



COMMUNITY EDUCATION NETWORK

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Originally founded as the Port au Port Community Education Initiative Inc.

**THE COMMUNITY EDUCATION NETWORK
SOUTHWESTERN NEWFOUNDLAND**

A PROFILE

July 14, 2003

community-wide interest in learning, and to provide both the means to learn and the specific learning opportunities relevant to the area's social and economic challenges. CEN aims to address these challenges 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 community change; and
- the recognition that people can learn through, with, and for each other to create a better world.

To realize its aims CEN has facilitated partnerships amongst social service, educational and funding agencies. As part of this partnership, CEN brokers programs and processes and acts as an umbrella for learning projects and programs. CEN builds on a decade of accomplishments attributed to its partners, the shared values and goals of the partnership and its collaborative joint planning efforts.

This report provides an overview of the history, current operations and programs, and the future of the Community Education Network.

THE HISTORY OF THE COMMUNITY EDUCATION NETWORK

The history of the Community Education Network was compiled from interviews with key informants who were involved with the community education initiative in the early start-up years and from documents that were prepared at the time.

The Impetus for Implementation: Everyone's Problem

The Community Education Network was founded in 1991, bringing new initiatives together with existing programs and resources under a community education umbrella. Today, education has become recognized as an important pre-requisite for long-term prosperity and greater levels of well being. Most young people are graduating from high school and many more are attending post-secondary than were doing so in the early 1990s. This was not always the case however. 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.

Prior to the closure of the American base in the mid-1960s, there was full employment but, after the closure of the base, the area had become economically depressed. In the 1980s the Port au Port Economic Development Association carried out a youth survey that indicated a high rate of migration of skilled people out of the region and interest in

leaving by most youth in the area. This finding was of particular concern because it indicated an erosion of the human resource base needed for future development. The study on unemployment and education on the Port au Port Peninsula also found 80% of the population had not completed high school, creating a major impediment to economic development in the region.

In 1988, the Appalachia Roman Catholic School Board completed a study on student retention and achievement that led to the establishment of a retention committee in Lourdes. This committee became the forerunner to the community education initiative. The study found that there was an extraordinary dropout rate in schools with 71% of the students in Level III graduating but only 39% of those who were registered in Grade 3 actually completing school. In addition to the low retention rates, low achievement levels of students were a major concern. The Canadian Tests of Basic Skills (CTBS) completed in the late 1980s and early 1990s had placed the students in the region between the 7th and 13th percentile. From an education perspective there was a crisis in education in the area and the Superintendent of the Roman Catholic School Board became alarmed.

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.

In addition teen pregnancies, inadequate parenting, and poverty were issues for children. There were decreases in school readiness levels of the children entering kindergarten at the time. Many of the children entering school did not know how to behave, how to hold a pencil and cut paper etc. Preschools were established as the first initiative of the Lourdes Retention Committee. An initial attempt to start a junior kindergarten in the Lourdes school through support from the Department of Education was unsuccessful. As a consequence, the Lourdes school separately from the school system opened an early childhood intervention. This became the first initiative of the soon to be organized Port au Port Community Education Initiative.

Partnerships and Joint Action: Working Together

Initially there were many problems but few mechanisms to solve them. The Port au Port Economic Development Association had recognized the problems from an economic development perspective for some time and enthusiastically became a partner with the Appalachia Roman Catholic School Board (now Cormack Trail School Board) who had also identified the same problems from an education perspective. Being a small rural area of the province where people involved in different organizations were often the same people, the president of the Rural Development Association was also the principal of the school in Lourdes (now Minister of the Department of Health and Community Services).

This cross-fertilization allowed the perspectives of the Development Association and the School Board to come together and joint action to be taken.

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, these two organizations joined with twenty other community partners and 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. These agencies included the local office of the Department of Social Services (now the Department of Human Resources and Employment), which 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. Other agencies such as 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) and the Westviking College (now College of the North Atlantic) also became partners to work together to resolve the education and under-development problems on the Peninsula by 1990. 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. This initiative, which continues to work collaboratively for social and economic change in the area, is known today as the Community Education Network.

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.

Those outside the area who worked closely with the initiative in the early years felt the vision of the region held locally was way ahead of its time. In addition to the “right” people working together, their roles in their agencies were also important. 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. 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 anyone of them could resolve and that a greater level of cooperation was needed to achieve their common goals.

This 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. However, this realization may have been hindsight, since becoming aware that it is often difficult to get agencies to work together. Some of those interviewed felt that even when there is an outward commitment to partnerships, many continue to defend their territory inwardly. 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 representatives 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.

