Active Learning for Active Citizenship

A mapping exercise, carried out as part of the Active learning for active citizenship report, produced this list of organisations and initiatives. It is not intended to be comprehensive, but to give a useful snapshot of groups and organisations concerned with citizenship learning.

Aberystwyth University is involved in the development of a social capital and health project. They identify citizenship as central to this and employ a community worker to encourage engagement and learning by those marginalised in society. This is accredited at GSCV level.

Age Concern - Councils for Older People (CfOPs) involve older people in being active citizens, identifying their needs and suggesting ways to them to engage and contribute.

Award Scheme Development and Accreditation Network (ASDAN) is a registered charity managed by a team of practitioners from the education, training and voluntary sectors. They provide a certificate in community volunteering (level 2) and have developed extensive training/distance learning resources to help organisations run effective Certificate in Community Volunteering programmes.

Bernie Grant Trust, piloted the fifth of the DfES funded pilot projects in community leadership. Their programme has attracted a wide range of participants from a variety of backgrounds within Black and Ethnic Minority Communities from across the country, but most notably London and Manchester. They sought to develop a core of people in Tottenham, London and Manchester, as ‘area champions’, able to advocate on behalf of the black communities and share their knowledge and skills. Although planned and organised in consultation with participants, the modular training programme is tightly focused on the kind of knowledge, expertise and skills that are required by community leaders to meet the challenges presented by initiatives such as neighbourhood renewal. The Bernie Grant Trust recognises that local people
know what is most likely to work and are crying out for an opportunity to develop their potential and ability.

**Brighton and Hove Working Together Project**, aims to support voluntary organisations that provide services to marginalised or excluded communities and to community groups in marginalised or excluded communities through enabling them to identify their training needs, developing the provision of training and accreditation of learning to paid workers, volunteers, and members of management committees. [www.workingtogetherproject.org.uk](http://www.workingtogetherproject.org.uk)

**CEMVO** (Council for Ethnic Minority Organisations) concentrates on capacity building and is seeking core funding to work specifically with ethnic minority communities.

**The Centre for Creative Communities**, a London based think tank, is committed to the building of communities where creativity and learning have pivotal roles to play in personal, social, civic, cultural, and economic development. Creative Community Building through Cross-Sector Collaboration, a European Mapping and Consultation initiative, is a study of collaborative practices among culture, education, community development, youth, health and social services in 9 European countries: Belgium, Finland, Germany, Greece, Hungary, Ireland, Netherlands, Spain and the United Kingdom.

**Charter88** is an independent organisation that lobbies for people to have as much say as possible about how they are governed and the choices made for them. It promotes active citizenship training to its members.

**Chartered Institute of Housing/People for Action** in Birmingham, is a network of housing and regeneration organisations committed to putting power and influence into the hands of local people. The organisation works across England and Wales and wishes to ensure more training is provided for activists. They are pursuing accreditation for their ‘active learning for residents’ programme. The proposal is to create a framework for the
recognition of the informal learning achievements of tenants and residents. This links with active citizenship by repaying volunteers and encouraging people to be active. The Chartered Institute of Housing already validate courses across Britain for those active on housing issues, in particular National Certificates in Tenant Participation and Sustainable Communities.

**CiCERO (Community Initiatives in Citizenship Education Regionally Organised)**, offers courses in citizenship linked to the European Union and aimed at community activists. Cicero piloted one of the 5 Community Leadership Training Pilots that concluded in March 2003. People who have been disadvantaged in jobs, health and education can join a CiCERO group. They complete a learning programme lasting either 30 weeks or 6-10 weeks and meet other CiCERO groups from different parts of England, Scotland, South Wales and Northern Ireland at residential courses. Learning from each other is identified as crucial and stress is put on the value of the annual conference held in Brussels and the residential summer school. CiCERO groups explore who makes decisions affecting their lives, be it at local, national or European level. They learn how these levels are connected. Concepts of citizenship, democracy and participation are brought to life, based on their own experience. Regional CiCERO groups are being formed to keep this learning network alive but funding is precarious.

