

Community Makers

Adult Foundational Education Resources for Urban Communities



Magazine of the Urban Alliance for Adult Literacy

www.urbanallianceforadulthoodliteracy.org

Issue 1, September 2024

Inside this Issue

p.1: Welcome
p.2: Definitions
pp.3-6: Urban Adult Foundational Education
Collaborations in Muskegon, Roanoke, & NY City
p.7: Q&A: What about AFE for *Rural* Communities?
pp.8-9: Tools to Use
pp.10-11: Learning about U.S. Urban Communities
p.12: Empowering Adults as Active Citizens: What
UNESCO's Institute for Lifelong Learning Says
p.13: Credits; Urban Living and Learning

Welcome!



Hello, Readers!

This inaugural issue of *Community Makers* is brought to you by the Urban Alliance for Adult Literacy. Read all about the Urban Alliance on our website: <https://www.urbanallianceforadulthoodliteracy.org> . We urge you to get involved in our activities -- and to read and share this magazine, in particular.

We call this a “magazine” in its original, etymological sense: a storage container for items of value to its users. We hope that this new publication will provide supporters of urban adult foundational education (AFE) with ideas and information (e.g., profiles of urban AFE collaborations, historical background about U.S. cities, links to resources) -- and some inspiration -- presented in an easy-to-access format.

We call it *Community Makers* because we believe that AFE – in partnership with adult learners and the various social communities (i.e., families, neighborhood groups, workplaces, and other social groups) that learners are part of -- can be an important force for creating, strengthening, and sustaining those communities. This magazine and other Urban Alliance activities are designed to support productive AFE partnerships relevant to learner and other stakeholder goals.

As newcomers to magazine publishing, we invite you to send us suggestions about content and format that can help us make this publication useful to you and others interested in building better communities in the U.S. We're considering focusing each future issue on a particular theme or question of interest to readers, so we particularly welcome your suggestions about themes to cover.

Contact us at urbanallianceforadulthoodliteracy@gmail.com .

Best wishes from the Publications Sub-Committee,

Paul Jurmo, Editor

Definitions

When developing a new collaborative effort, it is important to clarify the terminology the group will be using.

Shown below are definitions of some key terms used in this magazine.

“Urban”

Can include cities of various sizes and counties and metropolitan areas that include cities.

“Adult foundational education” (AFE)

An umbrella term referring to the mix of services sometimes called “adult literacy,” “adult basic education,” “adult secondary education” (or “GED/HSE” preparation”), ““ESL/ESOL,” and contextualized education for workforce/ workplace literacy, college preparation, citizenship preparation, family literacy, financial literacy, and other applied uses of basic skills. This term helps distinguish our field from K-12 and for-credit higher education and other activities that might fall under the heading of “adult education.”

“AFE coalition”

Collaborations (see below) of AFE providers and other stakeholders to improve supports for adults (including out-of-school young adults) who are challenged by various kinds of basic skills limitations and/or a lack of secondary-school credentials.

- Stakeholders might include public policy makers, public and private funders,

employers, labor unions, K-12 schools, and providers of healthcare, family, correctional, housing, disability, financial, legal, immigration and refugee, and other services.

- AFE coalitions can go by names like “network,” alliance,” “collaborative,” “consortium,” “initiative,” and others.
- Can be based in governmental (e.g., mayor’s offices, Workforce Investment Boards) or non-governmental institutions.

“AFE Collaborations”

AFE providers can collaborate with other stakeholders in multiple ways, including contextualized education that helps learners build basic skills they need for various life roles; and joint planning, recruitment, advocacy, generating financial and in-kind supports, and professional development. Such collaborations can occur in the kinds of “AFE coalitions” described above or in less formal relationships.

“Community”

- “Community” often is used in the U.S. to refer to a geographical location (e.g., a neighborhood). But we use the term to also include other social groupings that have common purposes/goals, experiences, behaviors, and concerns.
- Communities might include ethnic/racial groups, individuals participating in a workplace or labor union, incarcerated or formerly incarcerated individuals, persons with disabilities, and individuals of a common age, gender, occupation or other demographic background.
- Stakeholders can include individuals from those groups and supporters of those groups.
- AFE partnerships can both help to strengthen various types of communities and see communities as a resource and venue for the work that AFE providers and other stakeholders do.