Key Factors and Pivotal Events Leading to Success

In the early 1990s the Economic Recovery Commission (ERC) became involved with the initiatives being taken on the Port au Port Peninsula. Up to this time the affiliations between 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 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.

Another pivotal event was the hiring of a Director who would work for all the agencies. All considered it luck to have found such a qualified and committed Director that stayed with the organization through its growing pains and continues in the role today. The Director's experience and commitment as a result of being involved in the process as an agency representative made her a "natural fit" for the organization. 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 as a pivotal event was the establishment of preschools and later Family Resource Centres. Upon implementation of the preschools, there was immediate improvement in school readiness. These were the flagship programs that provided the mechanism for the organization to be part of serving all families on the Peninsula. The other flagship program was the Pathfinder Learning Centre that gave credence to the organization by addressing needs of dropouts that were not being met on the Peninsula and tackling the under-education problems and low achievement levels in the schools. It was a struggle at first but Sister of Mercy Nuns opened a vacant convent in the area for the Centre and with the funding of HRDC and commitment of the School Board, and eventually the College, the program was launched. CEN took a very broad approach and went on to provide a range of activities including early childhood development activities, youth initiatives, and alternative schools and a broader availability of programming within the schools.

Barriers to Development

The most major barrier or problems at the time was the lack of a secure funding source for the core operation. This continues to be a major problem to this day. Possibly long-term funding should have been secured in the initial years even if that meant starting slower. 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. In addition, most 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.

As one interviewee indicated, “It wasn’t all smooth sailing, not everyone wanted to get involved.” 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. Having little interest at the time in doing the business of the provincial government differently, one key government official from the Department of Education responded to the request for support by saying, “What if it works?” This implied that if it did work, all regions would want to be funded to carryout community

education initiatives and the Department of Education would need to support these efforts. The Port au Port Community Education Initiative did work, however, in spite of this lack of support by the Department of Education and, to the Department's credit, no efforts to stop the School Board in the region from its dedication to the Port au Port Community Education Initiative. The Department of Social Services gained support of their executive and provided the flexibility to free up resources from their usual investments and to creatively support the Community Education Initiative. Similarly, the College provided in kind support and flexibility in programming.

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 Initiative was somewhat inconsistent with the more linear approaches of federal and provincial line departments.

Local agencies, however, 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 for implementation to work effectively. Efforts have been made to try and integrate the philosophy of Community Education into government agencies in the region and provincially but they have not all bought in. This also was necessary if the Initiative was to be less vulnerable to personnel changes in the agencies. 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 community education in the area.

- The Appalachia Roman Catholic School Board that was abolished with the demise of the denominational school system in the province and was replaced with the non-denominational District #4 School Board.
- The shift in focus of investments by Human Resources Development Canada changed and now too a new form through the Labour Market Development Agreements.

- 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 has 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.

All these changes caused considerable upheaval in these organizations. The concerns of organizations during this time of change began to turn inward and focus on internal organizational issues. By 1999, it had become more difficult to maintain the community education initiative in South Western Newfoundland as the financial support provided by these organizations early did not always continue to be available and in some cases the restructured organization's support for the concept generally was not as strong and work on building commitment was yet again required.

Evolution of a Vision

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."

The growth of CEN 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.

For the most part interviewees said that there was no grand vision of the Community Education Network in the future except that it was hoped the education problems in communities would be decreased. This meant the mindset in communities about education needed to change, or at least families needed to want to see their children complete at least high school. There was a need to break down barriers by trying to get teachers to accept parents in the school. Although it is felt that there continues to be some malaise in communities and much still needs to be done, education achievement levels and graduation rates have improved over the years that the community education has been operating in the region and there is less Social Assistance dependency. Community Education has grown over time and it is more successful now than in the past.

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 at that level.

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 the community level is still a problem. Empowering people takes time but most organizations understand the value of empowerment.

CEN appears to be relevant to the public possibly more than other organizations. Over 100 people showed up at public meetings held by CEN in Lourdes on a preschool program. Organizations such as REDBs might get more buy-in if they partnered more closely with CEN.

COMMUNITY EDUCATION NETWORK TODAY

The organization did change over time, and in doing so began to expand programs and initiatives in to a much larger geography than the Port au Port Peninsula. By 2000, the name of the organization had been changed to the Community Education Network, the new name describing better the nature of the organization and the drop of Port au Port from the name allowing its expanded role in South Western Newfoundland to be acknowledged.

