

ACKNOWLEDGEMENTS

The development of this profile document was funded in part through the Government of Canada's National Crime Prevention Strategy.



Government
of Canada

Gouvernement
du Canada



National Crime
Prevention Strategy

Stratégie nationale
pour la prévention du crime

This handbook has been prepared to assist agencies to implement a social development approach to crime prevention through a community education mechanism that has been used in Southwestern Newfoundland for the past decade. The Community Education Network (CEN) in Southwestern Newfoundland is used as the example of a full functioning and successful social development organization to prepare the handbook.

The background for the handbook was completed by preparing a history as well as a description of the current operations of CEN, its strategies and programs. Providing the user with steps to setting up a community education initiative was considered to be too prescriptive and did not reflect the non-linear nature of the Community Education Network. When CEN was established many actions were taken together rather than one action following another. It is hoped that this handbook will help those wishing to establish a community education approach through the lessons learned by CEN throughout its history and as a result of a description of its current operations.

The handbook provides an overview of

- the Community Education Network today
- the lessons learned in initial implementation of a community education approach
 - the impetus of initial start-up
 - partnerships and taking joint action
 - key factors and pivotal events leading to success
 - barriers to success
- the core operations of the Community Education Network
- the strategic directions of CEN including
 - processes and committees
 - programs and projects.

An additional intent of this handbook is to draw a comparison of CEN and its social development approach and crime prevention through social development. CEN is a model of social development that engages people in communities in the development of greater well being of their children and youth through prevention and early intervention approaches as well as the creation of safe, crime free communities through the development of local leadership, community capacity building, inclusiveness and holistic approaches. This handbook draws the link between crime prevention through social development and the Community Education Network.

Crime Prevention & Community Education: A Framework for Social Development

New thinking in crime prevention has given rise to social development frameworks that are consistent with the approach taken by the Community Education Network. A recently released report by J. P. Ellsworth & Dr. L. Jones-Walters, *Defining the Social Dimensions of Sustainable Development: Advances in Crime Prevention, Social Inclusion and Sustainability* provides background to the most recent thinking on crime prevention.

This report states that it is difficult to resolve complex social, economic and environmental issues and problems through remedial policies and programs. Remedial measures mainly address symptoms rather than root causes. Most of the policies, programs and services of both the federal and provincial governments have traditionally been based on reacting to those with problems rather than being proactive by taking a preventative approach.

Complex problems often cannot be resolved by a single government department or agency. Coordinated approaches among all partners whose sectors are impacted are needed. According to Ellsworth and Jones-Walters, for example, many forms of prevention such as health promotion and poverty reduction attempt to engage social and economic development partners to address often the same root causes as those that also reduce crime.¹

In drawing the link between crime prevention through social development and the Community Education Network, this handbook relies heavily on this report. In fact, community education as practiced in Southwestern Newfoundland is another form of prevention addressing root causes.

Community Education

Community Education is a social development process that implements the crime prevention approach promoted by Ellsworth and Jones-Walters. As such, the remainder of this handbook focuses on Community Education. It provides an overview of Community Education and allows the user to establish and operate a Community Education approach.

Description

Community Education, as the name implies, is about communities. It is, therefore, a place-based approach to social development and thus a geographical area is central to the process. It is also about people in communities becoming engaged in the development of their own social and economic well being. It is thus also about the people that live in these communities.

Community Education Network is a not-for-profit community-based organization based in Southwestern Newfoundland. It seeks to foster a community-wide interest in learning, and to provide both the means to learn and specific learning opportunities relevant to the areas social and economic challenges and aims to address them using a holistic approach – one that considers lifelong learning within a community context as a central part of the solution. Community education is defined as a process whereby learning is used for individual and community betterment. It is characterized by the involvement of people of all ages; the use of community learning, resources, and research to bring about

¹ Ellsworth, J. P. & Dr. L. Jones-Walters, *Defining the Social Dimensions of Sustainable Development: Advances in Crime Prevention, Social Inclusion and Sustainability*; Report of Embedding Prevention in State Policy and Practice Initiative – U. S. National Crime Prevention Council, March 2003.

community change; and the recognition that people can learn through, with, and for each other to create a better world.

The role of Community Education is to problem-solve and provide a mechanism for joint decision-making among social and economic development agencies. Community Education is an alliance of education, funding and human service agencies working in partnership with community members and groups to promote social and economic change.

In Southwestern Newfoundland the **Community Education Network** (CEN) provides this role. It is a good example of a Community Education approach and will be used to describe how a Community Education approach can be established and function successfully.

CEN operates as an umbrella organization bringing together a wide range of community and government agencies representing education, health promotion, social services, human resource and economic development to initiate partnerships and collaborative projects in order to address community needs in a more integrated, holistic manner. As a staff person interviewed stated, “CEN gets people working together who would not otherwise do so. Everyone is brought to the table to solve problems and to take action. Problems are brought to CEN and a focus is always placed on finding solutions.”

The main function of the Community Education Network is to provide a framework to support co-operative programming and inter-agency collaboration in the development and operation of a variety of programs and projects. Activities include information gathering and sharing, regular meetings with partner agencies, and community forums. It is a lifelong learning approach, which includes services for prenatals to seniors. In its perfect state CEN would be able to solve every issue and serve every community.

There are various programs sponsored by CEN who is the employer of those working in the programs. Each of the programs under the CEN has the same vision and mission. CEN helps each program find connections with the other aspects of CEN and with the other programs. CEN facilitates the sharing of information and of resources. It is the mother ship for all the programs and services.

The CEN Director also provides an information clearinghouse service. The CEN is best described as a partnership that is structurally fluid, with the partners and the funding sources constantly evolving. This fluidity, however, is firmly anchored by the shared philosophy of community education and the common belief in the need for a collective approach to address the challenges faced by area communities.

Nature of Community Education Network

- Umbrella organization
- Medium for development of community initiatives and interagency cooperation
- Supportive role in nurturing and mentoring its community action initiatives
- Sponsoring body for many community initiatives
- Catalyst
- Initiator

Community Education Network Vision

The most succinct description of CEN is in its vision.

Community education is a process whereby learning is used for individual and community betterment. It is characterized by the involvement of people of all ages, the use of community learning, resources and research to bring about community change and recognition that people can learn through, with and for each other to create a better world.

Community Education Network Mission

The mission of CEN shows its comprehensive approach to the development of people and their communities.

Guided by community education principles, the mission of the Community Education Network is to create a learning culture through a lifelong learning process which promotes personal enrichment and healthy, sustainable communities.

Community Education Network Principles

Attention to the principles that guide the way CEN carries out its mission are considered by most who are involved in the organization as one of the crucial aspects of the success of the organization. These principles are the same or similar to all of the principles that guide Crime Prevention through a social development approach. CEN has endorsed and seeks to practice the following principles of community education which are also consistent with a number of family support principles.

Crime Prevention through Social Development Principles	Community Education Principles
<ul style="list-style-type: none"> • Empowering processes • Strategic approach • Local leadership • Inclusive partnerships • Future focused • Preventative elements • Holistic perspective • Community driven • Shared stewardship • Multi-faceted • Evidence Based • Adaptive management 	<ul style="list-style-type: none"> • Self-determination • Self-help • Maximum use of resources • Leadership development • Inclusiveness • Life-long learning • Community involvement in schools • Integrated service delivery • Localization • Community capacity building • Citizen engagement • Institutional responsiveness • Participatory practices

What is different about this approach?

Traditionally, government agencies work independently of one another in “silos”. For example, departments dealing with health operate independently, for the most part, from departments dealing with education, crime and income support. Social development models such as crime prevention through social development, the Population Health Model and the Strategic Social Plan for Newfoundland and Labrador, acknowledge that resolving one problem cannot be achieved without resolving other issues. For example, health cannot be improved and poverty cannot be reduced without education. Nevertheless, government departments are not organized in a manner that supports coordinated and integrated approaches and government social programs have minimal ability to invest and intervene at community levels and few have the mechanism that allows coordinated client-centred approaches to be implemented.

A community education approach provides government agencies that have little capacity for community-centred approaches, the ability to become more involved in communities. The role of CEN is to guide the interventions and investments from the programs and services to support a developmental continuum through education and other social supports to the individual and to determine community needs that enables partner agencies to provide the appropriate programs and services within communities to meet the need of the residents. As well, partner agencies support CEN in the delivery of their programs and services, which are often community-based and holistic in nature.

Why does it work?

The community education approach implements more integrated and coordinated approaches to social development that cannot occur within any single agency. CEN provides the mechanism for all partner agencies to work differently.

- It provides a mechanism for agencies to play a role in the implementation of community and regional rather than sectoral strategies.
- It provides a forum for agencies to work together.
- Since the programs of CEN also belong to the partner agencies, integration can occur since this is the approach used by CEN at the program level.
- It provides a way to work with communities as few partner agencies have community programs while most realize the importance of communities in social and economic development.
- All the decision-makers in the region are involved and as a result of “safety in numbers” there is less resistance of central management.

All agencies are interested in being involved, as CEN has been a benefit to all of them.

- National and international networks have been developed that alert agencies in the region to leading edge thinking and practices and allow networks of their own to develop.
- Partner agencies are also more successful locally since the efforts of all improve the outcomes for each; the success of one is the success of all.
- CEN helps each agency become stronger and to better achieve their mandates even though they are otherwise the same as agencies throughout the province.

INITIAL IMPLEMENTATION

What is the impetus for establishing Community Education?