Urban AFE Collaborations

Example 1: Muskegon, MI

Muskegon Literacy Collaborative (RMLC) serves all of Muskegon County, situated on the western side of Michigan's Lower Peninsula on beautiful Lake Michigan. The Collaborative was founded in 2019 by Read Muskegon (which serves as RMLC's administrative hub and fiscal agent) with support from the National Center for Families Learning (NCFL).

RMLC's stated mission is:

We know that no single education system, government agency or non-profit organization can independently resolve the literacy crisis in Muskegon County. That is why, since 2019, Read Muskegon has led a countywide, results-oriented literacy collaborative dedicated to addressing the illiteracy crisis and creating sustainable systems change through collective impact. Together, Read Muskegon and its extensive network of collaborative partners are focused on ensuring that all individuals in need of improved literacy skills, no matter their age or economic circumstances, have access to the information and resources they need to succeed.

The county contains both rural areas and the urban communities of Muskegon Heights and the City of Muskegon. The Collaborative is financially supported through the fundraising efforts of Read Muskegon. Funders include the Community Foundation for Muskegon County, Trinity Health Community Investment Grants, Dollar General Literacy Foundation, and many individual and business donors.

RMLC members include the Community Foundation for Muskegon County, City of Muskegon, City of Muskegon Heights, Muskegon County Prosecutor, United Way, Goodwill, Muskegon Area District Libraries, Hackley

Library, Muskegon Area Intermediate School District, Great Start Collaborative & Great Start Parent Coalition, Rotary, HealthWest, West MI Works, Hope Network - MI Reading Corps, White Lake Area Community Education, Kingdom Embassy Church, Parents & Adult Learners, and community advocates and volunteers. Major RMLC activities to date include:

- A year-and-a-half project with NCFL, beginning with a study of local inter-generational literacy needs and capacities, followed by a family literacy plan and project. (See "Family Literacy for Stronger Urban Communities at <https://www.urbanallianceforadultliteracy.org/webinarspresentations> .)
- Hosting four full-day Literacy Summits focused on identifying issue areas, sharing action ideas and forming work groups. Keynote speakers included Sharon Darling, founder of NCFL, and Poppy Sais-Hernandez from Governor Whitmer's office.
- Hosting quarterly half-day meetings focused on collective action around identified issues.
- Hosting a Candidates Forum in September 2022, and an upcoming one in 2024. Candidates for county and state offices respond to questions about AFE access (including for incarcerated individuals) and early childhood educations. Questions were researched and asked by learners, parents or others with lived experience, adapting Read Muskegon's Civic Literacy curriculum.
- Providing critical leadership in advocating for passage of increased funding for adult education and specifically new funds for adult literacy centers.
- Working to create a countywide movement of Language Access Plans.
- Co-hosting an advocacy training for community members with MI Children.

For further information, contact Read Muskegon's Executive Director Melissa Moore at Melissa.moore@readmuskegon.org and visit www.readmuskegon.org . (Melissa serves on Urban Alliance's Steering Committee.)

Urban AFE Collaborations

Example 2: Roanoke, VA

Roanoke, Virginia has developed a system of services that support immigrant and refugee integration and inclusion. ESOL education is an important component of that system. Blue Ridge Literacy (BRL) plays a central role in these efforts.

BRL is a community-based, non-profit AFE organization based in Roanoke's main library building. (Libraries make special efforts to provide useful services at convenient times and locations.) BRL provides AFE services to U.S.-born as well as immigrant and refugee residents of Roanoke and the surrounding Roanoke Valley. Started by two librarians in 1985 as a volunteer literacy program, BRL expanded in 1993 to include ESOL services for the growing immigrant population. In 2003 BRL became a ProLiteracy member. In 2005 it added citizenship preparation classes. Recently it has added health literacy, digital literacy, and distance learning supports.

BRL's two-person full-time staff is supplemented by volunteers and a modest but growing number of part-time instructors (some of whom teach ESOL for employees of local businesses). The program has steadily built cross-sector partnerships with diverse stakeholders.

Roanoke is a refugee resettlement city. Its Department of Social Services (DSS) works with Commonwealth Catholic Charities (CCC), other agencies, and Virginia Office of New Americans. BRL contracts with DSS to provide work-readiness classes to DSS-referred refugees (primarily newly-resettled). With CCC, BRL has brought a Department of Justice-accredited legal counselor into BRL's citizenship preparation classes, hosted a mental health workshop in its English & Health program, found room in its ESOL classes for CCC-referred learners, and set up a small ESOL program for eligible Afghan refugees.