**The Citizenship Foundation** is committed to empowering individuals with the knowledge, skills and understanding to engage in the wider community through education about the law, democracy and society. They have contributed to the development of curriculum resources on citizenship education within schools. They are now moving towards greater involvement with the voluntary and community sector. The Citizenship Foundation is the evaluating body for a citizenship package being developed by Learndirect at the UfI (University for Industry). Also they are directly involved in initiatives in Stoke-on-Trent, London, Nottingham and Hastings promoting citizenship education as part of lifelong learning within communities. These are partly funded by DfES.
The Citizen Organising Foundation (COF) is a registered charity whose mission is ‘to create a network of competent, informed and organised citizens who act responsibly in the public life of their communities and who are able to influence, for the common good, decisions which impact on their communities’. It has an institute that runs regular training and seminars for community leaders and seeks professional organisers to help build broad-based citizens’ organisations. COF has links with organisations in the USA, working along lines initially suggested by Saul Alinsky in the 1960s, placing a stress on the development of local leaders.

Common Purpose is a self-funded organisation that aims to inspire a sense of ‘common purpose’ and active citizenship among leaders and entrepreneurs of all ages, backgrounds and sectors. It runs educational programmes, websites and awards and operates through local groups which are a partnerships of businesses and voluntary groups all over Britain. In Plymouth, for example, Common Purpose is co-ordinating the 14-19 years learning strategy for citizenship.

Community Development Foundation (CDF) runs publicly advertised training courses on a range of community development topics and provides some citizenship training.

Community Education Development Centre (CEDC), Coventry, are not currently prioritising work on citizenship but have in the past through DfEE work on citizenship in schools, and wish to do more in this area in the future.

Community Integration Partnership, in Birmingham link into Learndirect learning venues through the Outreach project and offer a Citizenship course and ESOL classes to Asylum Seekers; Refugees and women who have suffered trauma.

Community Service Volunteers (CSV) is a national organisation which promotes active citizenship amongst individual members and collective voluntary organisations at local level. CSV carried out research for the

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cre8.ed suggests positive ways to facilitate engagement and active citizenship.

Department for Education and Skills (DFES, formerly Department for Education and Employment - DfEE), have worked extensively on developing learning packages for community education linked to active citizenship, particularly through the promotion of neighbourhood learning centres (NLCs).

DfES: Post 16 citizenship education, have developed workbooks, *Widening Horizons* and *Broadening Horizons*, that could form a part of, or inform, material suitable for use as part of citizenship education within the voluntary and community sector. In particular the use of such materials could promote self-evaluation and link in to broad accreditation of learning achieved. There are 21 pilot projects across the country with a range of delivery mechanisms, diversity of curriculum, institutions and approaches to learning and client groups.

DfES’s Adult and Community Learning Team has piloted 5 Community Leadership Training Pilots in community leadership training. The impetus for the national pilot project came out of the Social Exclusion Unit’s Policy Action Team Report into Neighbourhood Renewal. These were included in the CSV
(2002) mapping exercise of Central Government Citizenship Training and are planned for evaluation by NIACE (National Institute for Adult and Continuing Education).

**Department of Health** has developed a learning framework to encourage patient participation in decisions about health provision- the Learning Pathway. This links in to the development of Patient Forums and continues the positive work carried out by Community Health Councils.

**Federation for Community Development Learning** (FCDL) has developed an extensive package through the English Standards Board, outlining standards to be met by community based learning for development and change. The Federation’s *National Occupational Standards in Community Development Work* links local action to a national and regional framework and fits well with the development of a national curriculum in citizenship. *Making Changes* (2001) outlines the policy context and key considerations when developing strategies at local, regional and national levels.

**Fircroft College**, Birmingham, also carried out one of the DfES funded pilot initiatives. They focused upon three distinct constituencies- rural communities, South Asian Women and the homeless. Their experience reinforces the view that meaningful community participation in designing and developing programmes is essential to their success, and to the capacity of local people to influence regeneration and other initiatives. The success of their project working with South Asian women highlights the importance of targeted programmes which address the specific concerns and barriers to active citizenship that exist in marginalised communities. The Open College Network (OCN) was used to provide accreditation of learning achieved.