The impetus for starting any initiative is usually a problem or issue of concern. This was no different in the late 1980s when the Community Education Network had its early beginnings. The impetus for the initial implementation of the Community Education Network was the low levels of education on the Port au Port Peninsula. It came from the frustration of various organizations that were serving families on the Peninsula.

Economic Development

During the 1980s, the Port au Port Economic Development Association carried out a youth survey which found

- a high rate of migration of skilled people out of the region
- interest in leaving by most youth in the area
- a high percentage of the population had not completed high school
- erosion of the human resource base needed for economic development

At first, it was thought possibly the problem was in the classroom. Upon examination of what might need to be done differently in the schools, it was concluded that the problem lay beyond the school walls. Upon examination of the issues, it became clear that the root causes of the education and under-development problems were somehow founded in communities and in families. This brought the problem into a different light not only for educators but also for other organizations that had relied upon the schools exclusively for education.

Student Retention and Achievement

The School Board completed a study in 1988

- Found that there was an extraordinary dropout rate in schools
- Low achievement levels of students were also a major concern.
- From an education perspective there was a crisis in education in the area
- High levels of teen pregnancies, poor parenting, and poverty were also issues
- Roman Catholic School Board became alarmed.

This led to the establishment of a retention committee in Lourdes. This committee became the forerunner to the Community Education initiative. Preschools were established as the first initiative of the Lourdes Retention Committee, separately from the school system and without the support of the department of Education. This became the first initiative of the soon to be organized Port au Port Community Education Initiative.

Lessons Learned

The Community Education Network as it is 12 years later, has expanded from working on the Port au Port Peninsula to operating throughout Southwestern Newfoundland. It also addresses many social development issues besides the ones identified on the Port au Port Peninsula a decade earlier that stimulated its initial development. It was important to start with a manageable problem and geographic area and expand over time. It allows those who are organizing the initiative to

- gather necessary evidence to understand the issues and problems being addressed,
- explore solutions,
- focus on manageable problems and issues
- focus on fewer communities,
- concentrate efforts that show successes early,
- explore appropriate approaches for community engagement.

How do the partnerships develop that allow joint action to be taken?

Partnerships that allow joint action to be taken are an essential element of a community education approach. Often there are many problems but few mechanisms to solve them. The mechanism used to resolve the problems on the Port au Port Peninsula was a Community Education approach which was based on the necessary partner agencies coalescing around a common goal and acting together to resolve problems. This approach, however, was not recognized as Community Education until the early 1990s.

The following lists the main components of developing partnerships that allow a Community Education approach become successful.

- Recognized need in the area for multi-sectoral partners
- Strong leadership in social and economic agencies in the area
- The “right” people with authority in agencies representing the “right” agencies
- Recognition of common problems
- Cohesion around common goals
- Recognizing the importance of education in broadest sense
- Recognizing that the problems cannot be solved by any one agency alone
- Recognition that a new process is more important than “defending turf”
- Openness and inclusiveness of all agencies
- Developing trust among the partners.

Early Partnerships on the Port au Port Peninsula

Being a small rural area of the province where people involved in different organizations were often the same people, cross-fertilization allowed the perspectives of the Port au Port Economic Development Association and the Roman Catholic School Board to come together and joint action to be taken.

- The Development Association had recognized problems from an economic development perspective
- The School Board had identified the same problems from an education perspective

Other Partners

Local office of the Department of Social Services (now the Department of Human Resources and Employment)

- was alarmed by the 89% unemployment rate and the area having the highest Social Assistance rate in the province

The local Canada Employment Centre (now Human Resources Development Canada)

- had been investing in the Peninsula through job creation and economic development strategies for disadvantaged areas of the country with minimal results.

Community Futures

Enterprise Newfoundland and Labrador (now the Department of Industry, Trade and Rural Development)

The District Office of the Royal Canadian Mounted Police

Public Health (now the Western Health and Community Services Board)

Westviking College (now College of the North Atlantic)

Lessons Learned

- It was recognized early that there was a need for multi-sectoral involvement and more partners were required. An effort was made to bring other agencies into the process. Subsequently twenty other community partners joined forces to address the under-education and under-development issues on the Port au Port Peninsula. Other agencies that had already identified problems from their own perspectives were enthusiastic about becoming involved. The relationship among the agencies, however, was not formalized as a Community Education initiative until 1992 when it became the Port au Port Community Education Initiative.
- There had always been a tradition in the area of people coming together to address serious problems and it was the “right” people rather than the agencies coming together that made the Community Education Initiative work. They brought their agency support with them locally, but their leadership within their organizations and their commitment to social and economic development in the region appears to have been the key factor in the initiative’s initial success. All had a high level of authority in their organizations and could, therefore, commit people and resources to the Initiative. Many individuals went beyond their traditional roles in agencies by pushing their envelopes.
- Focus on a common problem helped to bring all the agencies together prior to the establishment of the Community Education Initiative. A formal discussion and dialogue began to take place among the groups, at first related to early childhood interventions, but soon about the actions that needed to be taken to affect the social fabric of the region.
- A sense of cohesion around common goals and later common principles was the driving force in the establishment of the Port au Port Community Education Initiative. This was considered by all those involved in the initial implementation as the single most important factor to the initiative’s later success.
- The leadership in the agencies in the region recognizing the importance of education in its broadest sense as a pre-requisite for social and economic development was also considered to be a key factor in the initial success.
- Key leaders from all the organizations felt strongly that the problems that existed were bigger than any one of them could resolve and that a greater level of cooperation was needed to achieve their common goals.
- Some of those interviewed felt that even when there is an overt commitment to partnerships, many continue to defend their territory in their day to day actions. The partnerships that were formed among the agencies on the Port au Port Peninsula were based on a real commitment to the importance of the process, were a more effective way of working and became a routine way of doing business very rapidly.

- It was thought that there was a greater openness to inclusiveness by all agencies in the area and everyone in these agencies risked bringing common issues to the same room for discussion. People felt that information sharing was more important and more could be done as a group than individually and acting apart from one another.
- Lack of trust among agencies was potentially a problem but this was overcome early and agency representative were able to share information without fear that their employers would reprimand them. Individuals also trusted their employers to support them and there was trust among the different agencies. The people in each agency, however, were key as they were also trustworthy and they wanted to cooperate.

What were the key factors and pivotal events leading to success in the early years?

There are several factors or events that can help a Community Education approach to be established successfully. These include

- The commitment and support of a key central government agency
- Hiring of a coordinator/director who works for all the agencies
- Establishment of the first two initiatives or programs together.

Lessons Learned

- In the early 1990s the Economic Recovery Commission (ERC) became involved with the initiatives being undertaken on the Port au Port Peninsula. Up to this time the affiliations among organizations had not been fully formalized. The support of the Chairman of the ERC, who felt the initiatives being taken on the Port au Port Peninsula were groundbreaking, and the ERC became a sympathetic bureaucratic ear.
- The Commission dedicated a staff person as a catalyst and facilitator that was able to spend some dedicated time in formalizing the process. A name put to it - the Port au Port Community Education Initiative. This gave the process credibility and legitimacy and opened doors in the provincial bureaucracy.
- The facilitation of joint conversations that occurred around formalizing the Community Education Initiative allowed people to realize the value of collaboration and the importance of local ownership in social and economic development.
- The hiring of a director who would work for all the agencies was pivotal. A qualified and committed Director was found who stayed with the organization through its growing pains and continues in the role today. The establishment of

this position in the new organization was a commitment to keep the organization going and have an ongoing impetus that would not allow the commitment of the organizations to fizzle.

- Equally important was the establishment of the first two programs of the partners, which allowed them to feel early success. Preschools were established and there was immediate improvement in school readiness. The other program was the Pathfinder Learning Centre that gave credence to the organization by addressing needs of dropouts that were not being met in the Peninsula and tackling the under-education problems and low achievement levels in the schools. These were the flagship programs that provided the mechanism for the organization to be part of serving all families on the Peninsula.

What were the barriers to development?

There were many barriers that needed to be overcome throughout the initial implementation and on-going operations of the Community Education Network. The following list provides an overview of these barriers.

- Lack of ability to secure stable funding.
- Many partners were concerned about overstepping the bounds of their own jurisdictions.
- Local agencies often had to by-pass or bend rules and use flexible programs in serving clients.
- There was resistance by central government agencies since the broadly integrated approach was not the way of doing business in government.
- Changing government services and programs and changing personnel within organizations required networks to be rebuilt.

Lessons Learned

- Funding in general was a problem both from an organizational perspective and from a program delivery perspective in meeting the needs of people. Funders needed to buy into the need for coordinated interventions but it was difficult to convince them of this. Funding for the organization and its programs has always been on a whim of government.
- A lot of effort and energy is spent on trying to obtain core funding and the Director and CEN Working Group were constantly dealing with different organizations to secure funding for an additional year at a time. Although there were individuals within the Department of Education and through out government who informally supported the Organization, no formal support for the concept nor financial support was provided. It was always critical, therefore, that sympathetic supporters in the bureaucracy needed to be found so that some funding could become available.

