



Learning community profile

Xploit Transversal 4 Action 2010-2013
www.Xploit-EU.com

NEW VERSION JULY 2010

INTRO

The Xploit project will produce results that can help other communities in Europe develop into learning communities. The Xploit project should therefore produce useful best practice material.

In Xploit the development of this material is not done by working with theory, but by practicing learning communities – allowing 4 communities go through the steps of establishing a learning community. This is where the Learning Community Profile comes in. It would make little sense to the communities to start integrating all sorts of European learning resources without considering carefully, if these resources are *relevant* to the community.

This is why working with the Learning Community Profile is extremely important – in fact this work is the very fundament of the Xploit project. Nothing makes sense without this Profile and the ongoing elaboration of the profile as a dynamic tool.

The Learning Community Profile is basically about identifying and discussing the lifelong learning *needs and interests of the community*, especially in relation to groups of disadvantaged citizens of all ages. The development of this Profile is not just about the results of the work. The production of the Profile is a *tool to establish the local Xploit cooperation network* around the partners, as they should be deeply involved in the development of the Profile.

A dedicated effort in relation to the Profile will allow the community to take the first important steps towards becoming a Learning Community, offering relevant lifelong learning opportunities to its disadvantaged citizens.

A few words of introduction

This Learning Community Profile is extremely important.

It will provide the communities and the project with crucial material, on which the following phases will be built, and at the same time working with this task is the key to the local Xploit organization: *the participating persons and organisations will build up their cooperation through concrete work with high relevance to the community.*

Some cities or regions might have been involved in such a systematic view on the lifelong learning situation in their city or region, others have not.

It is, though, important that all the involved communities follow this guide and the perspectives built-in this guide.

Often such analyses mostly consist in statistical data, but such information is not important in the Xploit project. The Xploit project is more concerned with identification and description of lifelong learning resources and potentials, and with descriptions of the nature of different forms of learning needs and interests in the community.

It is important to see the development of the profile as the key to organize the Xploit team and network in the community: *the development of the profile should be the tool to invite persons and organisations to participate at different levels, of course.*

The local Xploit team should work on an ongoing basis, whereas the local Xploit Network should meet at milestones, perhaps each or every second month, depending on the roles allocated to this network.

The guide is not designed as a simple questionnaire, as the project is looking for quality, descriptive and analytic material, not unemployment numbers.

Thus the partners are invited to produce free text. The coordinator strongly recommends the partners to deliver quality work, as the profile will be an important element throughout the entire project duration.

The more qualified the Community Profile, the more the community will benefit from the project.

In the Time-out reflection phases the project will invite the partners to review and further develop their lifelong learning profiles.

The project will be able to use the results to draw up clear lifelong learning needs, interests and visions for each of the communities involved, and furthermore compare the learning resources and needs scenarios at European level.

It is important to make clear that the guide is not only focusing on lifelong learning **needs**, but also on the **interests** of the community in different kinds of lifelong learning, and, last but not least, in any kind of **visions** being promoted at different levels in the community. Perhaps some communities even have an official lifelong learning policy or strategy.

But the guide is also a tool for promoting the Xploit project in the community – and for inviting persons and organisation to participate. It is easier to ask for people's contribution, if the partners can refer to clear tasks, perspectives and benefits.

So, in principle, people and organisations from the community should be gathered round this guide and build up their collaboration working with the challenges presented by the guide.

Who might be involved in developing the community profile?

- Representatives from the governmental bodies responsible for learning and education
- Representatives from major stakeholders among the community's educational institutions
- Representatives from active groups of citizens having been involved in different forms of lifelong learning projects or initiatives
- Representatives from cultural organisations aiming to bridge between culture and learning
- Representatives from social organisations working with disadvantaged groups of citizens
- Experts or special resources in the field of lifelong learning
- Resources with high dissemination potential

Learning Community Profile

Information

Partner name and country + team contact name

text

Please name and define the community you wish to approach in Xploit (the defined community will be referred to all along the questions below)

text

Please briefly describe the Xploit team in your community

text

Please describe who you believe will be involved in the Xploit Network in your community (organisation name, web and contact)

text

Resources involved

Please briefly describe the resources in the community involved now or in the future in developing the profile

text

Please briefly describe how these resources will plan and carry out the tasks

text

Please identify special resource persons that might be important to the Xploit project and might be willing to participate at different levels

text

Cooperation

Please describe the cooperation between the political and educational partners, and please identify challenges to this cooperation

text

Please describe positive and negative cooperation experiences when producing the profile

text

Please provide recommendations for the Xploit project, on which similar activities could be based

text

Please describe what steps the Xploit team will take to deal with the identified cooperation challenges

text

Lifelong learning in the community

*What kind of significant lifelong learning activities **for disadvantaged citizens** have been carried out or planned in the community since 2000 – what challenges did they address and who were the target groups?*

text

Please describe lifelong learning activities of special importance to the Xploit project, and what kind of resources these activities produced in your community

text

Please describe ongoing or planned major lifelong learning initiatives in the community (aims, target groups, resources involved)

text

How would the Xploit team summarize the lifelong learning experience and potentials in your community?

text

Lifelong learning stakeholders

What kind of organisations or resources are responsible for / engaged in innovative learning initiatives in the community?

text

Please describe potential or emerging power centres for innovative lifelong learning in the community

text

What organisations have a strong interest in lifelong learning innovation in your community?

text

In summary: which are the most important lifelong learning stakeholders in your community, and how do the Xploit team intend to collaborate with them?

text

Lifelong learning policies, interests and visions

Has any lifelong learning strategy been formulated for the community?

text

Are lifelong learning visions for future initiatives being developed in the community?

text

How would the Xploit team describe the interest in the community in interacting with European scenes and resources? Which resources and initiatives could the Xploit project relate to? Why?

text

Social and educational needs

Please describe the major social challenges in your community

text

Please describe the major educational challenges in your community

text

Which social and educational needs would the Xploit team consider the most important to the Xploit project?

text

Please describe social and educational challenges not in any way (or in a very weak way) met by appropriate initiatives in the community

text

Disadvantaged groups of citizens

Please describe the most important groups of disadvantaged citizens in your community

text

Please identify disadvantaged groups for whom no social or learning initiatives have been taken

text

Which of these groups would the Xploit team find most relevant to the Xploit project and the exploitation of European learning resources?

text

Please describe to what extent the (planned or established) local Xploit Network could give access to the groups identified as the most important/relevant?

text

Social-economic situation

Please briefly summarize the community's socio-economic situation and major challenges

text

Can closing sectors and labour markets be identified? How does this produce or affect groups of disadvantaged citizens?

text

Can emerging sectors be identified? What might be the relevance of these sectors for disadvantaged citizens?

text

Future forecast: which are the most needed skills and competences in the future in your community? Are initiatives being taken to meet these challenges?

text

Please describe to what extent the (planned or established) local Xploit Network "covers" the identified present and future scenarios

text

Summary: Community SWOT

*Please briefly summarize the community **strengths***

text

*Please summarize the community **weaknesses***

text

*Please summarize the community **opportunities***

text

*Please summarize the community **threats***

text