**Getting Connected**, National Youth Agency. *Getting Connected* encourages and supports young adults to develop their emotional literacy and self-esteem as well as increasing their knowledge and understanding.
Gloucestershire Neighbourhood Projects Network is piloting an active learning for active citizenship course locally.

Hairnet, develop and provide e-citizenship e-learning particularly for older learners, especially within sheltered housing - [www.hairnet.org](http://www.hairnet.org) (London)

IDea, the Improvement and Development Agency for local authorities, are currently not prioritising the development of work on citizenship but have done so in the past and may do so again in the future. In general terms, local authority involvement with communities has shifted from a service consumer perspective, towards broader notions of active citizenship and community.

Institute for Community Development and Learning, Middlesex University promotes greater links between Middlesex University and its local and regional communities. It works with local authorities, regional bodies and the education, voluntary and community sectors in London. One of its units is the Neighbourhood Renewal, Citizenship and Community Leadership Unit. This provides conferences, master classes and degree programmes on aspects of active citizenship, community leadership and neighbourhood renewal. It is also working in partnership with local authorities to provide capacity building for partnership working in local communities.

Investors in Communities is funded by the Joseph Rowntree Foundation to accredit the learning of groups and organisations involved in housing issues and creating and maintaining sustainable communities.

Learndirect (Ufi – the University for Industry) provides e-learning for the disenfranchised and, as part of this, a basic skills course for citizenship available on-line (Skills for Life - Citizen UK). This involves 2000 learning centres or ‘hubs’ that may be based on geographical areas or communities of interest (e.g. the farming community). Learning takes place through access to ICT (computer based resources) in local venues such as churches, bookshops or Further Education Colleges. Local access is co-ordinated by the ‘hubs’. Regional Offices link in to local work such as that in Easton, Bristol.
Learndirect have an outreach programme and centres such as in Easton have very good links with local community groups enabling ease of access for learners. They rely heavily on the expertise and sensitivity of staff to ensure learners progress with confidence once they enter a learning centre. Currently, linking in with other work being promoted by Sir Bernard Crick with immigrants, refugees and asylum seekers (Home Office, 2002), the centre at Easton currently focuses on providing English Language learning skills although at the same time developing the use of a Citizenship Package produced by Learndirect.

**Learning Links** is an educational charity working across Hampshire and the Isle of Wight - [www.learninglinks.co.uk](http://www.learninglinks.co.uk)

**Lifelong Learning Sector Skills Council** is being suggested as the body to take forward standards within community development and learning; employment and workplace learning; libraries, information and archive services; further education and higher education. This would include overseeing standards for active learning for active citizenship in the voluntary and community sector.

**Lincolnshire Citizenship Network** aim to achieve social inclusion by improving citizenship competencies amongst local people. Currently they are working with a Junior Youth Inclusion Project and developing a ‘Citizens and Health’ project.

**Manchester Community Audit and Evaluation Centre** is directly developing courses in active citizenship through working with local people and groups to organise learning for community capacity building. They are based at Manchester Metropolitan University but focus on community outreach work, in partnership with organisations such as ‘Community Pride’ in Salford. The courses consist of supported participatory research and activities linked to accredited learning, focusing on the local identification of needs and subsequent possible partnership working to meet those needs. On-Line courses are being developed within a context of participatory and reflective
group deliberation. Pilot projects in local evaluation of community projects provide a base for future activities, especially in relation to learning for active citizenship.

**Museums Libraries and Archives Council**’s learning and access team helps museums, archives and libraries develop accessible and inclusive collections and services that provide learning, inspiration and enjoyment for everyone and therefore promote active citizenship. [www.re:source.gov.uk](http://www.re:source.gov.uk)

**National Institute for Adult and Continuing Education** (NIACE) works to ensure adult and continuing education is accessible to all. NIACE evaluated the five pilot projects initiated and funded by DfES and also publishes a range of literature relevant to this project on active learning for active citizenship.