- New initiatives often stymied by no support from government.
 - Staff are contractual and are dependent upon insecure funding for their employment.
 - Core funding needs to be incorporated into the government process as a yearly investment.
- Many were concerned about their own jurisdictions and many felt they might be overstepping their bounds. Broad-based community support does not always translate into bureaucratic support. There was little interest at the time in doing the business of the provincial government differently.
- Much of the bureaucracy in the late 1980s in decentralized government offices felt the freedom to act somewhat independently of their central agencies. It was, however, not an easy concept to take on and it was a struggle at times but the initiative would not be derailed.
 - All federal and provincial organizations in the region had some decision-making freedom but there was often resistance by central government agencies since the broadly integrated approach of the Community Education Network was somewhat inconsistent with the more linear approaches of federal and provincial line departments.
- Local agencies often by-passed or bent rules and used flexible programs in serving clients to enable the broader more macro-level goals and objectives of the combination of organizations under the community education initiative to be achieved. There was also “safety in numbers” and many local agencies pressured their central offices by using the commitments of other agencies in the area to garner their own commitments.
- Many of those who took leadership roles from their local agencies needed to develop commitment to the Community Education Initiative by the rest of the staff of the agency and to integrate the philosophy of Community Education into government agencies in the region and province for implementation to work effectively.
- Changing government services and programs as well as changing personnel have always been a problem. The success of the Community Education Initiative then and now is often dependent upon rebuilding networks and relationships when key staff persons leave agencies in the area.
- Not only were personnel changes imminent, but also major restructuring changes were near at hand. During the 1990s, all of the agencies involved went through re-organizations that for many resulted in profound changes. The most substantial change took place in one of the principle partners and driving forces of the community education in the area.

Changes in Agency Partners

- The Roman Catholic School Board that was abolished with the demise of the denominational school system in the province and was replaced with a non-denominational District.
- The shift in focus of investments by Human Resources Development Canada changed to provide interventions through the Labour Market Development Agreement.
- Enterprise Newfoundland and Labrador was reorganized into the Department of Development and Rural Renewal (now the Department of Industry, Trade and Rural Development).
- The status of the Westviking College changed from an independent college to the Head Quarters of the College of the North Atlantic.
- The Department of Social Services was completely restructured into the Department of Human Resources and Employment.
- The Community Health Boards were established which now incorporated local Public Health staff and the Division of Children, Youth and Family Services which included Child Welfare.

How did the vision of Community Education evolve in Southwestern Newfoundland?

Early in its history CEN adopted the philosophy "that educational goals, in concert with economic development initiatives, must provide the initial movement leading to growth." In their view, "it was clear that education in its traditional guise would not provide the change element requisite for long-term economic development. The decision was to take a holistic approach, using multiple strategies to create a learning culture where the learning system encompasses early childhood education, formal schooling, and ongoing training and education."

Lessons Learned

- According to most people who were involved in the early years of CEN, its success can be attributed to partnerships, building trust, loyal dedicated staff, Board trust of staff by not micro-managing and involvement of staff in setting directions of the organization.
- Over time recognition of CEN nationally, regionally and locally increased but less so provincially. It was felt that there should be more provincial government and local interagency recognition of the importance of CEN and knowledge of "what CEN is about". Staff in government should be challenged on what their role should be in CEN since most people do not see the fit easily. The biggest payoff in recognition of the organization and in finances has been the Director going to national conferences and networking.

- CEN would probably not be as successful if it were totally community based. It is easier to provide leadership when it is part of one's job to do it. Leadership at community level is still a problem. Empowering people takes time but most organizations understand the value of empowerment.
- CEN appears to be more relevant to the public than other organizations. Many people show up to CEN public meetings as their work is more relevant to people than most other organizations.

CORE OPERATIONS OF COMMUNITY EDUCATION NETWORK

The Community Education Network has a range of programs, services and projects which are carried out on an on-going basis. The CEN, however, needs also to be thought of as an entity even without its programs and services which often operate with their own boards or management committees. In this section the role of the core concepts and core operations of CEN will be discussed as well as the relationship it has to the programs and services provided under the umbrella of CEN.

The next section will describe the role of the strategies and their programs and services and project initiatives, which is the way CEN carries out its mission.

Inclusive and Empowering Core Concepts

The Community Education Network has core concepts that are the same as those described by Ellsworth and Jones-Walters. These concepts govern the implementation of initiatives. The core concepts are taken from Ellsworth and Jones-Walters, *Defining the Social Dimensions of Social Development: Advances in Crime Prevention, Social Inclusion and Sustainability*, however, the concepts are based on the operations of CEN.

Governance: Governance of CEN includes mechanisms through which citizens define their interests, meet their obligations and resolve their differences. CEN helps citizens pursue collective organized action through collaboration of government, voluntary sector and private sector organizations. In these more comprehensive community initiatives, CEN helps to align the efforts of government, the voluntary sector and the private sector in achieving outcomes that none could achieve alone.


Catalytic Leadership: The comprehensive approaches taken by CEN in communities reach beyond the boundaries of the mandates and disciplines of each of the partners and CEN helps the partners to subscribe to a comprehensive collaborative leadership philosophy in order to develop and implement strategies capable of addressing the complex issues in communities. Potential leaders are pulled together from all walks of life, provided leadership training when necessary, and CEN helps to make them a collaborative team of people joined for the purpose of achieving change.

Knowledge management: Knowledge management was defined by Ellsworth and Jones-Walters as “the identification, optimization and active management of intellectual assets, even in the form of explicit knowledge held as artefacts or as tacit knowledge possessed by individuals or communities.” “Those who share tacit knowledge and integrate it with explicit knowledge create something new and are the catalysts of innovation.”² CEN brings people in communities together with expertise and with educational opportunities to enhance their ability to plan, take action and manage change in their communities by using the explicit knowledge gained by education and advice from experts and by having a mechanism that values and allows the tacit knowledge they possess to be used.

Communities of Practice: In some cases, achieving a vibrant and sustainable community where people are educated, healthy, safe and prosperous requires social and economic change in entire communities. CEN helps to provide a mechanism for communities to take a more comprehensive approach to holistic and integrated social and economic development where stakeholders are engaged in the process and there is a mutual transition of all partners. CEN assists communities in partnership with government, the private sector and community-based sector groups in communities to gain a shared perspective, language and framework for change. CEN helps relationships grow and helps knowledge to be shared.

Results Management: CEN has begun to use an applied research approach to determining the status of children ages 0 to 6 years in Southwestern Newfoundland as well as the status of community services for these children. This research enables communities to plan and implement activities around targeted results. CEN also provides the ability of its government and community-based voluntary group partners to become engaged in implementing these plans together as the results are often beyond the scope of a single project or organization. CEN enables a more comprehensive approach to be taken with a broader focus. When a holistic evidence-based approach is used, an integrated result framework can be established from a community social profile. CEN intends to take an applied research approach to determining the status and needs of older children ages 7 to 18 years and the status of community initiatives for this age group in the near future.

² Ellsworth, J. P. & Dr. L. Jones-Walters, *Defining the Social Dimensions of Sustainable Development: Advances in Crime Prevention, Social Inclusion and Sustainability*; Report of Embedding Prevention in State Policy and Practice Initiative – U. S. National Crime Prevention Council, March 2003.

Mutual Transition Within Comprehensive Initiatives		
Stakeholders	Learning Network	Community of Practice
People and organizations who are affected by an issue or who can contribute to its solution.	People and organization committed to sharing information, lessons learned and promising practices.	People and organizations committed to working collaboratively in the development and continuous improvement of practice.
Stakeholders are not necessarily aware of their relationship with or able / willing to assist in addressing issues.	Learning networks help to develop relationships, a multi-view, multi-value perspective and a common language.	Communities of practice produce and share practices within a common framework for change.
		
<ul style="list-style-type: none"> • Increased transfer and adoption of knowledge and practices • Increased capacity to address complex issues • Increased capacity to achieve high level results 		

Source: Defining the Social Dimensions of Sustainable Development: Advances in Crime Prevention, Social Inclusion and Sustainability³

How does CEN operate?

