

Sustainable Self-help Adult Community Learning Model

Final Conference
Krakow, May 2014
www.tpnk.org.pl

Project Overview

- ▶ Generate a Model with supporting tools to help sustain Adult Community Learning by generating self-help techniques
- ▶ Grundtvig Partnership project – limited resources
- ▶ Utilise those developed in other EC projects where possible



Key Features Stage 1: Community Reporting

- ▶ Development of community reporters to give people a voice
- ▶ Key people and individuals will be identified and trained as Community Reporters.
- ▶ These people will then be able to generate Community Media so that the interests of the Community can be represented and key issues identified, including the Community's learning wishes.
- ▶ Training and final products can be as sophisticated or as simple as is appropriate
- ▶ Tools available from two projects– Isabel and Locate
 - <http://virtuallearningbuses.wordpress.com/isabel-vlb/>
- ▶ With Community media in place, this can be used to establish and to promote training of Community Learning Ambassadors, the hosting of Community Skills Exchanges and the establishment of a organisation to sustain learning.



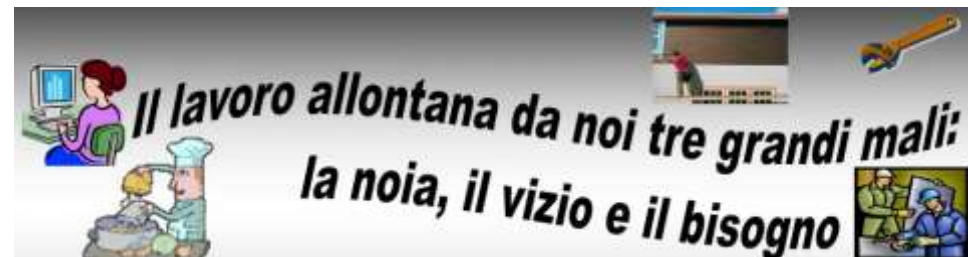
Key Features Stage 2: Community Learning Ambassadors

- ▶ Community Learning Ambassadors will be vital to generate interest in learning (as opposed to more general community issues) and to support learning within their communities.
- ▶ Community Learning Ambassadors will be able to:
 - engage with the local community to stimulate interest
 - establish the learning needs of individuals within the Community
 - signpost individuals to the Skills Exchanges (and other learning opportunities where available)
 - work towards relaying these needs onto the Skills Exchanges so the needs are satisfied
 - link with Community Reporters to ensure maximum coverage of opportunities and needs in the local media
 - provide support needed to establish the Sustainability Organisation.
- ▶ Based on the ENABLE TOI project with resources available in Polish, Romanian, Greek, Italian and English
- ▶ Currently being refined as part of a Grundtvig Multilateral project
- ▶



Stage 3: Skills Exchanges

- ▶ To support and promote mutual exchange of skills and experiences between members in a community.
- ▶ The following might be taken into consideration for final structuring of the action programme:
 - **Who** are the audience/users?
 - **What** are the type of skills to be exchanged?
 - **Where** will the exchanges take place?
 - **When** will the exchanges happen and for how long?
 - **How** will they be made? (organisational, logistics, timing, communication)
- ▶ **What will be achieved by undertaking this stage**
 - Learning happening through the Skills Exchange(s)
 - Community links and general social links reinforced
 - Empowerment of the community in terms of sustainable learning