BRL representatives consistently participate in Roanoke's Virginia Community Capacity Initiative meetings of local refugee services (e.g.,



Roanoke's Inclusion Specialist, various non-profits) to share updates, needs, and capacities. BRL also provides various kinds of supports to the Roanoke Refugee Partnership (a non-profit connecting refugees with resources), including training volunteer tutors to help learners prepare for BRL's Citizenship Prep classes and the U.S. naturalization exam. Learners receive financial aid for legal fees and travel costs related to steps (e.g., biometrics intake, naturalization test and interview, oath ceremony) in the naturalization process. BRL welcomes refugees and immigrants regardless of immigration status. In recognition of its programs and policies for immigrant inclusion, Roanoke received Virginia's first Certified Welcoming Designation from Welcoming America. Other BRL services include:

- "Real-life" literacy and ESOL services to help learners navigate services and otherwise carry out meaningful roles.
- Projects with medical and nursing schools to have their students help with ESOL classes, teach CPR and other health skills, and help learners learn about healthcare careers.
- Showing arts and culture organizations how to work with non-native English speakers.
- Conducting cross-organization training for staff of stakeholder partners.
- Inviting primary school teachers to help learners support their children's learning at home, using digital tools in particular.
- Hosting Virginia Western Community College staff to talk with BRL learners about academic and career options at VWCC.
- Serving on a state-level immigrant and refugee integration advisory committee.

Beyond Roanoke, BRL staff have helped organize a statewide Association of Community-Based Literacy Organizations.

Contact Executive Director Dr. Ahoo Salem at asalem@brlit.org and visit www.blueridgeliteracy.org. She is a member of Urban Alliance's Steering Committee.

Urban AFE Collaborations

Example 3: New York City, NY

On the morning of September 11, 2001, two airplanes slammed into the World Trade Center as the staff and learners of adult foundational education programs in the city went about their normal business. The resulting destruction of life and property had many impacts on those adult learners and staff members. Programs were at least temporarily closed and many learners lost loved ones, neighbors, and employment. Waves of fear, suspicion, and confusion engulfed the city as many wondered “What next?” As they watched chaos fill the streets, the downtown area and many of its jobs closed down. Some of the communities that adult learners came from were looked at with fear and in some cases became the target of hate.

Within a few days, the adult foundational education community had sprung into action. (This community consisted of many types of programs, based in a wide range of governmental and non-governmental agencies.) Teachers learned how to deal with the attacks in classroom discussions and learning activities. Administrators created new programs designed to help suddenly-unemployed learners develop computer, English, and other job skills while connecting to job counselors and supportive learning environments. Funders stepped up and generated emergency funding to support these new efforts.

In Fall 2002, the city's Literacy Assistance Center (LAC) published a special issue of its *Literacy Harvest* journal focusing on how the adult literacy community responded to the 9/11 attacks. (The LAC is a nonprofit organization that provides professional development, technical assistance, and advocacy support to advance adult foundational education.) Adult education staff wrote about how their programs helped learners deal with xenophobia and hatred while also developing other skills and assets they would need to deal with employment, social, and other issues they were now facing. See this *Literacy Harvest* issue at <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Job%20Crisis%20Fall02.pdf?ver=1720444523186>.

(continued on next page)

LITERACY HARVEST	
<i>The Journal of the Literacy Assistance Center</i> FALL 2002	
The NYC Literacy Community Responds to September 11	
Contributors	iii
In This Issue	iv
Fear, Desperation, and Hope in Jackson Heights <i>The Effects of the Terrorist Attacks on Immigrant Communities</i> K.C. Williams	1
Creating a Haven for Learning <i>Dealing with Crisis in the Classroom</i> Jay Klokner	11
Media Literacy in the Classroom <i>Helping Teachers Develop Critical Media Skills</i> Marguerite Lukes and Mariann Fedele	16
Challenging the Readings, Reading the Challenges <i>A Staff Developer's Reflections on September 11</i> Ira Yankwitt	21
The New (and Ongoing) Job Crisis for Adult Learners <i>How Adult Educators Can Respond</i> Paul Jurmo	25
Building the Capacity of Community-Based Youth-Serving Organizations to Respond to Trauma <i>Partnership for After-School Education</i>	32

Urban AFE Collaborations

Example 3: New York City, NY

(continued from previous page)

Fast forward two decades to the fall of 2020. The city and nation were now trying to respond to the murders of Breonna Taylor, Ahmaud Arbery, and George Floyd. This was also the midst of the COVID-19 pandemic that was disproportionately impacting Black and Brown communities. New York City's AFE community once again stepped up to respond to these challenges.

