Community? Whose Community?

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Outline

- Reflections on communit(ies)
- Brief outline of literature-based ideas
- Conclusions

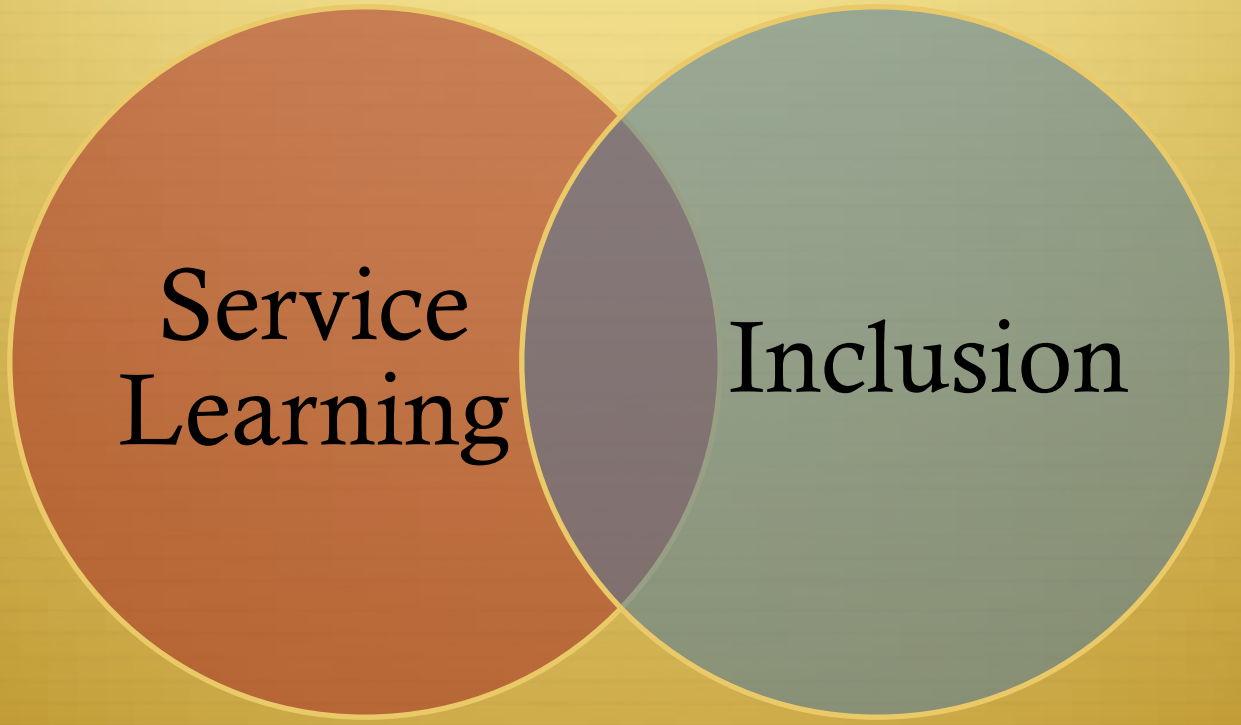
EQUATOR
Fly
Emirates

community
nearby
political
many
cases
checked
projects
religious
believed
collection
ways
Communities
geographical
one
thought
interdependence
Community
engage
people
know
geographically
defined
name
shared
sense
assumptions
socioeconomic
common
linguistic
resources
learned
tribal
one's
purpose
lived
truly

Take 5

- Turn to your left or right and share five different community configurations you have experienced in your own work.

WARNING
CHALLENGES
AHEAD


Service Learning
Inclusion

Mapping the Relationships

Adapted from Clayton et al. 2010

Assessing the Relationship (on both sides)

- Cost-benefit
- Alignment of goals
- Decision making capability
- Resources
- Conflict management
- Identity formation of organizations
- Power
- "What matters"
- Satisfaction

Adapted from Clayton et al. 2010

Inclusive Engagement

- Recognition that inclusive engagement is an ongoing process
- Inclusion is concerned with the identification and removal of institutional barriers to effective engagement (*not the deficits of people*)
- Inclusion is about the presence, participation, and empowerment of all in the process
- Inclusion involves a particular emphasis on populations who may be at risk of marginalization

Adapted from Ainscow & Miles, 2009

Conclusions

- Service learning literature can help us ensure that relationships with various communities and community actors are reciprocal
- Inclusive engagement provides a structure for institutional humility awareness

References

- Clayton, Bringle, Senor, Huq, & Morrison (2010). Differentiating assessing relationships in service-learning and civic engagement: Exploitative, transactoinal, transformational. *Michigan Journal of Community Service Learning,* (5-22).
- Ainscow, M., & Miles, S. (2009). Developing inclusive education systems: how can we move policies forward. *Manchester, UK: University of Manchester*.

Thank you!

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