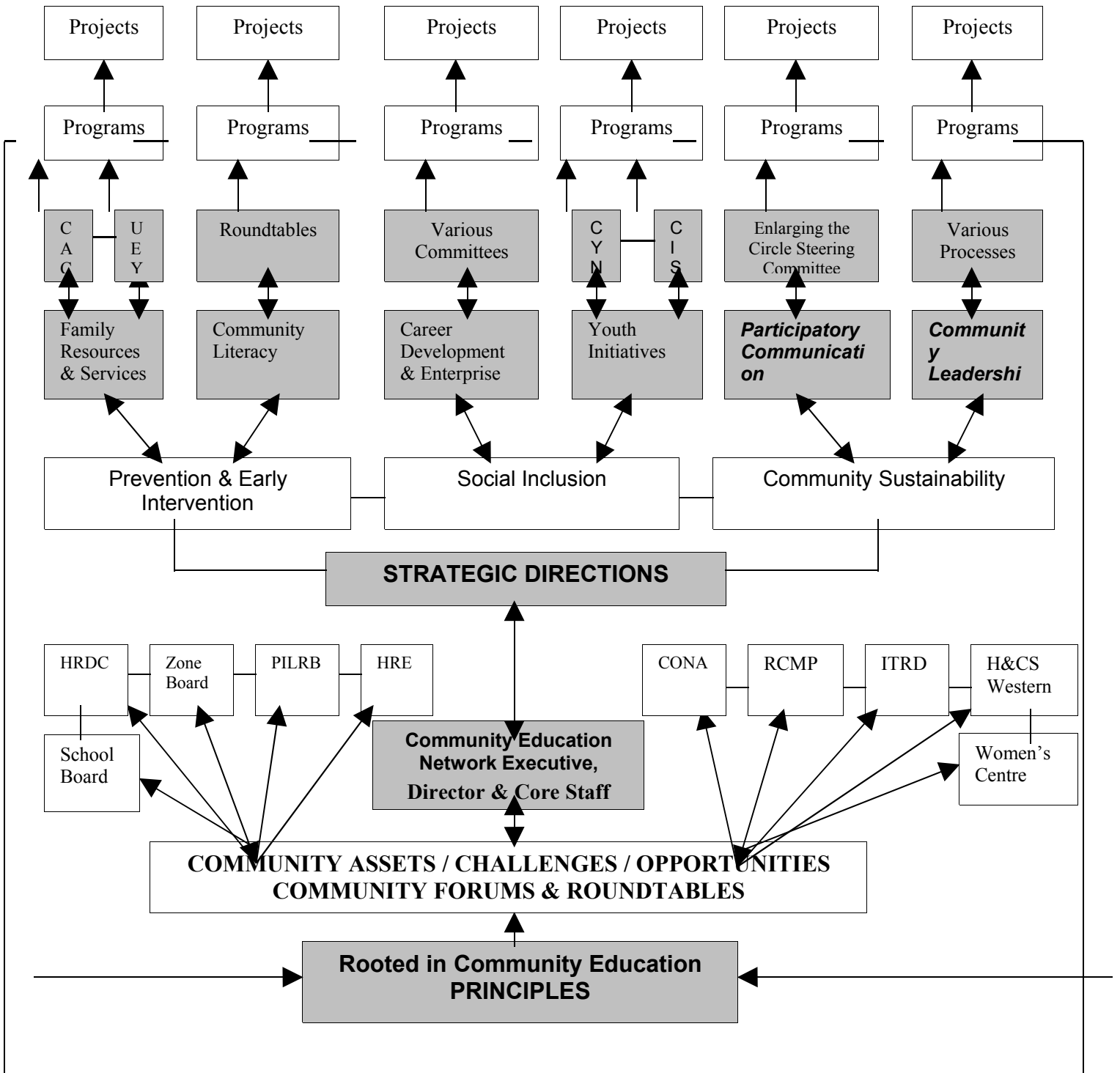
The core operations of CEN are the assessment of community needs and issues. This includes social planning, applied research, community development, leadership development, participatory communications and community roundtables. The purpose of the planning and development activities is to create an environment for participation in programs and a climate for social development & increased well being. All partners are involved in this process so that each can coordinate and integrate their efforts with one another through CEN and with the efforts of CEN itself.

As needs and issues are identified and solutions determined, strategies are developed that lead to the implementation of programs and services. Programs and initiatives or projects are provided once funding is secured so that staff can be hired to deliver programs. Often through the development of the strategies, partners either adapt their programming to meet local needs and/or deliver their programs through CEN.

CEN has six strategic directions that relate to prevention, social inclusion and sustainability. All strategic directions intersect, are mutually supportive and are linked together within a holistic model of community education. The following Planning Process overview outlines the strategies within the umbrella of the Community Education Network.

³ Ellsworth & Jones-Walters, 2003.

COMMUNITY EDUCATION NETWORK Planning Process



As programs are being developed, and later when they are being implemented, advisory or management committees are established to oversee the program. These committees can be comprised of partner agencies or community representatives, or a combination of both. This committee is somewhat autonomous and can make decisions about each program without direction from the core operation component of CEN. Regular reporting is expected and all program budgets are managed by CEN who is the main sponsor of each program and, thus, accountable to the funders for allowable expenditures and attaining desired outcomes.

Staff of programs work for CEN. Their work is guided by the program management committee, but they are paid by CEN who acts as their supervisor on most staff issues. Their responsibilities to CEN and to their management committees vary by each program since some programs have detailed guidelines on the role of committees. For example, the Community Action Committee, which manages the Family Resource Centres under the umbrella of CEN, is fairly independent from CEN. This aspect of Family Resource Centres since it operates on the principles of ownership and management of the program by parent participants.

How does the Community Education Network operate under this flexible approach?

The principles of CEN are the glue that ties the organization together. The core operations of CEN abide by them, as do all the strategies with their programs and services. More importantly, the partner agencies of CEN are guided by them in their dealings internally and externally to CEN.

There are large numbers of people involved with CEN on the CEN Working Group, advisory and management committees, roundtables, and in the schools and in other agencies where CEN and its programs operate. Each understand and are guided by CEN principles which guide the decision-making of all those involved. Abiding by Community Education principles is not left to chance. Regular re-visiting and discussion of the principles is a crucial and central part of each committees' role and all are held accountable by the core operations of CEN for the implementation of the principles.

The following provides a definition of each of the principles that enables the user of this handbook to more clearly understand them and to be able to implement them.

Self-determination. Local people are in the best possible position to determine what they need and want, and, to the degree possible, they should be empowered to make those decisions that affect them, their families and their communities.

Localization. Those services, programs, events and other community involvement opportunities that are brought closest to where people live have the greatest potential for high levels of public participation. Whenever possible, such activities should be decentralized to location of easy public access.

Self-help. People are best served when they have the capacity to serve themselves, and people should be encouraged to assume ever-increasing responsibility for their own well-being thereby building independence and interdependence rather than dependence.

Integrated service delivery. Organizations and agencies that operate for public good can better utilize their limited resources, meet their own goals, and better serve the public through the proactive involvement of their respective constituencies, as well as through active co-operative and collaborative relationships with those other organizations and agencies with related purposes.

Maximum use of resources. The physical, financial and human resources of every community must be interconnected and utilized to their fullest if the diverse needs and interests of communities are to be met.

Inclusiveness. The segregation of people by virtue of age, income, sex, race, ethnicity, region or other factors inhibits the full development of the community; thus, community programs, activities and services should involve the broadest possible cross-section of community residents.

Institutional responsiveness. Public institutions have been created to serve people and they have a responsibility to develop their respective programs and services around the continually changing needs and interests of their constituents as defined in concert with these same constituents.

Life-long learning. People learn from birth to death; both formal and informal learning opportunities should be provided for people throughout their lives in a wide variety of community settings.

Leadership development. The identification, development and utilization of the leadership capacities of local citizens are prerequisites to the full development and empowerment of any community. Thus, all community education efforts should incorporate a leadership development strategy.

Community involvement in schools. Schools, as an integrated part of community life, bridge the gap between education and community to provide opportunities for parents, school and community to work together for common goals and outcomes.

Participatory practices. Grassroots participation is key to social change where community residents decide the kind of education services they need, help set them up, attend programs and support others who attend programs.

Citizen engagement. The actions of citizens in communities to increase their own and their community's level of well-being and as such includes the development of human capital to enable people to participate in planning and the provision of initiatives in communities.

Community capacity building. Mechanisms in communities such as voluntary organizations and groups which allow people in communities to become actively involved in local initiatives that will enhance and develop their communities and the well-being of community residents.

What strategic alliances does CEN have?

Strategic alliances have been formed by CEN with groups and agencies throughout the region as well as with those provincially and nationally. These alliances continue to foster the creation of a holistic vision of community, encourage more comprehensive responses to community needs, and integrate social and economic development at the community level.

CEN is a partnership of agencies that defines education in its broadest sense – a concept whereby local citizens, schools, agencies, institutions and businesses become active partners in addressing education and community concerns. It is a community development process that uses the education system extensively as a catalyst for bringing community members together to identify and link community needs and resources in a manner that helps people to raise the quality of life in their communities.

Community Education Network Operations

- CEN Working Group
- Community Action Committee working group & staff
- Communities-In-Schools Board & staff
- Community Youth Network Board & staff
- Literacy providers
- Career Education Advisory Committee
- Community Leadership Advisory Committee
- Sharing Our Future Advisory Committee
- Community Roundtables
- Understanding the Early Years Coalition & regional UEY coalitions
- Project Committees
- Alliances and Partnerships

CEN is the sponsoring body and plays a supportive role in nurturing and mentoring the various community initiatives it establishes. These initiatives are being implemented in communities throughout southwestern Newfoundland through a process of advisory committees, networking coalitions, and community roundtables.

CEN has a planning and priorities mandate and is affiliated in different capacities with local, provincial and national programs and organizations. These partnerships establish learning opportunities for people throughout Southwestern Newfoundland.

Community Education Network Partnerships	
<p>CEN Working Group/ Local Partnerships</p> <ul style="list-style-type: none"> • Cormack Trail School board • College of the North Atlantic • Long Range Regional Economic Development Board • Bay St. George Status of Women’s Council • Industry, Trade and Rural Development • Human Resources Development Canada • Human Resources and Employment • Health and Community Services Western • RCMP Stephenville Detachment • Provincial Information Resources Libraries Board <p>Other Regional/Local Agencies</p> <ul style="list-style-type: none"> • Port au Port Economic Development Association • Cormack Trail Schools • Cormack-Grenfell SSP Steering Committee • Marine and Mountain Economic Development Board • Gateway Status Of Women Council 	<p>Federal Agencies/Departments</p> <ul style="list-style-type: none"> • Applied Research Branch, HRDC • Office of Learning Technologies, HRDC • National Crime Prevention Community Mobilization Fund • National Literacy Secretariat • Health Canada <p>Provincial Agencies/Departments</p> <ul style="list-style-type: none"> • Newfoundland and Labrador Housing Corporation • Provincial Department of Youth Services & Post-Secondary Education • Newfoundland and Labrador Literacy Development Council • Strategic Social Plan Unit, Cabinet Secretariat <p>International Associations/Foundations</p> <ul style="list-style-type: none"> • Communities-In-Schools, International organization • The J. W. McConnell Family Foundation • Walter & Duncan Gordon Foundation

PLANNING AND IMPLEMENTING STRATEGIC DIRECTIONS

The Community Education Network has six strategic directions. These are crucial to the operation of the entire network as they give rise through planning to the programs and projects that are implemented. The strategic directions have been determined through a number of initiatives undertaken by the core operations of CEN. They have emerged from various forms of communications with communities, which include such initiatives as community television forums, radio forums, community roundtable discussions and applied research.