The key programs that had been started in the early years are still in existence and many more programs and initiatives have been added. Programs were now offered in many new communities in the Stephenville, Burgeo, Codroy Valley and Port-aux-Basques areas. The Community Youth Network and Communities In Schools have been implemented in many centres throughout Southwestern Newfoundland. Participatory communication events take place throughout the region. All of these programs and initiatives are linked and integrated in a manner that builds human capital and ultimately community capacity.

Description

The Community Education Network was grown from a seed idea, which was supported by the social and economic development agencies in the area. Its role was to problem-solve and provide a mechanism for joint decision-making. The Community Education Network (CEN) 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.

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 mechanism for inter-agency collaboration in the development and operation of a variety of programs and projects. In addition to providing programs and services to people, its activities include information gathering and sharing, regular meeting with partner agencies, and community forums. CEN promotes 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. 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. CEN is the employer of those working in the programs.

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 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 the family support movement principles, health promotion and crime prevention through a social development.

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

The following is a description of the thirteen CEN principles.

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, event 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 do 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.

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 a 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.”¹ 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.

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.

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.

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 Sustainability²

FRAMEWORK FOR SOCIAL DEVELOPMENT: CRIME PREVENTION & COMMUNITY EDUCATION NETWORK

Prevention, Social Inclusion and Sustainability

² Ellsworth & Jones-Walters, 2003.

New thinking and new strategic directions from such initiatives as crime prevention and the Strategic Social Plan have given rise to social development frameworks that are consistent with the approach taken by the Community Education Network. This section provides an overview of these within the context of CEN.

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.

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."³

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.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.

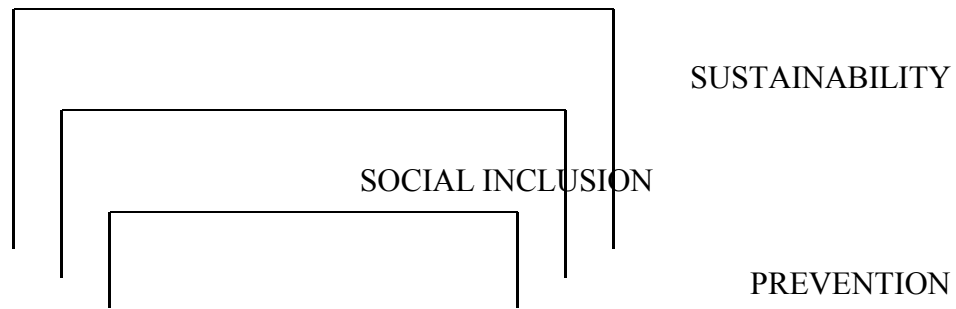
Partners are also needed in prevention, social inclusion and sustainable development and the integrated application of all three. The following diagram provides a way to visualize these three components of social development.

³ People, Partners and Prosperity: A Strategic Social Plan for Newfoundland and Labrador, Government of Newfoundland and Labrador, 1998.

⁴ 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.

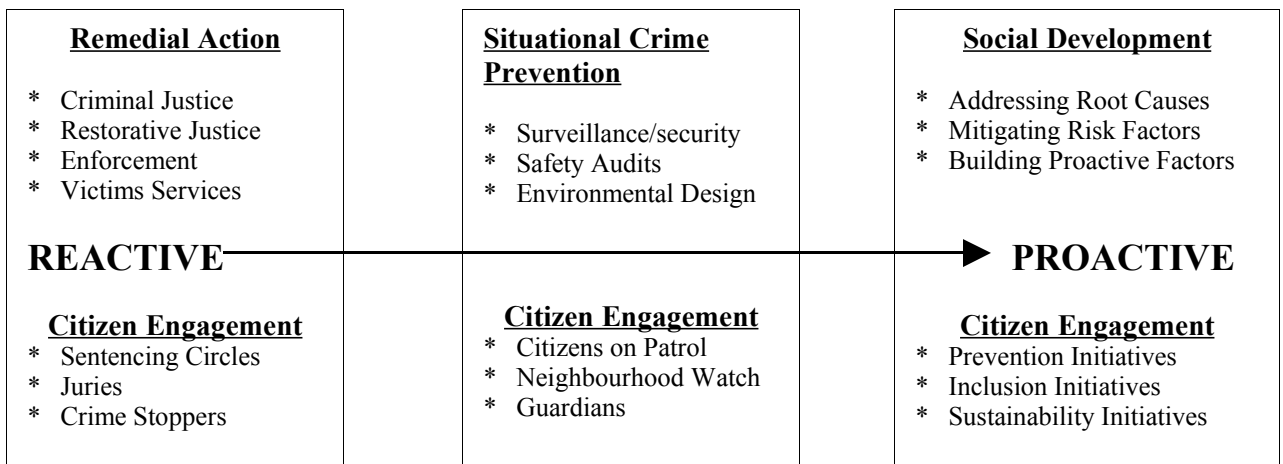
⁵ People, Partners and Prosperity, 1998

⁶ Ellsworth & Jones-Walters, 2003



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



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.