Over 40 organizations signed on to the LAC's Literacy & Justice Initiative (LJI) whose [Call for Transformative Action](#) and [Call for Investment](#) framed adult literacy education as an issue of civil rights, human rights, and social justice. LJI demanded increasing adult literacy funding in NYC from approximately \$90 million a year to \$500 million a year and to use this funding to:

- 1. Dramatically increase the number of adults who could access ABE, HSE, ESOL, and other adult literacy education programs.** (An estimated 2.2 million New Yorkers could benefit from such services.)
- 2. Support grassroots racial, social, and economic justice organizations to develop and sustain adult literacy programs** that build critical consciousness on key community issues while simultaneously developing basic literacy, numeracy, academic content knowledge, and English language skills.
- 3. Enable currently funded adult literacy programs to connect classroom instruction to the social, political, and economic issues** that their students are confronting, to connect their students and programs to the social and economic justice organizations that are addressing these issues, and to engage interested students in sustained programs of leadership development.

4. Significantly increase funding rates for all adult literacy programs to enable them to provide students with the full range of resources, supports, and services they need and deserve.

5. Strengthen and advance the adult literacy field with targeted technical assistance and professional development for programs and practitioners in areas including culturally responsive-sustaining education (CRSE), popular education methods, digital literacy, and student leadership development.

The LJI's activities currently include an online collection of adult learner stories, a voter engagement project, and a leadership institute explicitly focused on "literacy for justice."

Read more about the LAC at www.lacnyc.org and the Literacy & Justice Initiative at www.literacyjustice.org.



Q&A

What about AFE for rural communities?



Some might wonder why we are focusing on AFE for *urban* rather than *rural* communities. Here's our multi-layered response: We recognize that rural communities also can and should benefit from AFE. Rural communities also have particular challenges and opportunities that, though overlapping with those in urban communities, are also unique.

We thus believe that special efforts should also be made to support AFE in rural communities. We offer Urban Alliance as a model that rural community advocates might learn from and contribute to (through sharing of ideas, joint advocacy, etc.) However, at this early stage of developing the Urban Alliance (to serve the urban communities where the largest share of the U.S. population now resides), our Steering Committee feels we lack the experience and capacity to take on the big, important task of also supporting rural communities. We nonetheless are happy to support — and learn from — others who are interested in developing similar national and local AFE models for rural areas.

We also believe it is important to break down the supposed and real “rural-urban divide” which has emerged as an unproductive force in our nation. (Note that some urban AFE coalitions serve metropolitan areas or counties that include rural communities and small towns. See the example from Muskegon, MI elsewhere in this issue.)

Here are some resources on rural adult literacy:

- <https://files.eric.ed.gov/fulltext/ED321966.pdf>
- <https://eric.ed.gov/?id=ED386357>
- https://www.researchgate.net/publication/230046191_Rural_adult_literacy_in_a_community_context_From_the_margin_to_the_mainstream
- https://archive.org/details/ERIC_ED376850/mode/2up?view=theater&ui=embed&wrapper=false
- <https://collegefund.org/programs/indigenous-education/native-students-stepping-forward/>

Tools to Use

(Part 1)

Here are some resources on themes and organizations of possible interest to supporters of urban AFE, selected by our editors.

A New Take on Family Literacy: The National Center for Families Learning was established in 1989 (as the National Center for Family Literacy) to support the growth of intergenerational literacy programs for parents and their children. From its headquarters in Louisville, KY, the Center has served over 4.5 million families in 150+ communities, in 39 states. While still focusing on intergenerational literacy, it now states its mission as follows: “NCFL Works to Eradicate Poverty Through Education Solutions for Families.” Its programs now help families develop a range of basic skills (including reading, writing, math, and digital skills) needed to manage financial, legal, health, and other issues. (Visit <https://familieslearning.org/>.) In June 2024 Urban Alliance hosted a “Family Literacy for Stronger Communities” webinar in which Anna Kaiper-Marquez (of NCFL) and Melissa Moore (of Read Muskegon) described how NCFL helped Read Muskegon develop a family literacy project customized to the interests of learners in that community. (See slides and a recording at <https://www.urbanallianceforadulthoodliteracy.org/webinarspresentations>.)