As each strategic direction is developed and programs planned with the input of CEN’s core planning operations and the input of an advisory/management committee, funding to enable CEN to offer the programs is applied for. Upon receipt of the funding, staff are hired and implementation is similar to the implementation of any program.

As can be seen in the organizational chart, each strategic direction has an advisory/management committee, staff, programs and projects. The following provides a description of the CEN strategic directions.

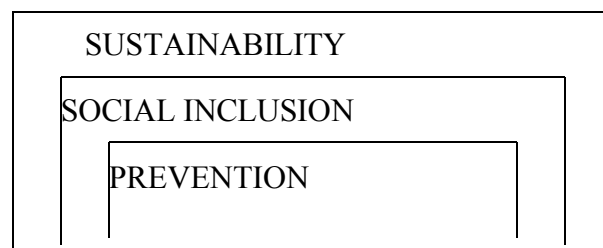
Prevention, Social Inclusion and Sustainability

The province's Strategic Social Plan, released in 1996, has made a commitment to a developmental approach, "Government will shift its approach from crisis-driven responses to a planned-investment model. It will move away from remedial programming towards proactive approaches that effect long term solutions." It also has committed to preventative approaches, "The concept of investing in people implies a shift from the traditional remedial model of crisis intervention to approaches which emphasize prevention and early intervention."⁴ The province's Strategic Social Plan also commits to integrated approaches, "Implementing the Strategic Social Plan requires better coordination within Government and increased cooperation with community-groups. This means more integrated planning within government departments and agencies, and stronger alliances with communities and regional boards."⁵

According to Ellsworth and Jones-Walters, there are barriers to implementing a social development approach focused on sustainable development. The barriers include an inability to define social dimensions of sustainable development and the lack of a framework and a language to serve the social sector in integrating its efforts.⁶

In addition to more coordinated/integrated approaches to remedial interventions that focus on root causes of problems, preventative approaches can generate effective and sustainable solutions to complex issues.

Partners are also needed in prevention, social inclusion and sustainable development and the integrated application of all three. The following diagram provides a way to visualize these three components of social development.



Source: Defining the Social Dimensions of Sustainable Development: Advances in Crime Prevention, Social Inclusion and Sustainability

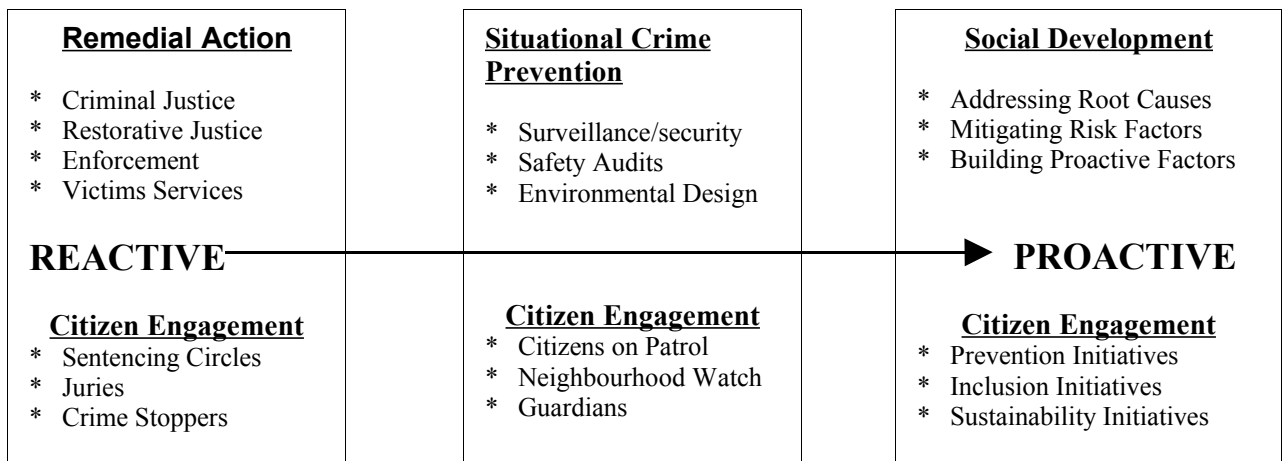
"Each framework for change serves as a platform for mobilizing partners, leveraging resources and aligning efforts. Platforms are like sets of nesting tables with smaller platforms fitting into larger platforms. The larger the platform, the larger the pool of partners and resources to draw from, the broader the community objectives the initiative can be linked to and the larger the context in which the initiative can demonstrate its relevance..."⁷

⁴ People, Partners and Prosperity: A Strategic Social Plan for Newfoundland and Labrador, Government of Newfoundland and Labrador, 1998.

⁵ People, Partners and Prosperity, 1998

⁶ Ellsworth & Jones-Walters, 2003

⁷ Ibid.



Source: Defining the Social Dimensions of Sustainable Development: Advances in Crime Prevention, Social Inclusion and Sustainability

The following describes the preferred approach to crime prevention through social development including prevention, social inclusion and sustainability while highlighting the CEN strategies that achieve these approaches.

Prevention and Early Intervention

As crime prevention evolves, it is moving towards a proactive means of prevention. This is aimed at the primary root causes of crime. These root causes are such things as unemployment, substance abuse, lack of life skills, discrimination, lack of labour market skills, neglect, abuse, racism, oppression, poverty, crime, poor housing, illness, poor parenting, low levels of education. This shift is moving away from policing and the justice system and moving more towards a social development approach to prevention. It is in social development approaches where collaboration can occur with other disciplines in the advancement of prevention on all fronts and in all disciplines.

Family Resources and Services

Goal: To encourage, throughout communities in Southwestern Newfoundland, the creation of a nurturing, healthy environment where young children and their families can learn and grow.

CEN is the umbrella organization that has established and supports the Community Action Committee. This Committee provides a network of family resource centres, healthy baby clubs and pre-natal nutrition programs, empowering parenting programs, family literacy, an infant care centre at the largest high school in the area, and action research related to understanding the early years.

Community Action Committee for Bay St. George - Family Resource Centres are presently located in nine main sites and three outreach sites in Southwestern Newfoundland. The Community Action Committee is committed to supporting

community-driven Family Resource Centres, which help to meet the health, social and developmental needs of young children and their families by providing

- a place to come for parents and children to learn and play,
- a support environment for children and their parents/caregivers,
- fun learning experiences for children
- resources, information and workshops for parents and caregivers.

Funding to operate the resource centres is provided by the federal government's Community Action Program for Children (CAP-C) and the Newfoundland and Labrador Early Childhood Development Initiative. Additional funds have been made available through the Canada Prenatal Nutrition Program, allowing the programs to be offered on the Port au Port Peninsula and Bay St. George to strengthen early intervention and outreach efforts to families with babies and preschool children. While the specific programs offered in each of the resource centres vary somewhat according to the needs of each community, the availability of space and other local resources, they typically included the following components.

The following Table provides an overview of the programs and services provided to children and their parents through the Family Resource Centres and family services.

Family Resource Centre Programs for Children and their Parents/Caregivers

Drop-in playgroups are offered to parents and caregivers, providing opportunities for informal play that encourages parent-child interaction. Parents and volunteers can meet weekly to share the enjoyment of reading with children; become involved in activities that promote parent/child interaction and development of fine motor skills in children and craft packages with activities for children are provided for children in their own homes.

Playtime Pals are offered to children from infancy to 2 years of age and their parents. Parents and children can be involved in interactive programs based on music and movement to provide a broad range of musical, language and self-awareness experiences, developmental mobility and intellectual growth, songs and games that will help children develop coordination and awareness of the body; and creative play and socialization. An educational program for parents and infants focusing on infant health, nutrition, developmental stages, and positive infant/parent interactions is also offered.

Little Explorers are programs designed for 3 to 5 year olds and their parents/caregivers. They enjoy learning experiences while cooking and sharing food together as well as staff/child oriented programs to help develop self-esteem and basic skills through hands-on learning experiences in a play-oriented approach and help to prepare them for the upcoming primary school years. It provides a Head Start experience with opportunities for play, early learning and socialization to counter illiteracy and better prepare young children for kindergarten.

Parent/Caregiver Parent/Caregiver Educational Programs and Courses provide information and opportunities for discussion about safety, child development and other essential parenting issues. Books, videos, and toys are lent to parents for their children, as well as informal equipment exchanges. Mini workshops on a variety of topics are also presented on an occasional basis.

Health Education and Care Programs are also offered to parents. Programs are offered to help improve the health of low-income, adolescent, substance abusive, isolated pregnant women and pregnant women who live in violent situations and increase the birth weight of their babies through the provision of food and nutrition supplements, individual nutrition counselling, referrals to medical care and opportunities to take part in group activities and cooking sessions to help single parents learn about nutrition and healthy food choices, plan nutritious meals, and become more skilled in budgeting, shopping for and preparing food. The services are continued after the baby is born and group activities include cooking sessions, discussion groups, tips on nutrition, breastfeeding, and friendly support are organized.

Community Education and Leadership Development is provided so that parent volunteers and participants take an active role in the planning, coordination and delivery of programs. To promote parents' involvement, the Community Action Committee established a volunteer training and community leadership development team called "People Helping People" which provides an initial orientation and ongoing training for community volunteers in an effort to develop community volunteers in an effort to develop community leadership. This group has also been active in the evaluation of the project, as well as in the development of work plans and planning for further expansion.