COMMUNITY EDUCATION NETWORK: STRATEGIES

CEN has six strategic directions that relate to prevention, social inclusion and sustainability. All strategic directions intersect, are mutually supportive and are linked

⁷ Ibid.

together within a holistic model of community education. The following organizational chart provides an overview of the strategies within the umbrella of the Community Education Network.

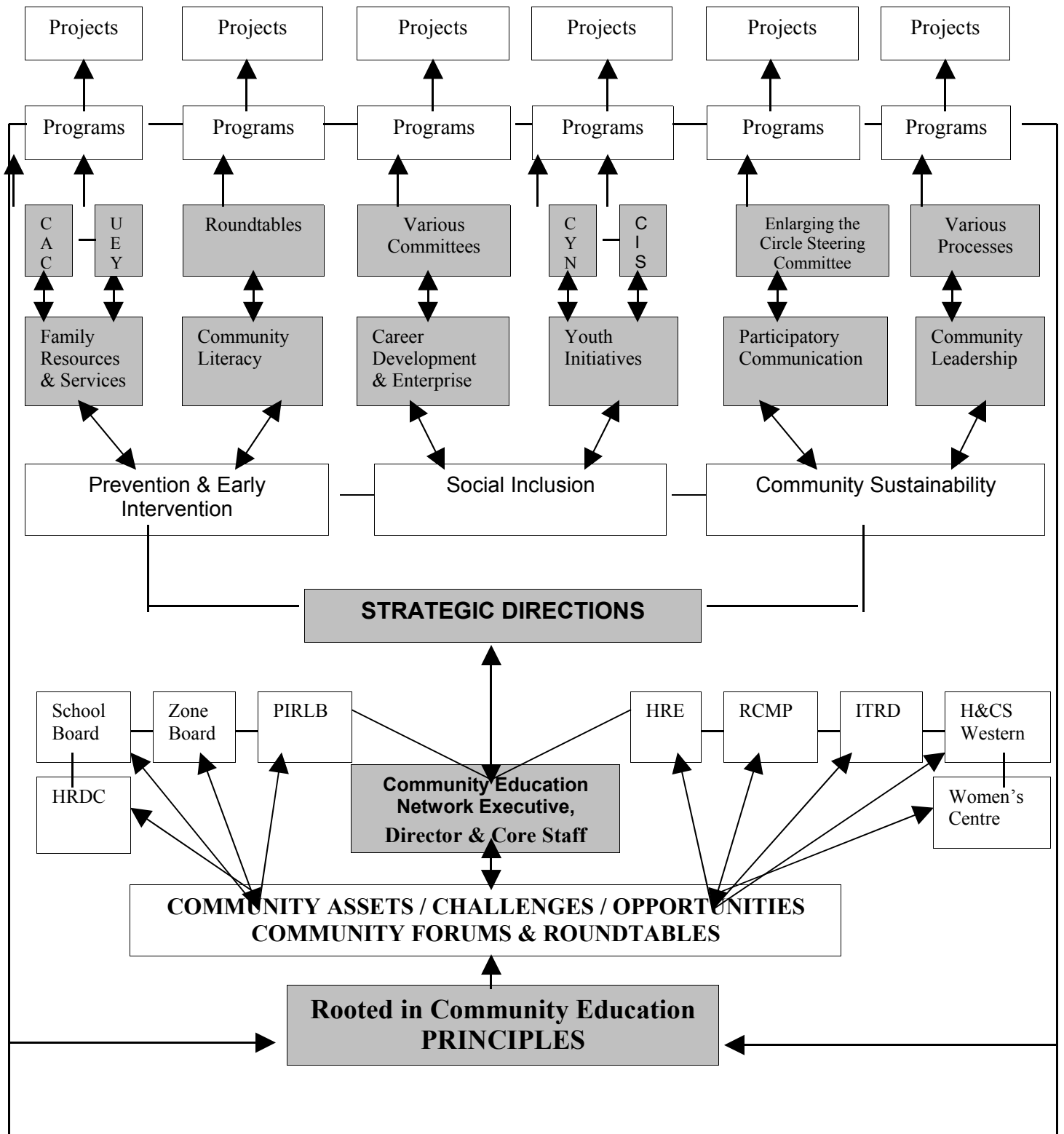
As programs are being developed, and later when they are being implemented, advisory or management committees are established to oversee the program. These committees can be comprised of partner agencies or community representatives, or a combination of both. This committee is somewhat autonomous and 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 varies 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 and requires little direction from CEN. This aspect of Family Resource Centres is a requirement of the funder since it operates on the principles of ownership and management of the program by parent participants.

