

Learning Villages

Rural Learning Communities for Sustainable Rural Transformation



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1. Introduction

With the deadline for the Millennium Development Goals (MDGs) fast approaching, the most urgent challenge facing the world is to fight poverty and build a sustainable future for the rural majority in developing and the least developed countries. However, many of the poverty alleviation interventions and national development strategies lack effectiveness and efficiency and very often fail to lead to desired outcomes especially at the grassroots level. This is, to a large extent, due to the top-down approach typically adopted. Participation of local rural communities in their own development is rarely viewed as a goal of improvement, or as a means of facilitating and energising approaches to development. The lack of empowerment amongst rural people contributes to an inability for them to manage multiple risks and vulnerabilities and to cope with changes as a result of development. Rural people are often not empowered and central to the development of their own communities. Therefore, most development projects tend to benefit the benefactors rather than the beneficiaries. In light of this, effective and efficient rural development cannot be achieved unless the development is self-sustaining and empowers rural people in the processes. Thus, the local needs and participation of rural people in addressing these needs is necessary, one reason being that they know their situation and problems better than governments, aid agencies and other stakeholders. Rural people need to be empowered, in terms of knowledge, skills, values and attitudes, through learning opportunities and the social development work organised and carried out by their own communities in order to fulfil their immediate and long-term needs. It is within this context that the notion of Learning Villages and Rural Learning Communities becomes critical.

1.1 Learning Society and Learning Cities – UNESCO's Commitment

The notion of Learning Villages and Rural Learning Communities is located within a broader framework of the Learning Society – a popularised idea in



policy debates nowadays and a central component in a number of national development agendas since the appearance of *Learning to Be*:

If learning involves all of one's life, in the sense of both time-span and diversity, and all of society, including its social and economic as well as its educational resources, then we must go even further than the necessary overhaul of "educational systems" until we reach the stage of a learning society (Faure *et al.*, 1972: xxxiii).

Strongly interlocked with *lifelong learning*, a learning society recognises the actual process of learning as an activity which is not confined to a specific place; regards education and learning as a key contributor to the development of individuals as well as society. Education as lifelong learning leading to a learning society contributes to economic prosperity, social justice, social cohesion, and sustainable development. It values individual's existing knowledge, previous experience and his/her immediate and long-term learning needs. It promotes learning at all levels and in different settings (formal, non-formal and informal) throughout a person's lifetime as well as a culture of learning. It mobilises available resources in every sector and build partnerships with major stakeholders to move hand in hand towards common goals.

The commitment of UNESCO to lifelong learning and the leading role it plays in the building of learning societies is reflected in numerous policies, frameworks and projects across decades. Two ground-breaking reports on lifelong learning by UNESCO – *Faure Report (1972)* and *Delors Report (1996)* – articulate the fundamental principles of lifelong learning. The United Nations Decade of Education for Sustainable Development, which UNESCO coordinates, has stressed the importance of lifelong learning as a key to the twenty-first century. *The Belém Framework for Action* (UNESCO, 2010), the outcome document of the Sixth International Conference on Adult Education (CONFINTEA VI) in 2009, reaffirms the role of lifelong learning in addressing global educational issues and development challenges. In the *UNESCO Medium-Term Strategy 2014-2021* (UNESCO, 2014), one of the strategic objectives is to "foster high quality and inclusive lifelong learning for all". At the



Global Education for All (EFA) Meeting, held in Oman in May this year, the EFA Steering Committee, based on the agreement among the Member States, has called for a renewed overarching target, that is “to ensure equitable and inclusive quality education and lifelong learning for all by 2030”.

In 2013 UNESCO organised the International Conference on Learning Cities, which focused on “Lifelong Learning for All: Inclusion, Prosperity and Sustainability in Cities”. The working document of this conference on the development of learning cities is conceived as another attempt to translate the aspirations of learning societies into reality. It provides a list of key features and metrics, being: 1) the wider benefits of building a learning city; 2) the major building blocks of a learning city; and 3) the fundamental conditions for building a learning city. Such a framework makes it possible to support in a meaningful way the development of lifelong learning within and across member cities; to determine the progress to implement lifelong learning (for all) in many of the world’s cities; and to facilitate international comparative analysis and experience-sharing and mutual learning among member cities (UIL, 2013).