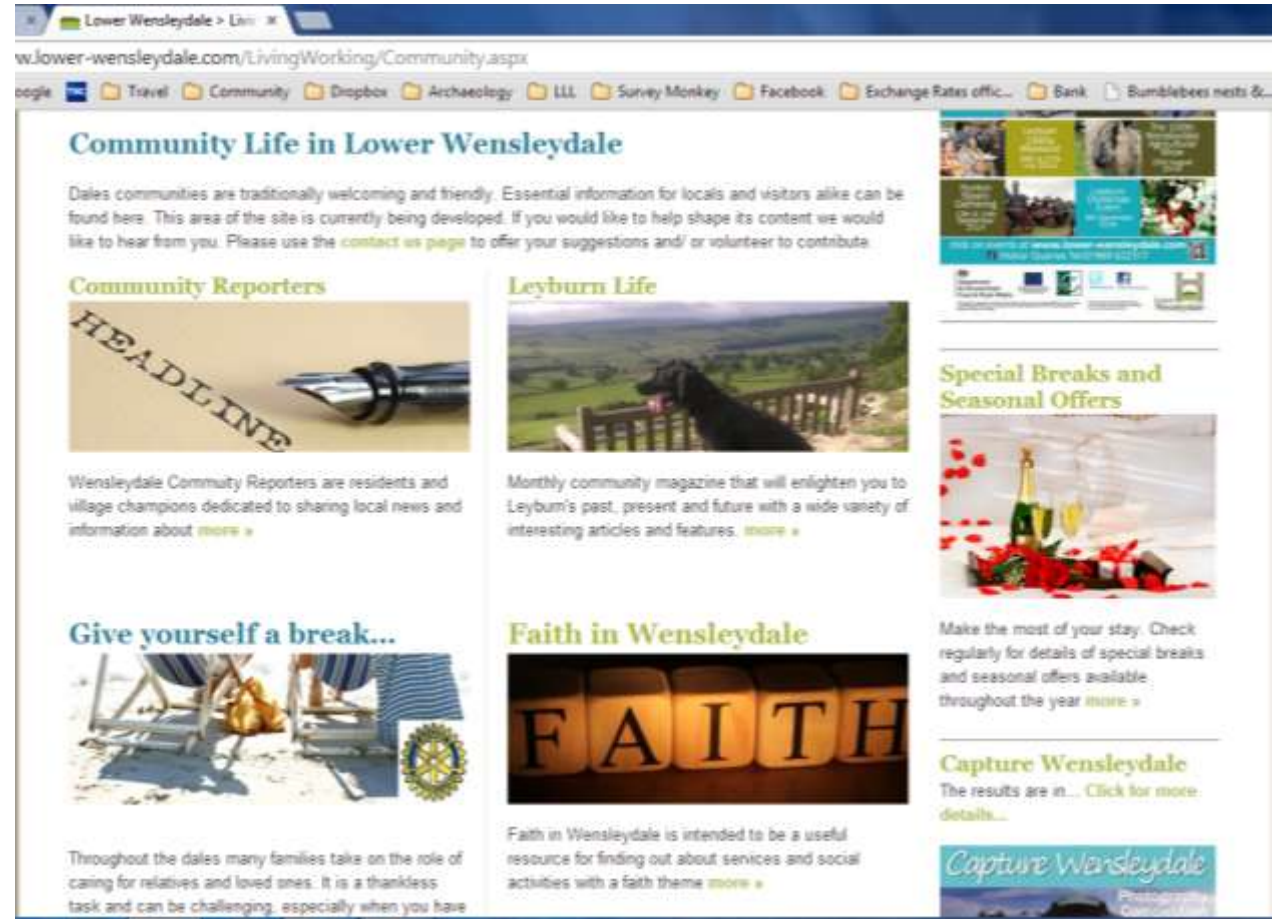
Stage 4: Peer Mentoring

- ▶ Peer Mentoring is a basic process to support learning within the Community. This process mainly focuses on the support provided by an experienced peer (the mentor) through a longstanding positive and confidential relationship with a mentee (the beneficiary).
- ▶ Peer Mentors will be able to:
 - Provide motivation and empowerment to community members
 - Support peers meet lifelong learning opportunities
 - Guide them into personal development activities
 - Promote social inclusion
 - Support Community regeneration
 - Link with Community Reporters and Learning Ambassadors into an integrated sustainable model
- ▶ Good examples from Greece



Stage 5: Sustainability Planning

- ▶ This stage aims to create an organisation within the community which will sustain community learning.
- ▶ In order to achieve sustainability the organisation which have to be constituted according to the regulations within its country / region but there are certain principles which should be applicable throughout all countries within the European Union.
- ▶ Key people within the Community, for example Community Learning Ambassadors will agree roles based on their appropriate skills to develop a plan of how to sustain learning in their community.
- ▶ Involve a number of steps:
 - Gathering information about the community's learning needs and aspirations
 - Writing a Missions Statement – goals etc
 - Writing a Work Plan on how might achieve these goals
 - Communicating the plan to stakeholders – within the community and external to it – keeping it very easy to read and understand so no-one is excluded
 - Monitoring and Evaluating the Plan



Stage 6: Quality Assurance and Evaluation + Inclusivity in practice

- ▶ Have separated the Model into various stages but this is really an artificial division to assist in its writing and for anyone reading it.
- ▶ This stage is to ensure that there is quality embedded into all the processes through simple evaluation techniques.
- ▶ What will be achieved by undertaking QA and evaluation
 - Basic standards in place to ensure that learning is still a quality experience for community skills exchanges and peer mentoring
 - Protection of vulnerable groups in communities
 - Inclusivity in place
- ▶ The latter two points also indicate that the flexibility within the Model structure and the range of tools identified are key to ensuring the application of these to a wide range of diverse communities and to ensure inclusivity
- ▶ This has been taken up in the follow-up Locate project where communities range across from rural communities in Romania, Greece and the UK, to communities of deaf people in Italy, to communities of people with learning disabilities in the UK, communities of people with mental health issues in Spain and finally, communities linked to religious groups in Italy and Romania.
- ▶ WATCH THE LOCATE FACEBOOK PAGE as well as the website _ www.facebook.com/locateproject.eu
- ▶ See inputs from a range of communities and involving many of the stages in this Model being put into practice.