Community-Building for Public Health: The U.S. Surgeon General, in the March 2023 report *Our Epidemic of Loneliness and Isolation*, discusses the impacts of loneliness on public health and other aspects of society. The report identifies factors — including COVID-19, heavy reliance on social media, a decline in traditional social support systems, an aging population, declines in family-sustaining employment, and political polarization — that might be contributing to this phenomenon. It recommends actions that social stakeholders (including community-based organizations and schools and education departments) might take to reverse this course, for the well-being of the individuals directly impacted and families and society as a whole. AFE programs have a long history of welcoming and nurturing diverse groups of adult learners and their families. Adult educators and public health partners have also developed models of health literacy education that might be adapted for this newly-recognized challenge of social isolation. Read the Surgeon General's report at <https://www.hhs.gov/sites/default/files/surgeon-general-social-connection-advisory.pdf>.

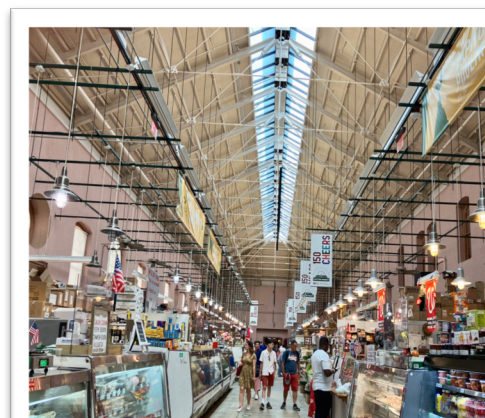
An Archive of Work-Related Basic Skills Resources: The Open Door Collective offers a free 61-page document containing brief descriptions of over 200 on-line resources (e.g., reports, curricula) related to ten categories of work-related AFE:

- Work-Readiness, College Transition, and Career Pathways
- Work-Readiness for Particular Industries
- Workplace Education for Incumbent Workers
- Tools for Program Planning and Evaluation
- Work-Related Basic Education in the U.S.: Local, State and National Policy
- Interpretations of How to Make Workplace Education Relevant and Effective
- Employer, Labor Union, and International Perspectives

Adult educators and other stakeholders (e.g., employers, labor unions, workforce centers, funders, policy makers) can use these resources to develop a deeper understanding of options for work-related AFE. See Archive at <https://img1.wsimg.com/blobby/go/4b259097-f77f-4c70-813c-4cff11dc6161/downloads/Work-Related%20Basic%20Skills%20Archive%20ODC%203-12-21.pdf?ver=1723056523419>

Tools to Use

(Part 2)



Reading in the Digital Age: In a November 2022 interview with *NY Times* podcaster, Ezra Klein, UCLA professor Maryanne Wolf discusses “why reading is a fundamentally ‘unnatural’ act, how scanning and scrolling differ from ‘deep reading,’ why it’s not accurate to say that ‘reading’ is just one thing, how our brains process information differently when we’re reading on a Kindle or a laptop as opposed to a physical book, how exposure to such an abundance of information is rewiring our brains and reshaping our society, how to rediscover the lost art of reading books deeply . . . Wolf recommends to those of us who struggle against digital distractions, what parents can do to protect their children’s attention, how Wolf’s theory of a ‘bi-literate brain’ may save our species’ ability to deeply process language and information and more.” These issues might be of special interest to staff and learners in the AFE field who focus on various types and purposes of reading (e.g., reading of workplace or financial documents; reading newspapers and other materials to understand current events; handling of “academic” reading required for higher education; or helping one’s children develop a love for and habits of reading. It also raises important questions about the impact of digital technologies on our society. Hear the podcast at https://www.youtube.com/watch?v=8_NFSDaMj-A .

All-America City Awards: The National Civic League issues annual “All-America City Awards” that “recognize communities that leverage civic engagement, collaboration, inclusiveness, and innovation to successfully address local issues.” Visit <https://www.nationalcivicleague.org/america-city-award/> .