1.2 Learning Society – A Rural Perspective is Needed

In many countries, national development policies and strategies are being examined and re-directed in the light of the rapid urbanisation that is taking place in every country. However, while the world is increasingly becoming urbanised any development agenda cannot and should not neglect or underestimate the situation, challenges, opportunities and untapped potential of rural population in the long run. The world’s rural population is just under 50% (UN, 2011), and by far the majority of the world’s poor are located in rural areas. Rural development though still lags behind urban development.

The lopsided pattern of political and socio-economic development during the last two decades, together with emerging risks such as climate change and environmental degradation, scarcity of resources, natural and man-made disasters, has aggravated the plight of rural people. In most cases the intractable



and harsh realities rural people experience in terms of absolute poverty, serious deprivation, migration, prevalence of unemployment and under-employment, loss of livelihoods and further marginalisation has increased.

The above problems in rural areas and their spill-over into urban areas do not lie in preventing urbanisation and keeping the rural people confined to rural areas – which would be impossible in any event. Nor is it a realistic option to promote the mythical autarky or self-sufficiency of rural communities – rural communities just like urban communities are interdependent. Change in both rural and urban areas is inevitable, marked by movement of people, demographic transition, and new economic pressures and opportunities. The inexorable forces of change, which have many known and unforeseen adverse consequences for rural population, have to be turned into positive development and enhancement of people’s capacities to cope with changes (UNESCO INRULED, 2011). People are further helped when they are not only just prepared through education to cope with changes, but also empowered to manage changes of themselves, their families and their communities.

Therefore, it is necessary to facilitate and support a holistic and innovative approach to education for development that has a strong focus on people’s empowerment. This approach should be “modernising” and “adapting” so as to accommodate the changing circumstances and needs of rural dwellers. A more strategic and inclusive approach is required recognising spatial contexts, giving priority to a partnership-based and multi-stakeholder design and implementation framework. This framework will then reinforce the increase in multi-sectoral, place-based strategies that identify and better exploit the development potential of rural areas and their people.



2. Learning Villages and Rural Learning Communities

2.1 Definition

A village is a gathered community of people within a geographic context that is smaller than a town, with a population ranging from a few hundred to a few thousand or even tens of thousands people that are often located in rural areas. Villages differ across countries or within one nation in physical environment, socio-economic structures, and cultural and ethnic composition. However, there are many features of a learning village common to all types of villages. The initiative on learning villages developed by the UNESCO International Research and Training Centre for Rural Education (INRULED) defines a learning village as follows:

A Learning Village is a rural community where every rural resident, regardless of age, sexual identity, race, religion and social status, has a willingness and an opportunity to be continuously empowered through knowledge acquisition, skills development, and values and attitudes cultivation, as per each learner's immediate and long-term learning needs.

A rural learning community comprises a group of rural people who share common learning needs and are actively engaged in learning together and from each other.

The building of learning villages aims to bring benefits to rural dwellers focused on five areas including: 1) financial – earnings, money and financial security; 2) social – connections and cooperation; 3) human – employability and the ability to work; 4) personal – emotional well-being, spirituality and self-confidence; and 5) physical – basic information, services and infrastructure (Women and Economic Development Consortium, 2001) through self-



motivated and needs-based learning activities, and bring about broad positive changes at the individual and family level and also in the broader community.