Understanding the Early Years

Goals:

- help communities achieve better understanding of how their youngest children are doing,
- enhance community capacity to nurture the development of children in their early years
- contribute to national knowledge base about the role of communities in improving outcomes for children
- promote collaboration and the sharing of expertise in and among communities.

Improving our understanding of the factors that help or hinder child development and increasing community tracking of how well children are developing is crucial to ensuring the best possible start for Canada's children. Understanding the Early Years (UEY) was developed by the Applied Research Branch (ARB) of Human Resources Development Canada (HRDC) and implemented in selected communities across Canada. It emerged in response to a growing recognition that the kind of nurturing and attention that children receive in early childhood can have a major impact on the rest of their lives. Its purpose is to increase our knowledge about the factors affecting child development and well being.

The Understanding the Early Years initiative includes three research components designed to measure and report on the status of early child development in our community. These include:

- Early Development Instrument: a teacher administered questionnaire that provides detailed, local data that helps us to understand how our children are doing in terms of their readiness to learn in a school environment.
- National Longitudinal Study of Children and Youth: a survey of individual and family use of community resources
- Community Mapping: information about the resources available in the community.

Together, these components help fill in the gaps of our understanding of the community factors that affect early child development and the ways our community can best support the growing needs of young children and their parents.

Although this initiative is part of the prevention and early intervention strategy of CEN, applied research is also a part of the core operations of CEN.

Community Education Network Family Resources and Programs

Family Resource Centres

Programs for Children & Parents

Drop-in play groups (0 to 5 years of age)
 Reading Circles
 Craft Time
 Home Visits

Playtime Pals (0 to 2 years of age)

Ready-Set-Go
 Tickle Tickle
 Music & Movement
 Baby Talk
 Toddler Time

Little Explorers (3 to 5 years of age)

Little Chefs
 Pre-K Capers
 Pre-K Program

Community Education Leadership

People Helping People

Parent/Caregiver Programs

Nobody's Perfect
 Childsafe
 How to Talk So Kids Will Listen
 STEP (Strategic Techniques to Effective Parenting)
 1,2,3,4 Parents
 Parent Resource and Toy Library

Mini Workshops

Positive Discipline
 Building a Child's Self-Esteem
 Creative Play
 T.V. Violence
 Family Violence
 Child Sexual Abuse Prevention
 Ages and Stages (Child Development)

Health Education Programs

Community Kitchens
 Prenatal Nutrition Program
 Healthy Baby Clubs

Understanding the Early Years

Community Literacy

Community Literacy

Goal: To facilitate and enhance access and communities' understanding of literacy across generations.

CEN has inter-generational sharing and family literacy programs, as well as targeted literacy support for individuals and families requiring literacy up-grading.

Community Literacy is defined as an integral strand within the work of community development, which connects families to health, school, employment and neighbourhood resources, as well as facilitating access to, control over, participation in these institutions. This definition is akin to community education and has provided the orientation for a broad range of literacy activities associated with the work of the Community Education Network. CEN has attempted to establish and conceptualize the form and scope of inter-

generational literacy and to facilitate and enhance community access to literacy across generations. CEN carries out the following as part of its literacy strategy:

- Liaison with the Newfoundland and Labrador Literacy Development Council
- Active involvement with the provincial literacy community
- Provision of leadership for the Bay St. George Literacy Action Team
- Provision of support and strengthening of existing programming
- Provision of support for the School District Literacy Plan
- Monitoring the literacy activities ongoing in the two Zones and continuous identification of gaps in literacy services to develop strategies to meet those needs
- Expansion of basic literacy opportunities throughout the two economic Zones
- Identification of workplace literacy opportunities and support their implementation.

Community Education Network Literacy Strategy

- Pilot project for the new Adult Basic Education Level I being introduced by the Department of Education
- Provision of summer reading programs for children in partnership with Communities In Schools
- Workplace literacy programs such as Bridging the Gap, LifeWorks and Planing the Seeds for Learning
- Books for Babies supported by Laubach Literacy Council
- Homework Havens and Tutoring Support
- Family and Early Literacy Programs
- School-based literacy programs including Parents as Teaching Partners and Grandparents as Teaching Partners
- Library-based literacy programs such as Grandfriends Storytime Kit and an accompanying Resource Package for volunteer facilitators
- Applied research in the Bay St. George area on the level of teen pregnancy and the impact this has had on teens to finish high school and to go on to post-secondary education.

Social Inclusion

Social inclusion is the key to health, safety and prosperity of our families, neighbourhoods and communities. Social inclusion can be thought of as social, economic and environmental inclusion as well as the engagement of citizens in decisions that affect their lives. It is an overarching philosophy for crime prevention, health promotion, poverty reduction and community education.

Inclusion is often described as exclusion. Examples of definitions of social exclusion include:

- “Those who are excluded whether because of poverty, ill health, gender, race or lack of education do not have the opportunity for full participation in the economic and social benefits of society.”⁸

⁸ Guilford, Janet, *Making the case for Social and Economic Inclusion*

- “Social and economic exclusion happens when people don’t have - and can’t get – the education, jobs, decent housing, health care, and other things they need to live comfortably, to participate in society, and to feel they are valued and respected members of their community.”⁹
- “To be included is to be accepted and to be able to participate fully within our families, our communities and our society.”¹⁰
- “Social inclusion is the capacity and willingness of our society to keep all groups within reach of what we expect as a society – the social commitments and investments necessary to ensure that socially and economically vulnerable people are within reach of our common aspirations, common life and its common wealth.”¹¹

The following table provides an overview of the dimensions of an inclusion “lens” and examples of inclusion and exclusion.

Dimension	Inclusion Examples	Exclusion Examples
Cultural	Valuing contributions/diversity	Disadvantaged by cultural differences
Economic	Adequate income	Poverty/under-education
Functional	Ability to participate	Unable to participate due to disability
Participatory	Empowerment/freedom to choose	Marginalization
Physical	Access	Barriers to access
Political	Affirmation of human rights/fairness	Denial of rights/lack of trust
Relational	Belonging	Isolation
Structural	Entitlement	Discrimination

Youth Initiatives

Goal: To involve/connect Southwestern Newfoundland youth in activities that provide them with opportunities to interact plan and make decisions with others that positively impact local communities.

CEN provides a Community Youth Network (CYN) with alternative learning sites and transitional programs, as well as a Communities-In-Schools (CIS) program bringing together programs and community care in support of young people. CYN has four focus areas including learning, employment, community building and support services.

CYN has three components:

- Whole school learning
- Intervention programming
- Transitional programming

⁹ Atlantic Centre of Excellence for Women’s Health, *Social Exclusion Information Kit*

¹⁰ Guilford, Janet, *Making the case for Social and Economic Inclusion*

¹¹ Laidlaw Foundation, Toronto, Oct. 2001

COMMUNITIES IN SCHOOLS	COMMUNITY YOUTH NETWORK
<ul style="list-style-type: none"> • Coordination of Peer Mentoring programs • Coordination of parent and community volunteers • Coordination of after-school programming (Creative Arts, Drama, Sports & Games and Computer Clubs) • Coordination of Lifelong Connections, Experiencing The Trades & Take Our Kids to Work - Career Development Education Events • Coordination of the CIS Teen Help Corps (Stephenville Middle School) • Coordination of the CIS Youth Registry (Port aux Basques) • Coordination and support for school Breakfast Programs • Coordination of School Milk Programs • Coordination of School Recycling Programs • Coordination of School Book Fairs • Participation on Respect Day Team • Coordination of Homework Haven • Assistance with Tutoring for Tuition • Assistance with Accelerated Reader and Rocker Program • Coordination of community service activities (Operation Christmas Child, Food Bank Collections, SCAPA walks, etc.) • Coordination of special events (AIDS Awareness Day, Fire Prevention Week, Kids Eat Smart Week, Human Rights Day, Remembrance Day, Pep Rallies, Drug Awareness Week, Winter Carnivals, Christmas Parades, National Child Day, Thanksgiving, Halloween) • Coordination of Anti-smoking campaigns and “Kick The Nick” workshops for students • Coordination of babysitting training workshops for students • Assistance with Community Youth Network events (Pop Tab campaign, recruitment, etc.) • Coordination of volunteer recognition events • Assistance with pre-school and play school programs • Participation on various community committees • Participation on student council • Participation in school meet and greet nights • Development of student newsletters • Support to school fund-raising (limited) • Liaison for community radio, community television and local newspapers to promote CIS activities and most 	<p>WHOLE SCHOOL PROGRAMMING: <i>Delivered by CYN:</i></p> <ul style="list-style-type: none"> • Roots of Empathy: 8 programs in 5 schools • Career Education Initiatives • Community Service Projects <p><i>Supported by CYN:</i></p> <ul style="list-style-type: none"> • Communities In Schools • Lions Quest <p>INTERVENTION PROGRAMMING: <i>Delivered by CYN:</i></p> <ul style="list-style-type: none"> • Employability Skills Portfolio • Janeway Pop Tab Fundraiser • Adventures in Recreation • Experiencing the Trades • LifeLong Connections <p><i>Supported by CYN:</i></p> <ul style="list-style-type: none"> • Pathfinder Learning Centre • Directions Alternative School • ArtsSmarts • CIS Bookworms (Burgeon) <p>TRANSITIONAL PROGRAMMING: <i>Delivered by CYN:</i></p> <ul style="list-style-type: none"> • Transitional Skills Facilitator • Linkages • Experiencing Work • LifeWorks • Youth Internship • Graduate Employment • Career Exploration and Experience • Green Team <p><i>Supported by CYN:</i></p> <ul style="list-style-type: none"> • CIS Youth Registry • Respect Day (Port aux Basques) • High School Community Exchange Trips • Tours to Post Secondary Institutions • National, Provincial and local youth conference and events

Whole School Learning

These programs are provided in schools to support students, build leadership skills, and enhance the school experience. They attempt to create a safe and nurturing environment in the school, to develop respect and empathy in students and to promote social growth.