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.

COMMUNITY EDUCATION NETWORK Planning Process



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, 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. Community Education Principles ding

- a place to come for
- 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 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. Also, like CEN, CAC avail of all provincial and federal employment programs to extend its program offerings. At the same time, through these programs, in any given year, 50 to 60 individuals gain valuable work experience, learn life skills and develop career direction.

The following Table provides and 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 toy 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.

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

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

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 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

- Monitor the literacy activities ongoing in the two Zones and continuous identification of gaps in literacy services to develop strategies to meet those needs
- Expansion 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
- Books for Babies
- 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
- “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

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

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

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

- “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.

The Community Youth Network has three components:

- Whole school learning
- Intervention programming
- Transitional programming

¹¹ Laidlaw Foundation, Toronto, Oct. 2001

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 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.

COMMUNITIES IN SCHOOLS	COMMUNITY YOUTH NETWORK
<p>—</p> <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

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.

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 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 Employment Strategy - Port aux Basques</p>

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.

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.

¹² Ellsworth & Jones-Walters, 2003

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.

Strategic Alliances

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 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
- 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.

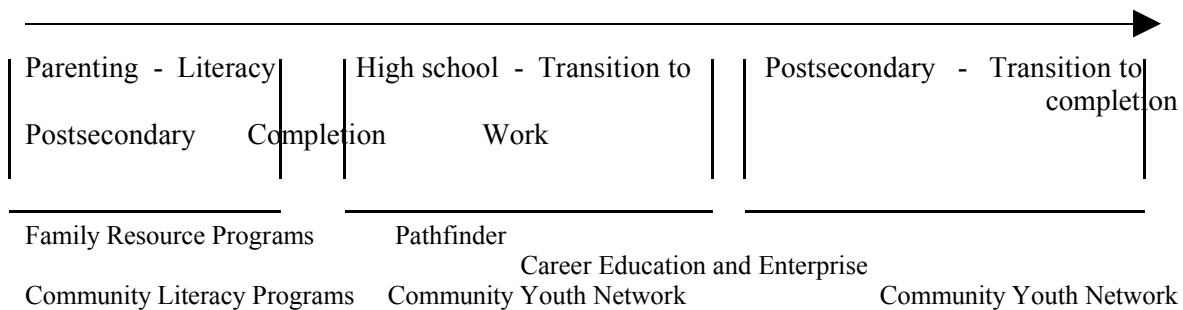
Community Education Network Partnerships

<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
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Community Education Network Impacts on 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

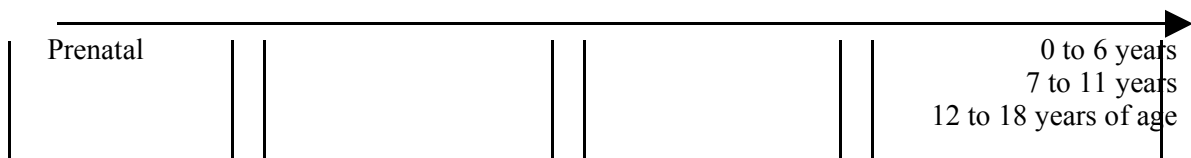
Life has always been a struggle for Rowena. She is very bright and has completed a post secondary program in Office Administration at the Community College but never seemed to be able to move on from there. As the parents of two small children, she and her husband lived on Financial Assistance and seemed 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 while in school. 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



Healthy Baby Clubs Family Resource Programs Communities In Schools Community Youth Network
Career Education and Enterprise

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 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 Mainland. 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.

VIEWS OF THE COMMUNITY EDUCATION NETWORK TODAY

The views expressed in this section are those of a selected group of the staff and some members of the CEN Working Group who were interviewed to prepare this report.