**Neighbourhood Renewal Unit** (NRU) links citizenship education/training to positive regeneration. Many community based educational programmes are funded by the Urban Programme and/or LSPs (Local Strategic partnerships), (Social Inclusion Partnerships in Scotland). The NRU is working with the Further Education (FE) sector, through LSCs (Learning and Skills Councils), to develop education for neighbourhood renewal.

**Northern College, Barnsley** carried out one of the DfES funded pilot initiatives on community leadership training. The College has a commitment to working with adults without formal qualifications to provide routes into both part-time and full-time study. The pilot project therefore progressed within this ethos and the curriculum content is highly relevant to the social and political circumstances of people’s lives in run down communities. The courses provided have involved a series of short residential courses focusing on skills and knowledge for community activists involved in regeneration initiatives. Professionals involved consider all modules within this pilot to be part of active citizenship education, but specifically a module entitled ‘Active Citizenship and Local Democracy’ is offered. The modules are currently free for participants. Some accreditation is provided through OCN although more stress is placed on students progressing at their own pace and at a level to suit their own
individual circumstances. Northern College has initiated an Academy for Community Leadership, therefore continuing with the valuable work developed during the ‘pilot’.

**The Open University** offers a module on Citizenship and a course ‘*Living in a changing society*’. Tutorials are provided by phone supporting individual learning using videos, cassette tapes, and books.

**PaRTicipate** is a funding scheme set up by Arts Council England South West and the European Social Fund. It will enable unemployed individuals and groups to work with an artist to develop skills and increase confidence.

**Paulo** is the National Training Organisation (NTO) for community work and community education. It is a small scale organisation accrediting community based courses across Britain.

**Plymouth College of Further Education** offers Edexcel BTEC qualifications in public services contain modules on citizenship and are run at PCFE and in FE Colleges all over Britain. Like other FE Colleges Plymouth College of Further Education form part of the local ‘Learning Partnership’ facilitating post 16 citizenship education projects within schools (at Egguckland and Lipson in Plymouth). Plymouth CFE, and no doubt many other CFEs across Britain, also run AS level courses in Citizenship.

**Regional Community Development Networks** promote and support training opportunities. They also seek to influence the strength of community development practice in their regions. This is likely to involve creating training opportunities. They have good links with Regional Government Offices.

**ROTA** (Race on the Agenda) is an innovative think tank devoted to issues that affect London’s Black and Minority Ethnic communities. ROTA stress that everyone should attend citizenship classes to ensure a better understanding of the characteristics of a newly emergent and modern multi-cultural state.
Ruskin College, Oxford. Ruskin College is an independent educational charity, which was set up to provide educational opportunities for people who might not otherwise have the opportunity to study. One of the DfES funded pilot initiatives on community leadership called the Oxfordshire Community Development and Education at Ruskin (OCEDAR) was based at Ruskin College. Employees of this pilot project were community workers with a high level of commitment and dedication. OCEDAR targeted ‘communities of interest’ via wide consultation and outreach with groups. The project was able to tap into expertise at Ruskin College arising out of many years of placing students on placements within organisations in the voluntary and community sector. Those involved believe they can offer a method of working which proved successful. The strategies adopted include: working with existing groups who have articulated needs; using participation action research to identify training needs; and identifying and working with disadvantaged groups who are not yet at a stage to articulate needs. In all cases the curriculum has been developed in collaboration with participants and is relevant to their expressed requirements.

Salford Proud City Citizenship Development finds practical ways to link the community, business and the local authority in co-operative activity. It includes a ‘proud city’ qualification route. This City and Guilds qualification could easily be replicated elsewhere. The Active Community Unit already funds much work carried out by the Proud City Co-operative.

Scarman Trust encourages people to access training facilitating reflection on the roles of citizens and their relationships with each other.

Scottish Executive - a national training programme in Scotland aims to promote community participation along with active and responsible citizenship. This is primarily through community learning and development. Continual monitoring and evaluation is encouraged through access to self-evaluation materials on the web (www.scdc.org.uk/leap/index.htm). Local partnerships are encouraged by requiring bids, such as that by Edinburgh’s
Numeracy and Literacy Action Plan (ENLAP), to be a joint one from the local authority Community Education service, colleges and the voluntary sector.