Intervention Programming: Alternative Schooling

A Learning Centre provides an alternative way of learning for youths, aged 14-25, who have been out of school for some time or who have had difficulty with the traditional school system. Intervention programming provides educational experiences for a number of students who have not succeeded in the traditional school setting. These programs provide alternative learning experiences and the capacity to complete high school where possible. They help students to recognize their abilities, and to set realistic personal and career goals. A partnership with the College of the North Atlantic makes it possible for returning adult students to study near their home communities.

Transitional Programming: Out-Of-School Programs

Transitional programming includes a variety of career development programs for out-of-school youth. These programs help them to make a successful connection to post-secondary education and training and to employment opportunities.

Career Development & Enterprise

Goal: To enhance the capacity of the community to ensure effective career participation and decision-making and to foster an entrepreneurial culture.

Objectives:

- Promote opportunities that foster positive self esteem
- Establish community partnership for career planning
- Initiate an early career planning process
- Provide youth and adults with a variety of career development and work experience opportunities
- Broaden career awareness at the family level
- Utilize technical resources to access career information

CEN is developing a career education strategy that incorporates community partnerships, broad career awareness, access to career information and early career planning initiatives. Initiatives are focused on all high school students and, in particular, youth at risk of not completing their high school education. Students are encouraged to complete their studies by making connections between their studies and future jobs and careers; work placements are arranged with local employers.

Community Education Network Career Development and Enterprise		
<p><u>Alternative Curriculum and Education</u></p> <p><i>Pathfinder Learning Center Alternative Curriculum</i></p> <ul style="list-style-type: none"> • Aquaculture • Tourism • Agrifoods <p><i>Career Development in Schools</i></p> <p>Enterprise Text “Challenges and Opportunities”</p> <p>Co-op Education</p> <p>Port au Port Enterprise Training Initiative</p> <p>Community - Based Curriculum (Community Schools)</p> <p>Youth Internship Program - Pathfinder (Agrifoods/Greenhouse)</p> <p>Bay St. George Career Development Strategy</p> <p><i>Regional Economic Development and Schools</i></p> <p>Diverse Learners</p> <ul style="list-style-type: none"> • Exploratory • Enrichment <p>Youth Internship Program - Burnt Islands</p> <ul style="list-style-type: none"> • Two Interns and Sharing our Future Community Media <p>Media Club - Lourdes</p> <p><i>Others</i></p> <ul style="list-style-type: none"> • Making Connections • Parents as Teaching Partners • Grandparents as Teaching Partners 	<p><u>Career Development Education Strategy</u></p> <p><i>Career Education Advisory Committee</i></p> <p><i>Grade 9</i></p> <ul style="list-style-type: none"> • Take our Kids to Work • College mini-courses promoted <p><i>Grade 10</i></p> <p>Employability Skills Portfolio Program</p> <ul style="list-style-type: none"> • Academic • Personal Management • Team Work • Presentations with Parents/staff • Career Education 1101 • CHOICES • Jackson Vocation Inventory of Skills (JVIS) administered <p><i>Grade 11 and 12</i></p> <ul style="list-style-type: none"> • Everyday Chemistry Corner Brook • LifeLong Connections • Workshops designed by school/community • Experiencing the Trades • Mini-Courses CONA (Focus on Information Seeking) <p><i>Grade 12</i></p> <ul style="list-style-type: none"> • University Visits/College • Good relationship with CONA • Small “lunch and learn” presentations <p><i>Other Youth Awareness Initiatives</i></p> <ul style="list-style-type: none"> • www.youthdatashop.com • Engage • Career Circuit • Employability Skills Portfolio • The “A” Game 	<p><u>Transitional Programs</u></p> <p><i>Summer Career Placements</i></p> <p>SWASP</p> <p>Graduate Employment</p> <p><i>Communities In Schools</i></p> <p>Youth Registry</p> <p>Workshops</p> <p>Connecting with youth who fall between the cracks</p> <p>Addressing the barriers youth face to transitioning</p> <p><i>Youth Services Canada (HRDC)</i></p> <p>Workshops</p> <p>Linkages – HRE</p> <p>Literacy Teams</p> <p>Experiencing Work Program</p> <p>Life Works Program</p> <p>Bridging the gap</p> <p>Planting Seeds for Learning</p> <p>Job Creation Partnership (“community of workers”)</p> <p><i>Other Programs</i></p> <p>Employment & Career Awareness</p> <p>Employment Opportunities</p> <p>Employment Preparation and Transitional Programs</p> <p>Support Services - Interpersonal Support</p> <p>Youth Employment Protocol</p> <p>Action Plan - Stephenville</p> <p>Career Information Resource Centre - Port aux Basques</p> <p>Marine and Mountain Youth</p> <p>Employment Strategy (YES) - Port aux Basques</p> <p>Long Range YES</p>

There are three main areas where CEN has placed its efforts in Career Development and Enterprise. These include:

- Alternative Curriculum and Education
- Career Development Education Strategy
- Transitional Programs

Many of the transitional programs are listed as youth initiatives. The programs provided by CEN that have not been identified under Youth initiatives are provided in the Table above. CEN also provides many career development and employment opportunities for

adults including CIS “community of workers” with Job Creation Program, HRDC, LifeWorks, and the Career Information Resource Centre.

Community Sustainability

The three pillars of sustainability are social, economic and environmental. The concept of social inclusion captures the three priorities for addressing the social dimensions of sustainable development (poverty reduction, social investments in health and education, and safe and caring communities) According to Ellsworth and Jones-Walters, “Social considerations are integral to sustainable development. Sustainability ...is about improving and maintaining the quality of life for citizens around the world without compromising the quality of life for future generations.”¹²

The strategic directions related to community sustainability are part of the core operations of CEN. These strategies have initiatives that are undertaken in communities but do not have a set of on-going programs and projects that are listed in the other strategic directions.

<i>Defining the Social Dimensions of Sustainability</i>	
Social inclusion as a “destination”	The mobilization of partners in pursuit of social inclusion objectives.
Social inclusion as a “catalyst”	The mobilization of partners in response to elements/incidents of social exclusion.
Social inclusion elements as “factors”	The application of a social inclusion lens when identifying and assessing policy options.

Source: Defining the Social Dimensions of Sustainable Development: Advances in Crime Prevention, Social Inclusion and Sustainability

Participatory Communications

Goal: To support individuals to plan for their own future in respecting local knowledge and local ways of doing things through grassroots participatory communications.

CEN, as an on-going initiative, implements a process which mobilizes individuals to analyze and plan for their own future and the future of their communities. The methodology of participatory communications includes respect for local knowledge and local ways of doing things and learners and facilitators are peers in a long process of self-development and social awareness.

¹² Ellsworth & Jones-Walters, 2003

CEN's role in the first instance is to establish informal ways and mechanisms for people to come together to discuss community issues and problems, to develop solutions and implement change. Many processes are used to achieve collective community action.

Included in these are

- community T.V. forums
- applied research where the results of the research on the status of residents and the assets the community are shared with community groups and individuals to help them see problems and potential solutions more accurately
- community public meetings and roundtables of selected community leaders to discuss special topics and form committees to take action.

Participatory community communications is simply media we make and control ourselves. Newfoundland and Labrador is known worldwide as being a birthplace of participatory communication. In the 1960s the National Film Board and Memorial University (MUN) partnered in the use of film as a communication tool. Film messages, for example, were taken back and forth between the people of Fogo Island and the political decision makers in St. John's. In 1979 the MUN Extension Media Unit started to experiment with a low power television transmitter in rural communities. But it wasn't until 1984 in Robinsons that they evolved the process to include community forums. The purpose of a community forum, as we now define it, is to promote cultural celebration and the public discussion of local issues.

In 1993 the Community Education Network (formerly the Port au Port Community Education Network) was introduced to the community forum process and responded by sponsoring a series of public community television events on the Port au Port Peninsula. In the past decade, participatory communications on the west coast has been implemented in such projects as Communication for Survival/Communiquer Pour Survivre (participatory rural dialogue in eight communities); Talking About the Zone (public consultation forums using community television); the Youth, the Environment and the Economy conferences (mixed media including community television and interactive websites), and Sharing Our Future/Partager Notre Avenir (a multifaceted project including local facilitators working with teams of youth volunteers; community television and community radio special events, and reaching out to expatriates with email, interactive websites and webcasting. This has evolved into Enlarging the Circle which focuses on one facet of participatory communication - the community forum and expands the concept to explore Search Conferences using Open Systems Theory.

Participatory communications was developed and initiated to assist rural people and communities to help themselves. Recognizing and analyzing the strengths, values and wisdom of Newfoundland's cultural past is an important focus of the project. With renewed pride of place, people will be more motivated and empowered to take action towards community survival. It is designed to promote dialogue on local issues facing communities and communities are encouraged to share experiences and make connections with other communities in the area. The main communication tool for the initiative is small format video, which is used by volunteer television groups across the province. Community controlled television is an effective way of exploring the

Newfoundland way of life and for assisting communities to solve problems. The project allows participants to acquire:

- technical skills in video and television
- communication skills required by those involved in the development of their communities
- the ability to work in teams and with the community
- the ability to develop common goals and community plans.

