

# Improving Gender Balance and Equalities in Community Learning and Development:

## Glossary of terms

Within the context of this document, the terms we have used mean:

### Achievement (in relation to children and young people)

This refers to the totality of skills and attributes embedded in the four capacities of Curriculum for Excellence. It will be developed in school and out with the school settings such as youth work and family learning.

### Adult learning

In its broadest sense, adult learning encompasses all 16+ post-compulsory education, taking place in a variety of settings including community venues, workplaces, colleges, universities, online and at home. It is life-long, life-wide, and learner-centred. It includes community-based adult learning which is the first step back to education for many adult learners. Community-based adult learning programmes are built around the needs of the learner, are flexible and delivered in local community settings. It is one strand of Community Learning and Development.

### Attainment (in relation to children and young people)

This refers to measurable progress that children and young people make as they progress through and beyond school. In a CLD context this will be particularly relevant to the development of skills for learning, life, and work.

## Blended learning

Blended learning describes models of delivery which allow learners to participate in both onsite and digital learning activities within a programme of learning. For example, coming to weekly group learning on-site activities and undertaking online activities between these weekly sessions.

## Career long professional learning (CLPL)

CLPL is a continuous process through which CLD practitioners take responsibility for their own learning and development, exercising increased professional autonomy enabling them to embrace change and better meet the needs of children, young people, and adult learners.

## Community development

Community Development is a process where people come together to act on what's important to them. It helps communities to organise, and to identify the issues they want to address, or the opportunities they want to explore. This can be done by communities of place or communities of shared identity. Community development is about making a fairer and more inclusive society. (SCDC). It includes building the skills and capacities of community groups and organisations. It is one strand of Community Learning and Development.

## Community empowerment

The Scottish Government defines community empowerment as: 'a process where people work together to make change happen in their communities by having more power and influence over what matters to them.' Communities may be geographically located, or they may share common interests, concerns, or identities.

## Community learning and development

CLD is a field of professional practice that enables people to identify their own individual and collective goals, to engage in learning and take action to bring about change for themselves and their communities.

Education authorities in Scotland have a statutory duty to secure CLD provision with young people, adult learners, and community groups/organisations in their area. CLD methodologies may also be used by practitioners in other sectors to engage with communities and learners.

## Data

Data are facts and statistics collected for reference or analysis.

## Digital learning

Digital learning is learning which is supported and enhanced by a range of digital technology and approaches. Where learners use digital learning at home as well as a learning centre for formal and non- formal learning activities these have positive effects on their attainment. Digital technologies can help overcome the challenges faced by some learners; improve employability skills and increase knowledge of career pathways.

## Equality

Equality is the removal of barriers and widening of opportunities for those for whom access is limited. Where equality is embedded in practice, there will be no prejudice-based discrimination

## Equity

Equity means treating people fairly, but not necessarily treating people the same. Equity in learning means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all young people and adults are well supported to secure wellbeing, skills for learning, life, and work.

## Family Learning

Family learning encourages family members to learn together, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

## Hybrid learning

Hybrid learning is designed to be delivered both onsite and remotely at the same time, allowing students to move between the two methods of delivery seamlessly. This means within any learning activity some learners will be in-person and some will be online. Hybrid learning is often used to provide learners with a greater degree of choice and to improve access to learning opportunities.

## Intergenerational Learning

Intergenerational learning supports learners of different generations to learn together. It brings people of different ages together in a way that enables them to share their experiences, knowledge, and ideas to the benefit of all participants. It promotes greater understanding and respect between generations and contributes to building more cohesive communities.

## Intersectionality

Intersectionality describes the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class, and other forms of discrimination “intersect” to create unique dynamics and effects. For example, when a Muslim woman wearing the Hijab is being discriminated, it would be impossible to dissociate her female\* from her Muslim identity and to isolate the dimension(s) causing her discrimination.

All forms of inequality are mutually reinforcing and must therefore be analysed and addressed simultaneously to prevent one form of inequality from reinforcing another. For example, tackling the gender pay gap alone without including other dimensions such as race, socio-economic status, and immigration status will likely reinforce inequalities among women.

## Learners

This term covers any recipient of the services of a partnership or partner delivering CLD provision. It includes, but is not limited to, people you may call, clients, customers, children, young people, adults, stakeholders, families, volunteers community activists and community members.

## Partners

This includes both those organisations and groups delivering learning and development in the community and other services and organisations who contribute to partnerships. This may include but is not limited to CLD services and organisations, early learning centres and schools, culture and sport, NHS, colleges, emergency services, third sector local and national organisations, community groups, libraries, and employers.

## Protected characteristics

The protected characteristics in the Equality Act (2010) are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation.

## Safeguarding

Safeguarding includes but is a wider than child protection. It refers to the promoting of the welfare of children, young people, and vulnerable adults.

## Volunteers

This term is used to cover all those who contribute to your area of work but are not paid to do so. It will include all those called volunteers. It may also include others such as board members, trustees, management committee members, those on advisory groups, unpaid interns, those on work placements, those undertaking community service, volunteer fundraisers, helpers, and those on secondment from other organisations.

## Workforce development opportunities

This includes all learning and development activity that both staff and volunteers engage in. It includes but is not limited to training, career long professional learning, workforce development, shadowing, mentoring, coaching, secondment, on line learning, undertaking awards and qualifications. CLD practitioners take responsibility for their own learning and development, exercising increased professional autonomy enabling them to embrace change and better meet the needs of children, young people, and adult learners.

## Youth work

Youth work is non-formal educational activities which help older children and young people to learn about themselves, others, and society. Youth work activities involve enjoyment, challenge, and learning. It supports young people in their personal, social, and educational development and to influence decisions about their lives and their communities.

Youth work takes place in a range of settings, such as youth centres, schools or outdoors; and is delivered by youth workers, many of whom are volunteers. It is one strand of Community Learning and Development.