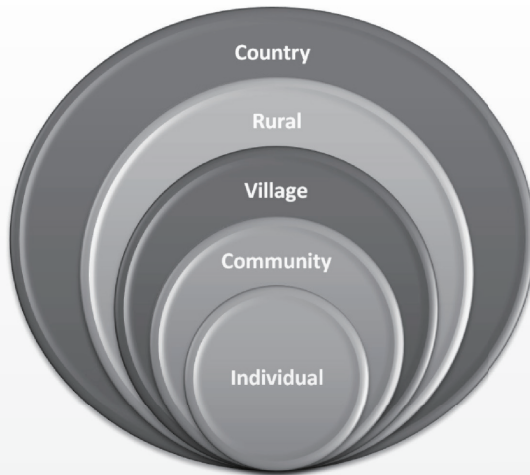
In a learning village, rural people, as development beneficiaries, are important resources in the rural development process, because villages and rural communities cannot fully prosper without full engagement of their members. To achieve this, community members should be enabled to take initiatives and actions stimulated by their own thinking and deliberations so that they are able to manage their own development. A learning village is a place where local communities and their members are able to act as the initiators, planners, organisers, managers, and at the same time, the beneficiaries of any learning activity.

2.2 Philosophical Position

As shown in Figure 1, the Framework of Promoting Learning Villages and Rural Learning Communities is grounded in an approach that recognises the centrality of individuals in the process of learning (Boud *et al.*, 2013) and views them as change agents. Learning fundamentally is about bringing about changes in an individual (Mezirow, 1991). People gain knowledge and skills which allow them to do things in different and very often improved ways and to understand and view the world around them from a new perspective. In doing so an individual is empowered and transformed. Consequently, it is the empowerment and transformation of individuals, who live and work within social as well as physical contexts, and are interacting with each other, brings about the transformation of their community, village and eventually national society as a whole (Cavanagh *et al.*, 2013).



Figure 1



To ensure that identified learning activities happen whenever there is a learning need, and to guarantee the equity and quality of learning, individual's motivation and effort are critical but not enough. A broader enabling environment at the national and village level to provide political, institutional, social and cultural conditions is needed. Every responsible sector and agency must facilitate and provide education and learning resources as is necessary. Key stakeholders must play their respective roles and share responsibilities accordingly. This requires collaboration and partnership among all stakeholders. Figure 1 shows a two-way interaction between the individual, family, community, village and the nation.

A learning community approach is used in this framework as a mechanism to drive change. Sometimes the term Community of Practice (Wenger, 1998) is used to identify a learning community, which is focused on a professional or vocational practice. A learning community or community of practice comprises a group of people who share common emotions, values or beliefs and are actively engaged in learning from each other, and by habituation. A learn-



ing community is formed around a common issue or need, and the individuals who come together to form the community have mutual interests in addressing this particular learning need.

Importantly there is a need to make the distinction between a “learning community” and a “community in which learning occurs”. The latter usually reflects a geographic place or location such as a village, a workplace or a neighbourhood. While clearly learning can take place in such “places” it is not this aspect of community that we are focused on here. A geographic community or village can have many different kinds of learning communities with different learning needs.

Learning communities are characterised by participants having shared goals, even though there may be variations of needs and levels of attainment of individuals within these communities. Learning communities provide safe, healthy, supportive and gender-sensitive environments for learning where participants feel comfortable and their surroundings and learning cultures are familiar to them. People that make up a learning community often share a collective identity around their common goal. The activities that occur within learning communities tend to be collaborative and the learner-centred approach dominates. This is in contrast to conventional approaches to instruction where the teacher/trainer/instructor delivers content to essentially passive recipients. Learners typically take on active roles within learning communities and along with any teacher/trainer/instructor make contributions to the learning of others. In this sense, learning communities tend to be more learner-led and learner-controlled. However, the teacher/trainer/instructor plays a pivotal role in facilitating and encouraging learners’ engagement. Because of the collaborative nature and that learners have common needs and goals, learning communities tend to have a high level of self-help between members.

Successful learning communities more often occur when communities (and the individuals that comprise these communities) have control, ownership and direct involvement in matters relating to their learning. This includes, identification of learning needs, establishment of learning groups and activities, selec-



tion of content, involvement of outsiders and experts, and the management and control of the learning community. The role of governments at different levels and other organisations within a learning community is to respond to community needs and provide mechanisms to facilitate supportive environments and assist in the mobilisation of resources and personnel. In sum, a successful learning community is of the learners, by the learners, and for the learners.