Community Leadership

Goal: To promote and facilitate community leadership capacity by improving communications, participation and consensus building.

CEN facilitates the development of community leadership skills through workshops, roundtables, and other formal and informal skills development opportunities. CEN in partnership with other local organizations such as the Long Range Regional Economic Development Board, have involved communities in planning new regional economic development initiatives. Community leadership skills are also promoted by offering workshops and round tables, providing various skill development opportunities in all programming areas, and creating opportunities for networking. Leadership development is also provided through programs such as People Helping People, a process developing grassroots leadership in family resource programs.

In 1993 the Port au Port Community Education Initiative (now CEN) identified the community media forum as a potential tool in a program of community education public awareness and consultation. That year the initiative sponsored a series of community television forums on the Port au Port Peninsula. A community forum is a facilitated public meeting, which focuses on the local discussion of community issues and cultural celebration. Typically the process includes moderated panels of local people, as well as phone-ins and phone-outs to engage the community. The forums are broadcast in the community through community television/radio and webcast to expatriates and other communities on the internet.

Project facilitators work with the community leadership committees, the zone board development officers and the development associations. The focus of community training activity is community forum preparation, implementation and follow up. Tools used for the implementation of community forums include community communications needs, skills and resources assessments; local dissemination through traditional communication channels; community radio/television, and webcasting to bring in expatriates.

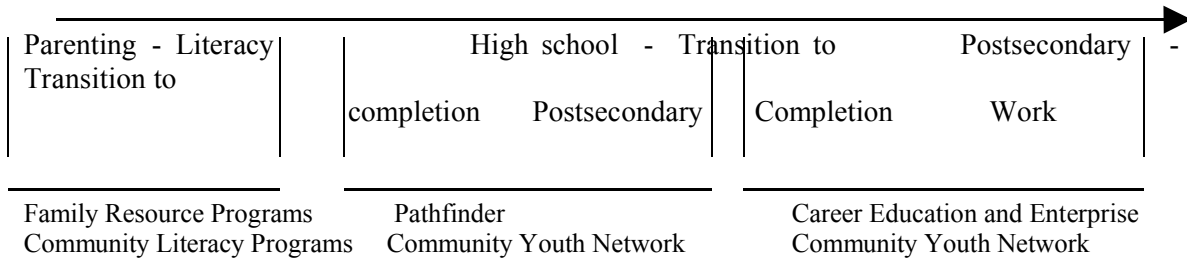
Other mixed media tools such as internet webcasting and discussion boards enhance the forum. The forum includes planning, public mobilization, promotion, dissemination and ongoing consultation and evaluation. The process includes identifying specific local issues using community media for a focused discussion and implementing follow-up procedures for community learning. Practical community media training complement the

public consultation forums.

How does CEN help people and communities?

Individuals generally participate in CEN through their programs, services and projects. They can enter at any point along the continuum of interventions as seen in the following diagram. Once an adult or youth has become involved in a program the ability to find the support they require to continue along the continuum of services is provided by CEN staff of programs.

Continuum of Programs and Projects for Youth and Adults



Example of CEN Approach in Helping Youth and Adults

Joanne was a single mother of two children who had quit school when she became pregnant with her 1st child and never returned until she came into contact with CEN. She entered the programs of CEN through a parenting program she attended. It was there she discovered that she could complete high school through an alternative system called Pathfinder. Joanne found that the support system she needed as a single parent could be arranged through the Pathfinder program and that she could thrive in school under a different system. A support services plan was developed with Joanne and a mentor was found who helped Joanne realize the opportunities she had and to help her achieve her career aspirations. Upon graduation she was encouraged by CEN staff to attend post-secondary. The CEN partner from CONA provided the moral support and any other assistance she required as she completed her college program. Upon completion of her program, CEN found Joanne a job placement under one of their work experience programs which provided her with the much needed work experience and self-esteem she required to look for a job on her own. Joanne is now working in a voluntary agency with single parents who are trying to break the cycle of poverty and dependency on income support.

Example of CEN Approach in Helping Youth and Adults

Jackie became involved with CEN as a parent volunteer at her children's school and later in the Family Resource Centre in her community. As a result of this involvement, she started working part-time and later full-time with the Healthy Baby Club. The confidence she gained from becoming engaged in volunteer and paid work helped her to register for Adult Basic Education (ABE), which she is now completing. Through her work with the Healthy Baby Club, Jackie began to participate in many professional development courses and events such as fetal alcohol syndrome detection, infant massage and family literacy programs. Jackie has plans to do training in Early Childhood Development at CONA when she completes her ABE.

Example of CEN Approach in Helping Adults

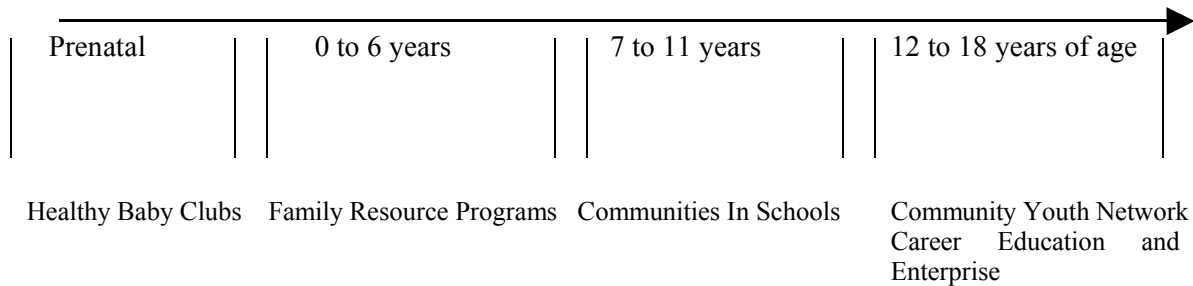
Life has always been a struggle for Rowena. She is very bright and has completed a post secondary program in Office Administration at the Community College but never seemed to be able to move on from there. As the parents of two small children, she and her husband lived on Financial Assistance and seemed destined to remain there until the Family Resource Center moved in next door. It was this centre that helped to change Rowena's life. Both she and her husband became devoted volunteers by supporting both the program and the facility in any way they could. Over time Rowena started to participate in a provincially funded program at the Family Resource Center. This improved her self-esteem immensely. A job-shadowing component of this program resulted in her gaining full time employment, with the opportunity for advancement, in a local hotel. This has impacted her whole family. Her husband has now made the move to go to New Brunswick to work. This is not an ideal family situation but the new positive attitude that Rowena has generated in her family has given them all the confidence to move on.

Example of CEN Approach in Helping Adults

Elizabeth grew up in the foster care system. Family problems and negative community attitudes followed her when she returned to her home community. Overcoming this was always a struggle for Elizabeth. She married and had a child and, soon after, became involved in the preschool program at the local school as a volunteer. With support from the Family Resource Center staff, the effectiveness of the programs for the children Elizabeth was working with grew. Most felt the success of the program was directly due to the efforts of Elizabeth. As a result of this volunteer activity, community attitudes towards Elizabeth began to change. She developed a pride in her work with the preschool class and it was an emotional experience for her and for the group of 25 adults and children attending the year-end closing. All recognized her successful contribution and commitment to the preschool children. She is spending the summer as a committed volunteer in tourism development in her community and looking forward to her next year volunteering in the preschool.

Children are also provided programs and services along a continuum. A child may enter with their parents prenatally and continue to receive support from CEN throughout their school years. Currently CIS is available for the 12 to 18 year old age group but plans are to provide CIS programming for 7 to 11 year olds in the near future.

Continuum of Programs and Projects for Children



Example of CEN Approach in Helping Children

John wasn't even born when his mother, a single 17 year old, first became involved in the Healthy Baby Club provided by CEN in his community. He was a healthy baby of 8.5 pounds when he was born. His mother's involvement with the Health Baby Club helped her to realize that she needed some help in raising John. After his birth, she began to take him to the Family Resource Centre. It was here John met other children to play with, where toys his mom was unable to buy were available to him, where new games and new experiences were available and where he not only has fun with other children but also with his mom. He began to have the toys and books he liked at home as well through the toy lending programs and Mom often played and read to him at home.

When John started school he was ready to start school and thus he thrived. His mom was also in the school fairly frequently as a parent volunteer and she helped out in his classroom. He was proud of his mother and he knew she felt his education was very important so he tried harder to please her. By the time he reached junior high, his Mom was a community volunteer in the CIS program and he was also engaged in volunteer activities to help out in his community as his mother had always done. By high school, John has been provided with career education by CEN and he knew that he wanted to go to University to become a teacher.

The role of CEN in social development at community levels is different than for individuals. Although individuals benefit from the process, the well being of all people in communities is improved by the collective approach of people working together.

Example of Social Development Approach in Communities

A Community T.V. forum was held on community television in community on the Port au Port Peninsula. Through this process of discussing issues and problems in the community, the need for preschool programs was identified as people were concerned about their 4 and 5 year olds who were not becoming school ready. Parents became mobilized to establish a family resource program in their community and upon implementation, parents then became engaged in the operation of the program. As a result of their efforts and the support of CEN during the process, many people who had become involved had developed leadership skills they were unaware they had. The same people began to plan and implement other community infrastructure for children in the community such as building a playground and completing improvements to the school grounds. These parents continue to be actively involved in community planning and improvements that have led directly to the increased well being of all residents, but most particularly the children in the community.