Roots of Success: Roots of Success is an “Environmental Literacy & Job Training Program” whose mission is to “prepare youth and adults from communities with high rates of poverty and unemployment for environmental jobs and career pathways and to become activists and leaders who can address environmental challenges and injustices in their communities and society more broadly.” The organization “was created by Dr. Raquel Pinderhughes, Professor of Urban Studies & Planning at San Francisco State University and an internationally recognized expert on the green economy and green workforce training. The curriculum is informed by Dr. Pinderhughes’ decades of experience working with and teaching underserved populations, and in-depth research with employers in 21 sectors of the green economy, and in response to the growing momentum to promote sustainable development and provide good jobs for individuals with significant barriers to employment – fighting pollution and poverty simultaneously.” Dr. Pinderhughes has expressed interest in working with urban AFE programs. Learn more at <https://rootsofsuccess.org/> .

Learning about U.S. Urban Communities

The Growing Pains of Urbanization, 1870-1900

Source: Open Stax College
([Link on next page.](#))

Urbanization occurred rapidly in the second half of the nineteenth century in the United States for a number of reasons. The new technologies of the time led to a massive leap in industrialization, requiring large numbers of workers. New electric lights and powerful machinery allowed factories to run twenty-four hours a day, seven days a week. Workers were forced into grueling twelve-hour shifts, requiring them to live close to the factories.

While the work was dangerous and difficult, many Americans were willing to leave behind the declining prospects of preindustrial agriculture in the hope of better wages in industrial labor. Furthermore, problems ranging from famine to religious persecution led a new wave of immigrants to arrive from central, eastern, and southern Europe, many of whom settled and found work near the cities where they first arrived. Immigrants sought solace and comfort among others who shared the same language and customs, and the nation's cities became an invaluable economic and cultural resource.

KEYS TO SUCCESSFUL URBANIZATION. As the country grew, certain elements led some towns to morph into large urban centers, while others did not. The following four innovations proved critical in shaping urbanization at the turn of the century: electric lighting, communication improvements, intracity transportation, and the rise of skyscrapers.

CHALLENGES OF URBAN LIFE AND SOME SOLUTIONS. Congestion, pollution, crime, and disease were prevalent problems in all urban centers; city planners and inhabitants alike sought new solutions to the problems caused by rapid urban growth. Living conditions for most working-class urban dwellers were atrocious. They lived in crowded tenement houses and cramped apartments with terrible ventilation and substandard plumbing and sanitation. As a result, disease ran rampant, with typhoid and cholera common . . . By the late 1880s, New York City, Baltimore, Chicago, and New Orleans had all introduced sewage pumping systems to provide efficient waste management. Many cities were also serious fire hazards. An average working-class family of six, with two adults and four children, had at best a two-bedroom tenement. . .

Churches and civic organizations provided some relief to the challenges of working-class city life. Churches were moved to intervene through their belief in the concept of the **social gospel**. This philosophy stated that all Christians, whether they were church leaders or social reformers, should be as concerned about the conditions of life in the secular world as the afterlife, and the Reverend Washington Gladden was a major advocate. Rather than preaching sermons on heaven and hell, Gladden talked about social changes of the time, urging other preachers to follow his lead. He advocated for improvements in daily life and encouraged Americans of all classes to work together for the betterment of society. His sermons included the message to "love thy neighbor" and held that all Americans had to work together to help the masses.

As a result of his influence, churches began to include gymnasiums and libraries as well as offer evening classes on hygiene and health care. Other religious organizations like the Salvation Army and the Young Men's Christian Association (YMCA) expanded their reach in American cities at this time as well. Beginning in the 1870s, these organizations began providing community services and other benefits to the urban poor.

In the secular sphere, the **settlement house movement** of the 1890s provided additional relief. Pioneering women such as Jane Addams in Chicago and Lillian Wald in New York led this early progressive reform movement in the United States, building upon ideas originally fashioned by social reformers in England. With no particular religious bent, they worked to create settlement houses in urban centers where they could help the working class and, in particular, working-class women, find aid. Their help included child daycare, evening classes, libraries, gym facilities, and free health care. Addams opened her now-famous Hull House in Chicago in 1889, and Wald's Henry Street Settlement opened in New York six years later. The movement spread quickly to other cities, where they not only provided relief to working-class women but also offered employment opportunities for women graduating college in the growing field of social work. Oftentimes, living in the settlement houses among the women they helped, these college graduates experienced the equivalent of living social classrooms in which to practice their skills, which also frequently caused friction with immigrant women who had their own ideas of reform and self-improvement.