2.3 Components of the Framework to Promote, Facilitate and Maintain Rural Learning Communities and Learning Villages

The framework provides a vision for building rural learning communities and learning villages. It is comprised of three main areas of focus, they are: 1) Establishing and maintaining a learning village/rural learning community; 2) Learning communities in action – features of rural learning communities; and 3) Benefits of rural learning communities. For each area of focus, actions and outcomes at the individual/family level, community/village level, and the national level are identified.

This framework can serve as a comprehensive checklist of actions to help national and local governments, village and community leaders, practitioners and facilitators, as well as households and individuals in their efforts to build learning villages and rural learning communities that promote lifelong learning for all rural residents.

3. UNESCO INRULED's Experience and Expertise

Since its establishment in 1994, UNESCO INRULED, as the only international centre focusing on rural education and rural development, has been dedicated to bringing about positive changes in rural people's thinking and behaviour and further in rural societies through: 1) education for poverty alleviation; 2)



education for empowerment, especially women's empowerment; and 3) skills development for rural transformation.

Through twenty years of continuous effort, INRULED has been successful in: 1) promoting south-south and south-north-south cooperation at the international level; 2) helping create an enabling national policy framework and environment at the country level for empowerment, participatory approaches and livelihood generation; 3) creating and/or strengthening institutional structures at the village level through which people determine the priority needs and decide how best to manage common resources in the interests of the community as a whole; 4) fostering the availability of education and learning opportunities especially in non-formal and informal settings, better natural resource management, green environment, productive infrastructure development and agricultural productivity; and 5) promoting individuals' knowledge and skills, wider livelihood opportunities, the quality of life and women's empowerment.

Based on its experience in working directly with rural communities and rural people at the grassroots level and its expertise in the planning and implementation of new policies and strategies, INRULED is refocusing on rural development through learning villages and rural learning communities as an innovative, strategically planned approach. By adopting the concept of learning villages and rural learning communities, this initiative, harmonised with other human development strategies, creates space to diverse stakeholders to reach a general consensus on rural development strategies and policy directions; builds capacities and interactive forums; increases resource flows to rural people especially to those who are in need; generates social capital and institutions to enhance the access to knowledge, information and livelihood opportunities for individuals; empowers stakeholders in the development of rural communities; and provides a platform for national development.



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A Framework to Promote, Facilitate and Maintain Rural Learning Communities and Learning Villages for Lifelong Learning

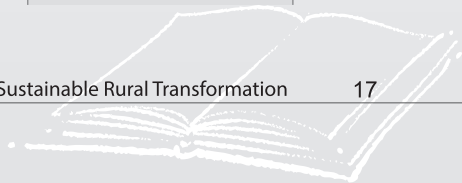
Actions and Outcomes			
Areas of Focus	For Individuals and Families	For Communities and Villages	For Nations
1. Establishing and maintaining a learning village/rural learning community			
Enabling/foundation			
<p>Basic education: Citizens have the foundation knowledge and skills for lifelong learning through strong and effective basic education available to all citizens. Supplementary non-formal literacy and numeracy development programmes are in place.</p>	<p>Individuals proactively seek to strengthen their own basic education and that of their family and local community.</p>	<p>Organise and facilitate appropriate adult literacy development activities including courses.</p>	<p>Policies and funding exist to facilitate universal basic education including 100% adult literacy.</p>



