i></p>

<p>1b. Objectives:</p> <p>Creating an APPROACH UNIQUE TO CRAIGMILLAR but usable elsewhere, and to involve 70 local people in the development and piloting of the programme</p> <p>Skills and knowledge of local people, activists, volunteers, local staff and community organisations form the ‘backbone’ of the learning programme – for instance, by sharing knowledge, supporting others in taking part and supporting training sessions.</p> <p>Programme to include a ‘formal’ part of training sessions and modules, and an ‘informal’ part where learning and contacts can be exchanged.</p> <p>Using the CBP website to make the training and learning widely available for others to use ... the programme would not be online in the sense of ‘doing it online’</p> <p>Learning support for the programme needs to be flexible and other accessible forms of information to be considered e.g. Video and DVD, and worked towards</p> <p>The possibility of accredited learning to be explored and worked towards.</p> <p>To consider how the learning programme can be supported and funded once the development and piloting phase is completed</p>	<p><i>Evidence from the research report that Craigmillar has a long and broad history of activeness to draw upon, and a distinctive experience to offer and learn from.</i></p> <p><i>Evidence for the range of skills and knowledge available from the research report.</i></p> <p><i>Evidence for the importance of both formal and informal learning comes from the research report and the survey work</i></p> <p><i>Evidence from the research report that some people want information accessible on the web, and from the survey that a significant number of people can access it or would like to learn using computers.</i></p> <p><i>Evidence from the research report and survey of the need for flexible support; supported by the advisory group. Opportunities to learn needed for those who provide the training and support.</i></p> <p><i>Evidence from the survey work and support from the advisory group for this.</i></p> <p><i>Concern from the advisory Group that this should be considered.</i></p>
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2. Target audiences to include:

People active within community projects, groups, structures and networks – including people active within decision-making, running projects and groups, on Management Committees and Board members (Activists and Volunteers)

Volunteers within Community Organisations

New people – who aspire to activeness

Local staff within community organisations

The survey work demonstrates 4 broad categories of people who are interested in more learning:

- People who are not presently active
- People who work as volunteers and members
- People who work as volunteers and play a leading role within a project
- People who work as volunteers, play a lead role, and have a community-wide perspective or role.

Given this breadth of interest and the fact that there are existing opportunities at FE colleges outside of Craigmillar to do relevant courses in community work for those with some educational experience, we are looking to establish a *foundation course or introduction to 'community participation'*. This would give people the opportunity to consolidate their thinking about what they are doing in the community and consider if they want to take up further learning.

The advisory group raised the issue of people who've already done considerable training with the CBP and others and who've – reached a **glass ceiling** for whom this learning would not be relevant. These people would need further consideration – perhaps an individualised and supported learning programme that could take them forward, drawing on a range of learning opportunities.

3a. Nature of formal learning programme:

Structure:

4 modules of training of between 4-5 sessions: session to of between 2 and 2.5 hours each.

Also an introductory session – to explain what training and learning is on offer

And a final session to support individuals and groups in thinking about further lifelong learning opportunities and further opportunities for community participation.

Fits with a foundation/ introductory level – allows people and groups to pick the areas they find most useful

3b. Nature of formal learning programme - Knowledge:

Introductory session (s)

Understanding community and community services

Working with people (communication)

Running community organisations and community initiatives

Regeneration and the bigger picture

Key areas coming out of first research and then prioritised by survey, and agreed with advisory group and CBP staff team

3c. Nature of formal learning programme: Core skills

ICT skills – email, web, (video?)

Good communication in groups, one to one, interviews, meetings

Planning and organising

Participatory research

Using Imagination and creativity

Investigative, weighing up of options

Networking, locating support, sharing learning

Key areas of skill highlighted in research report ... but less clear evidence for this as a priority within the survey. People tended to select areas of knowledge rather than of skill.

Will need further consideration during pilot stage.

3d. Nature of formal learning programme: underlying values and purpose:

Could include:

- Participative/ cooperative approaches
- Community led/ asset-based approaches
- Inclusion/diversity/respect
- Equality/empowerment/social justice/ solidarity
- Creativity and enterprise

Evidence within the research report for these different values and purposes being used ... but they may conflict with each other, and different groups may use them in different ways.

Unclear if this is a useful perspective to have on learning.

<p>4. Informal learning exchange;</p> <p>Resources on CBP website and potentially on other websites - and linked to other sites; for instance Adult Learning Link, DDS group, Be Well, SIP (examples only)</p> <p>Stories, reports, feedback, offers of support and advice from local people</p> <p>Local community participation information and opportunities</p> <p>Research report</p> <p>Other resources</p>	<p><i>Evidence from research report of the value of informal learning</i></p> <p><i>Broken down into chapters for those doing the learning to access particularly themes</i></p> <p><i>Piloting would allow exploration of what other resources would be useful</i></p> <p><i>Use of graphics and sound on website – additional funding needed.</i></p>
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5. Support for a learning programme

Commitment to flexible support:

- Allowing people to work at different paces, individualised support
- Potential for support from different sources e.g. different tutors, local people and groups, different organisations

Clarity:

- Clear what's being offered and what needs to be done in training sessions

Recognising the challenge of getting people involved in a learning programme

- Locating and convincing those people who are aspiring to do this sort of work and learning that this is worth their while

Evidence from research report and survey – supported by advisory group and CBP staff team

Advice from advisory group and CBP staff team

Advice from advisory group and CBP staff team