Importance of Programs and Process

Both programs and the process are very important to CEN. The process allows the programs to work in the way they should and to be more effective. CEN is a different way of doing business in the region. It has a more flexible way of doing things than government bureaucracies and it, therefore, allows for growth and flexibility of people who work there, not to mention those who participate in CEN activities.

The process works because of the involvement of the partners in understanding the needs of people and communities while allowing CEN staff to know more about agency programs. All stakeholders/community partners become involved, especially those impacted, to work together on a common problem and towards a common vision. Partners recognize they can do more together than alone.

The work environment at CEN is flexible enough to allow staff to utilize their strengths, gifts and special talents. Opinions of staff are respected and staff are committed as they would be to a family.

Current Strengths

CEN continues to engage communities, families, parents, children, youth and community organizations in informed decision-making. It brings a philosophy to people of participation of citizens in their own social, economic and community development. CEN helps people to find their voices and use them to improve their communities. It practices inclusiveness so everyone belongs at CEN.

The director is visionary which is an extremely important role in the organization. CEN's other experienced staff are one of its great strengths. The work is very fulfilling for staff, especially community work that allows staff to get involved with communities. Staff work collectively and cooperatively, not competitively.

There is always a collection of stakeholders that help make CEN work. These are often long-term partnerships, so staff are not always striving to build partnerships.

CEN has grown from a "one person show" to a big business over only a few years. Now there is international, national and provincial interest in the organization but it is grounded in local grassroots.

What has evolved over time is in some programs such as Communities in Schools has been an effective role in education and social development. CIS has been effective in

developing a role for parents in schools, and helping some parents to develop leadership skills, providing better services for children in schools, and providing the employees of CIS the ability to become better participants, and in some cases leaders, in their own communities.

Weaknesses

The financial contributions of partners are not at same level as it used to be. So much time is spent on obtaining core funding that it takes away from the time to spend on people when there are many challenges waiting to be solved. Staff never know if they have a job next year because of unstable funding. Change happens on a regular basis as a result of changing funding sources and funding levels. CEN should be provided funds for administration and management through funding for each program such as CAP-C and Community Youth Network. Appreciation by the funders of the value of CEN contributions to the well being of people in the region is necessary.

Funding instability causes many problems. It limits more involvement in many issues that are important to CEN. Trained staff are often lost because of funding restrictions. Often staff are stretched too thin to offer more or new programs and skeleton staff are running the programs.

CEN has grown fairly rapidly from a small organization to one that now needs a different organizational and financial management approach more resembling a business approach. It continues to need its visionary leadership but a solid foundation needs to be put in place to get ready for next growth spurt. Additionally, Board accountability and liability is an issue that is currently being addressed. However, flexibility and fluidity, which has created such a positive climate, must be maintained.

Gaps in Services

There were gaps identified including:

- More community education sessions, summits or conferences are needed to bring all the staff, CEN Board and committees together.
- The subcommittee structure should be more formalized.
- Need to bring the community into CEN and track everything that is being done. Sometimes CEN does not get credit for its work since it offers programs and services for agencies that often receive the credit. An evaluation of CEN would help do this. For example, what is the impact of community capacity building, creating supportive environments and the participatory focus of CEN on optimum child development and what were the outcomes?

Gaps in services for clients were a problem for CEN staff who advocate for services that are often not available. Those identified included:

- Drug and Alcohol counselling for youth are needed.

- Family mediation services are needed.
- Supports for children with learning disabilities.
- More emphasis on career counselling in curriculum and links to jobs.
- Few entry-level jobs and resource sector work as not all will want or be able to get professional jobs.
- Overemphasis on attention deficit disorders.
- Programs that enable the disadvantaged to excel and feel they belong.
- Parenting programs in schools for students.
- High school advocacy groups for students who can't read.
- Tutoring in schools, before and after school.
- CEN needs to be viewed as partner, advocate and catalyst to help things improve in schools.

The Future: Keeping CEN Going

CEN has a variety and a continuum of programs that is very important. All the programs offered under the CEN umbrella have evolved in the image of CEN while providing the program within its own guidelines. CEN is the value added. A continuation of the process with input from partners, bringing new partners in, developing commitment of new partner agencies and new people is crucial to future success. A range of activities that were considered of particular importance to be carried out by CEN in the future included:

- Applied research approaches for other age groups e.g. 7 to 11 year olds and 12 to 18 year olds
- A concentrated effort placed on prevention, literacy and addictions
- Continual needs assessment
- Constant evaluation of what CEN is doing
- Core funding
- A new management framework including organizational and personnel policies
- Strong Working Group
- Common vision, policies, practices for all employees of CEN.