Actions and Outcomes			
Areas of Focus	For Individuals and Families	For Communities and Villages	For Nations
<p>Vision and goals:</p> <p>Clear and consistent vision, goals, policy and procedures for individual and community development exist at the community, village, and national level.</p> <p>Political leaders have vision to promote, facilitate and maintain rural learning communities and learning villages.</p>	<p>Community individuals have a commitment to be proactively involved in the identification and development of learning opportunities for themselves, for their families and also for their community and broader society.</p>	<p>Learning communities and village leaders have vision and goals for the development of appropriate community-based learning programmes and demonstrated commitment to achieve these.</p>	<p>Provincial and National vision and goals for community-based learning exist and there is the political will to enact these through legislation and policy.</p>
Management and leadership			
<p>Leadership:</p> <p>Leadership at the village, provincial and national level is committed to supporting learning community activities at the local community and village level.</p>	<p>Local community people have opportunity and are supported to provide leadership in the community-based learning as champions.</p>	<p>Enabled passionate leaders from within local communities and villages actively work to drive the learning community.</p> <p>Where partners have responsibility for the leadership and delivery of projects, there is accountability for outcomes at the individual and community level in addition to the funding providers.</p>	<p>Governments work to advocate and link stakeholders, facilitate leadership at all levels particularly at the local community level and identify funding to enable this.</p>



Actions and Outcomes			
Areas of Focus	For Individuals and Families	For Communities and Villages	For Nations
<p>Governance: Strong and effective governance structures and processes are in place to ensure efficiency, accountability and sustainability of learning communities.</p>	<p>Community individuals are involved in governance and management structures and processes wherever possible.</p>	<p>Learning community-based governance structures to support and facilitate learning communities are in place. Governance may also involve other partners such as training providers and government representatives; however people in the local community play active roles.</p>	<p>Government provides mechanism by which community-based governance is possible including identified funding sources to support this.</p>
<p>Partnerships and collaboration: Collaboration and strategic partnerships across sectors, including business, NGOs, government, and individuals are in place and/or can be mobilised.</p>	<p>Local individuals proactively engage with partners and organisations within and external to their community. Individuals feel comfortable in this process.</p>	<p>Community representatives actively pursue partnership opportunities.</p>	<p>Government provides processes and structures to support partnerships and establishment.</p>
<p>Infrastructure and resources: Infrastructure and resources are appropriate, sustainable and match learning needs and local conditions and culture.</p>	<p>Individuals provide and make contributions to infrastructure and resources. Individuals are encouraged to accept responsibility for provision of, or contribution to, necessary infrastructure and resources.</p>	<p>Community leaders and members identify existing useful infrastructure and resources and proactively advocate for infrastructure and resources that are required but unavailable.</p>	<p>Government provide support and budget for mobilisation of infrastructure and resources including national and provincial infrastructures to broadly support local learning community development, for example, communications and transport infrastructure.</p>



Areas of Focus		Actions and Outcomes	
	For Individuals and Families	For Communities and Villages	For Nations
<p>Funding: Funding is available from a variety of sources including central government, provincial government, local government, communities/villages and individuals to support the operations of rural learning communities.</p> <p>Funding takes into account course and community needs and the economic capacities of individuals and communities.</p> <p>Funding takes into account the medium and long term return on investment.</p> <p>Can include: infrastructure, course development, materials development, staff development, salaries, and course promotion.</p>	<p>Individuals value the learning they receive and make contributions to the cost of their learning within their capacities to do so.</p>	<p>Community leaders mobilise community funding sources in support of community-based activities.</p> <p>Communities proactively engage in the process of fund raising.</p>	<p>Government budgets incorporate realistic amounts to support learning communities including amounts to help communities to mobilise other funding.</p> <p>Government also work towards building pathways for increased funding from private enterprise.</p>



Actions and Outcomes		
Areas of Focus	For Individuals and Families	For Communities and Villages For Nations
2. Learning communities in action – Features of a learning village/rural learning community		