**SkillShare, North East**, was established to be, and remains an organisation which through the provision of cost-free training and support, aims to develop the capacity of local groups and individuals to be able to respond to a wide variety of the community needs.

**Social Action for Health, London** start from the acknowledgement that in inner London, social capital is high. They work with people in Hackney, Tower Hamlets, Newham and Southwark, that is the East of the city. In this area, people go to large weddings, take part in sports events and attend their place of worship (such as church, mosque or temple). Yet at the same time public life can be seen as difficult and threatening, going against ideas of staying ‘out of trouble’ by ‘keeping their heads down’. Using innovative techniques including interactive drama, **Social Action for Health** aim to enable people to operate in public life. They focus on helping people gain confidence that they will not be putting themselves and their families at any risk should they engage in the public processes of civil society.

**Stoke-on-Trent Community Citizenship Education Forum** has been developing active citizenship education with support from the Citizenship Foundation for some time. Local adults are working with local young people along with others within their communities to promote active citizenship. The local **Youth Act!** steering group, consisting of youth and adults, links with the Cross Community Citizenship Education Forum and more generally with community forums across Stoke.

**Stonewall** has produced ‘**Get Involved: A guide to active citizenship for Lesbian, Gay and Bisexual (LGBT) people**’. This provides information on how to play an active role and have a voice in many areas of public and community life. Although written primarily for an LGBT readership, the guide is inclusive of multiple discrimination and multiple identity issues and therefore provides material of more general value.
**Stronger Voices**, within the National Consumer Council, aims to educate consumer representatives.

**Trafford Hall** provides a base for residential courses, including some directly related to active citizenship learning, such as the Social Action Summer School organised by De Montfort University Centre for Social Action during June 2003. Staying at the facility provides a large part of the attractiveness of the courses provided. A very successful *Young Movers Programme* is based here and supported by a member of Trafford Hall staff. This involves developing citizenship training with young people from all over Britain. This work is lottery funded. Volunteers support the full time staff. Most of these volunteers are people who previously attended as course participants. Interesting and innovative approaches to accreditation are embraced.

**UK Youth Parliament, The Scottish Youth Parliament and local Youth Parliaments** - the Children and Young People’s Unit is supporting the UK Youth Parliament and the Yvote? Ynot? initiative to re-engage young people in democratic politics. The Scottish Youth Parliament has built upon the grassroots development of local youth councils across Scotland since the early 90s. This was supported by statutory and voluntary sector community educators. *Young Scot*, Scotland’s leading community education magazine for young people (published in association with the Daily Record) ran a series on the Scottish Parliament and via a partnership with the *Teledemocracy Centre* at Napier University used its website to inform and engage young people ‘on-line’. Local Learning Partnerships are involved with Youth Parliaments.

**Working for Change** works primarily in Wolverhampton, in the West Midlands, with women involved in neighbourhood regeneration. They aim to help women overcome barriers to healthy, democratic, participation in governance initiatives through the development of confidence, skills and understanding. They enthusiastically link into area, regional, national and European networks. However, funding is patchy and short term means that sustainability is fairly impossible.
**Workers Education Association** (WEA) has had citizenship as a founding principle in its mission since 1903 and takes a lead in developing programmes specifically designed around active citizenship themes. It works across Britain with regional infrastructures to support local work. For example: WEA South Yorkshire is very active in citizenship learning, working with groups and organisations engaged in the Objective 1 Community Action Planning processes, with a range of Black and Ethnic Minority groups, with disability groups, with refugees and with family learning in disadvantaged communities. WEA Belfast runs a local authority funded project to encourage civic engagement and produced ‘*In From the Margins*’, a series of experimental curricula designed to encourage participation in learning. WEA Fife (Scotland) piloted the WEA’s ‘Citizens 1st’ course with four community interest groups in West Fife in 1998.