Jane Addams Reflected: Life in the Settlement discovers above all what has been called 'the extraordinary pliability of human nature,' and it seems impossible to set any bounds to the moral capabilities which might unfold under ideal civic and educational conditions. But in order to obtain these conditions, the Settlement recognizes the need of cooperation, both with the radical and the conservative, and from the very nature of the case the Settlement cannot limit its friends to any one political party or economic school.

The Settlement casts aside none of those things which cultivated men have come to consider reasonable and goodly, but it insists that those belong as well to that great body of people who, because of toilsome and underpaid labor, are unable to procure them for themselves. Added to this is a profound conviction that the common stock of intellectual enjoyment should not be difficult of access because of the economic position of him who would approach it, that those 'best results of civilization' upon which depend the finer and freer aspects of living must be incorporated into our common life and have free mobility through all elements of society if we would have our democracy endure.

The educational activities of a Settlement, as well as its philanthropic, civic, and social undertakings, are but differing manifestations of the attempt to socialize democracy, as is the very existence of the Settlement itself.

The success of the settlement house movement later became the basis of a political agenda that included pressure for housing laws, child labor laws, and worker's compensation laws, among others . . . (This led to the creation of) the National Child Labor Committee and advocated for the subsequent creation of the Children's Bureau in the U.S. Department of Labor in 1912. Julia Lathrop—herself a former resident of Hull House—became the first woman to head a federal government agency. Settlement House workers also became influential leaders in the leaders in the women's suffrage movement and the antiwar movement during World War I.

Full document: <https://pressbooks-dev.oer.hawaii.edu/ushistory/chapter/urbanization-and-its-challenges/#:~:text=THE%20IMMEDIATE%20CHALLENGES%20OF%20URBAN,caused%20by%20rapid%20urban%20growth>

Empowering Adults as Active Citizens

What UNESCO's Institute for Lifelong Learning Says

UNESCO's Institute for Lifelong Learning (2022) has made the case for "citizenship education" as a way to counter "fault lines in our societies, among them a deficit of trust in political processes, the fragmenting and polarizing potential of information technology, the persistence of 'us versus them' narratives, failures to pursue the ideals of solidarity and multilateralism, and growing inequality within and between countries" (p.15)

Rather than merely reacting or adapting to work-related, technological or environmental change, however, ALE (Adult Learning and Education) must be reconceptualized to empower adults to be active citizens contributing towards shaping their own future and that of the planet . . . Indeed, the development and application of the knowledge, skills, attitudes and values of citizenship are themselves lifelong and life-wide processes. This entails understanding civic principles and institutions, knowing how to engage in civil society, exercising critical thinking, and developing an appreciation of the rights and responsibilities of a citizen. . . the key characteristic of learners will not be their age but their willingness to bring about personal and social change. (Citizenship education can) yield benefits . . . such as increased self-esteem, empowerment, and openness to change and the resumption of learning. Citizenship education also plays a vital role in promoting tolerance, respecting diversity and preventing conflicts. . . (It) enables individuals to care about each other, embrace alternative perspectives and experiences, and engage in responsible practices with regard to the environment and shared natural resource (p.17).



Source: UNESCO Institute for Lifelong Learning. (2022). 5th global report on adult learning and education: Citizenship education: Empowering adults for change.
<https://unesdoc.unesco.org/ark:/48223/pf0000381666>

Credits

For the “Urban AFE Collaborations” profiles on pages 3-6, Ahoo Salem, Melissa Moore, and Ira Yankwitt helped with writing and editing.

David Rosen provided vital planning and editing throughout.

Paul Jurmo served as lead writer, editor, designer, and photographer.

Blue Ridge Literacy created the photo collage on page 4.

Open Stax College provided the history of U.S. cities on pages 10 and 11.

Urban communities depicted in photos: New London, CT (front cover), Washington, DC (pp. 2, 9, 12, 13), Roanoke, VA (p.4), and New York City, NY (p.6).

Urban Living and Learning*



*What do you see here? And how might it relate to urban AFE?