Learning		
<p>Empowering learners: Learning is focused on empowering people through skills and knowledge development to take control of their lives, raise aspirations, enhance employability, and build active citizenship resulting in improved quality of life.</p>	<p>Individuals recognise and understand that they have responsibility for their own and their family's development. As a result of learning they are further empowered in taking control and working towards improving their lives and the lives of their family members. Individuals have responsibility and commitment towards the development of their broader community.</p>	<p>Rural learning communities gain strength, synergy and efficiencies through the collaboration of members focused on common goals. Rural learning communities are empowered to take more control and responsibility for the development of the community.</p>
<p>Individuals contribute to their learning: Individuals are a key and valuable resource for developing, managing and contributing to new and innovative learning opportunities and activities.</p>	<p>Individual learners take an active role in addressing their own learning needs and are active in contributing to their own and others' learning.</p>	<p>Rural Learning communities utilise a collaborative approach, where the participants share ideas and contribute to learning within the community. This draws upon adult learning principles.</p>
		<p>Government policy is focused on the development and empowerment of citizens recognising that this provides the foundation for national development.</p>
		<p>Governments and NGOs establish policy and engage in activities that facilitate community-led learning.</p>



Actions and Outcomes			
Areas of Focus	For Individuals and Families	For Communities and Villages	For Nations
<p><i>Dynamic learning communities:</i> Learning communities are reflexive, responsive, and adaptive to the emerging common experiences and needs of members.</p>	<p>Individuals take an active role in ensuring that the learning community addresses their needs and the needs of others in the community and proactively contributes to helping the community adapt as required.</p>	<p>Village and community leaders support learning communities in rural areas that can adapt to changing learning needs and circumstances.</p>	<p>Government policy, practices and budgets facilitate dynamic and responsive learning communities.</p>
<p><i>Learning for all:</i> Communities and teaching organisations collaborate to ensure equitable access and pathways for all learners particularly to ensure access and equity for women and girls, people with disability, and minority groups.</p>	<p>Every individual is able to access a learning community according to their needs and is not discriminated against.</p>	<p>Rural Learning communities are open communities that exist to provide the range of learning needs across rural populations and allow and encourage participation of all those who could benefit.</p>	<p>Government policy, practices and budgets facilitate open learning communities that encourage and facilitate Learning for All.</p>



Actions and Outcomes			
Areas of Focus	For Individuals and Families	For Communities and Villages	For Nations
<p>Sector comprehensive:</p> <p>All types of learning from formal to non-formal and informal learning are seen as valuable and enriching to the community.</p>	<p>Individuals have the opportunity to participate in learning across all education sectors including non-formal as well as formal.</p>	<p>Learning communities are multi-sectoral in collaboration with local and external education providers, and adopt innovative approaches, for example, study centres and use of distance education approaches to support learning.</p>	<p>Government policy and budgets provide opportunities for innovative approaches across education sectors and at all levels.</p>
<p>Appropriate pedagogy and technology:</p> <p>Learning is enabled by appropriate and sustainable mixes of technology and adult pedagogy for use in informal, formal and non-formal contexts.</p> <p>Internet based technologies and mobile devices provide opportunity for blended learning and increased access for rural people.</p>	<p>Individuals undertake learning within learning communities through a variety of pedagogy and using a range of technology and have access to ICT and other resources to undertake these.</p>	<p>Villages and rural communities proactively engage in processes to bring about improved facilities for learning and improved communications infrastructure (e.g. ICT).</p>	<p>Government budget priorities emphasise the development of infrastructure (including ICT) for adult education and training at the village and community level.</p> <p>Budgets recognise increased costs associated with provision of technologies and infrastructure in rural areas.</p>



Actions and Outcomes			
Areas of Focus	For Individuals and Families	For Communities and Villages	For Nations
<p>Innovation and creativity:</p> <p>Innovative learning is valued and implemented. Risk taking is supported.</p> <p>Cultural practices and beliefs are respected and preserved. The wisdom of older adults is valued.</p> <p>Environment protection is promoted.</p> <p>Partnerships allow responsiveness, flexibility and risk sharing.</p>	<p>Individuals undertake new training initiatives and embark on new vocational directions and feel supported and encouraged in this. Individuals take on new ideas and apply these within their existing cultural frameworks.</p>	<p>Villagers and rural communities facilitate and support innovation and creativity in the range and types of learning communities and in the application of new ideas for further development of rural learning communities.</p>	<p>Government policies encourage and facilitate innovation and risk taking at the community level focused on improving the quality of life through education.</p> <p>Government recognises that creative and innovative communities build a creative and innovative society.</p>
<p>Linking community infrastructure and social capital:</p> <p>The importance of social capital and infrastructure is reflected in comprehensive, long-term and systematic approaches to individuals' learning.</p> <p>Planning is integrated across government departments and programmes reflecting national, provincial, local and individual needs and priorities.</p>	<p>Individuals undertake learning in socially constructed environments.</p>	<p>Planning at the village level is activity- or project-based, reflecting community needs to effectively engage local people and infrastructure.</p>	<p>Government policy and planning at national, provincial and local levels is integrated.</p>



Actions and Outcomes			
Areas of Focus	For Individuals and Families	For Communities and Villages	For Nations
<p>Capacity building: Individuals, institutions, partners and other stakeholders have input into the operation of learning communities.</p> <p>Community partnerships build the capacity of community members who have equal opportunity to participate and contribute within their capacity.</p> <p>Learning communities are about building capacity of participants not only in the knowledge and skills area, but also in the management and operation of the learning community including in teaching.</p>	<p>Individuals through their engagement with learning communities develop their capacities in a range of areas including vocational skills, collaboration skills, management skills, and communication skills.</p>	<p>As collaborating environments, learning communities foster capacity building of participants around a range of skills required for the operation and maintenance of the community.</p> <p>Village leaders and learning community activities facilitate opportunities for capacity development broadly across members of the rural community.</p> <p>Collaborating partners assist participants within a learning community to develop skills and knowledge in the development of curriculum, materials and resources, the use of ICT, and assessment and evaluation.</p>	<p>National policies and funding require that capacity building of community participants are part of every learning community project.</p>



Actions and Outcomes		
Areas of Focus	For Individuals and Families	For Nations
3. Benefits of Rural Learning Communities		
<p>Social: Rural learning communities provide structures to bond physical communities, strengthen relationships and facilitate synergies for more efficient, effective and collaborative community development.</p> <p>Individuals are empowered and together empowered people enable communities to take on more responsibilities and activities for personal and community development through community-based and community involved learning.</p> <p>Socially engaged and connected communities also increase opportunities for personal satisfaction and help to improve the quality of life in rural areas.</p>	<p>Individuals develop their social and communication skills, and establish and strengthen relationships.</p> <p>Opportunities for collaboration and social engagement that can go outside of the learning community. It helps to build 'community', and a sense of belonging.</p>	<p>Socially engaged communities are caring and supporting communities</p> <p>Participants feel welcomed and supported.</p> <p>Activities and courses are socially rewarding and enjoyable.</p> <p>A nation that is socially engaged and socially linked has a general sense of contentment and fulfillment.</p> <p>Citizens that are empowered take on responsibilities and make a greater contribution to national development and general well-being.</p>



Actions and Outcomes			
Areas of Focus	For Individuals and Families	For Communities and Villages	For Nations
<p>Economic: Individuals increased economic capacity contributes to improved quality-of-life and whole communities have a direct economic benefit, as does the nation.</p>	<p>Individuals actively seek opportunities for skills development that will lead to personal economic improvement.</p>	<p>Village and local leaders facilitate and coordinate opportunity for local economic development to benefit the whole community.</p>	<p>Increased economic activities improve government opportunities to better provide national services.</p>
<p>Sustainable: Capacity building of individuals and groups builds sustainable local communities. Village-based learning communities ensure that activities are appropriate, efficient, effective and affordable. Sustainable activities that are managed and owned by communities are more likely to be successful in the longer term. Environmentally sustainable communities leave a better legacy to the next generation and ensure efficient use of scarce resources.</p>	<p>Individuals learn to respect and care for their environment and contribute to improving environmental conditions.</p>	<p>Improved local environment and conditions.</p>	<p>Governments meet environmental targets and improve national living standards.</p>

