



Xploit Guide Dialogues Spring 2011

First summary early April

The spring dialogues with the Xploit lifelong learning guides was set up to prepare the guide training sessions in Salt in May 2011. The quality and outcomes of the training sessions are deeply dependent of these dialogues, as the dialogues will allow the coordinator to focus the training and inspiration on matters of relevance to the guides and to the communities. The training sessions, then, are extremely important also to the Xploit Action phase 1 to start after summer 2011. The Xploit guides are expected to be key resources in the action phases.

This paper will

- ⇒ Sum up the guide response
- ⇒ Offer some comments from the coordinator
- ⇒ Produce a new line of questions, both general and community specific

Thanks to the guides for their most qualified response.

The guide dialogues were initiated with these questions:

FIRST QUESTION

Now, considering the common Xploit focuses (in GO PRACTICE!), and considering your community needs and interests, what **catalyst(s) or focus(es)** would you suggest to be the most useful to your community in Action phase 1?

Please explain; please reflect on target groups, stakeholders interested, resources needed, ways to approach the challenge, etc.

We suggest that 1 or 2 such catalysts would be relevant in Action phase 1. Action phase 2 might address other catalysts or focuses.

SECOND QUESTION

What kind of **competences or resources** do you think you would need to be guiding the community towards seriously addressing the needs linked to this focus or these focuses?



NB ! Deadline for response in the second round dialogues: 15th of April - mail or Word

Now, considering the common Xploit focuses (in GO PRACTICE!), and considering your community needs and interests, what catalyst(s) or focus(es) would you suggest to be the most useful to your community in Action phase 1?

Please explain; please reflect on target groups, stakeholders interested, resources needed, ways to approach the challenge, etc.

We suggest that 1 or 2 such catalysts would be relevant in Action phase 1. Action phase 2 might address other catalysts or focuses.

Salt ES



After studying and assessing the many and varied needs that the Municipality of Salt has to face, the Xploit team has agreed that the most urgent work has to be done in training and lifelong learning at different life stages and different target groups. Training and lifelong learning catalyst.

Detected three points that need to be emphasized:

- Young people and drop out

Obviously we cannot change the Catalan educational system, but we can have a bearing on the out-of-school life of these youth. We can provide alternatives based on their interests, their wills; alternative ways to encourage and help them to recover their self-confidence, the interest and desire to learn. Re-motivate them so that they recover their will to learn/study.

The possibility of a resource, solely for information and curricular monitoring of students, should be taken into account. There is a wide group of young people with a basic education level, with or without a school graduate, who are already motivated and just need to be informed and get to know about the resources they can count on, as well as the options, dates and training duration.

- Training families

Families are very important in the school process of their children. Families play a decisive role in the drop out of their children. In order for these families to be able to accompany and support their children they need at least to have a basic literacy. They must understand the local language in order to help their children, to understand the environment where they live, so it means they must be integrated in their community.

These parents should be made understand that a regular working pace is vital to avoid the continuous disruption in their children school life when they stop for months or even years, which becomes a serious handicap to return to it later on.

- Lifelong Learning Centre

It is a very clear need in Salt to have a lifelong learning centre. A centre to coordinate formal and non-formal studies from 16 year old onwards; An open centre to everyone providing solutions to the different needs of the community.

A centre that provides solutions to the legal vacuum the educational system faces when it comes to offering solutions to young people at risk. That is, young people who want to take up again their studies after dropping out and cannot do it because they have no access to this type of training: *Instrumental level*: Basic skills level or

basic level to return to regular studies in order to obtain a school graduate.

Young people who, after going through different phases, decide to return to their studies but cannot do it because there are no resources available.

Being able to re-motivate and recover youth at risk means that a society is able to anticipate problems and provide solutions to such hindrances.

Your input is most interesting and challenging.

As to the young people, you are actually dividing the challenge into two rather different needs that might be met separately:

- young people needed ongoing learning motivation in non-formal settings
- young people needed information, guidance and counseling as to education, labor market and entrepreneurship opportunities

Closely related to the young people challenges you propose to work on the family support for these young people. Actually such an initiative would still be targeting youth at risk, simply just in another way.

Approaching the youth challenge both directly, through non-formal provisions, and indirectly through the families, might very well be a very strong combination.

You clearly point to the fact that these initiatives would be strongly supported by a Community Centre, offering different kinds of non-formal learning opportunities for young people at risk, perhaps even hosting a "Computer Clubhouse" facility, and at the same time offering guidance and counseling resources for the "other" group of young people.

Moreover, such a centre might very well be used for other activities, such as family support and guidance, activities for unemployed people and elderly, even in a intergenerational perspective.

So, your key catalyst is clearly *youth at risk*. Through these youth at risk activities, three important things could be catalyzed:

- involvement of the families, which might lead to more initiatives for these families
- establishing a Community Centre, which will surely encourage other community activities
- these activities could be used to create the first permanent new lifelong learning cooperation infrastructures in Salt

This is the true meaning of the catalyst: we cannot address all kinds of challenges in the beginning, but we can choose catalyst activities that will lead to other activities in the community.

Such catalyst activities should be based on strong community needs as well as strong catalyst potential.

We are aware of the Computer Clubhouse plans in Salt, which will need physical facilities as well. Therefore it might be an idea to address this mosaic of initiatives as the key Salt objective in the first Xploit action phase:



This means that the Salt Xploit guides have a clear and very concrete agenda for the guide training and the action phase one.

Please elaborate on this illustration, if you wish to...

Guide training objectives

1. How can we empower ourselves to work qualified with non-formal learning for youth at risk and their families through Xploit?
2. How can we develop competences to identify and exploit European resources in the fields of: youth at risk empowerment, computer clubhouse, community centers, involving youth at risk families, youth guidance and counseling and entrepreneurship?
3. How can we prepare ourselves to be able to approach community stakeholders and sponsors when promoting the establishment of such a Community Centre in action phase 1?
4. How can we empower ourselves to create solid funding for the activities?

Action phase 1 objectives

1. Launching strong initiatives to establish a flexible Community Centre in Salt
2. Creating community consensus and support for establishing pilot projects for youth at risk (Computer Clubhouse or similar provisions)
3. Establishing a small network of stakeholders and people linked to involving youth at risk families to prepare further actions
4. Mobilizing resources and interest to create guidance and counseling resources for young people between 15 and 25, including education, labor market and entrepreneurship

Some of the initiatives are already being prepared, for instance by the Salt participation in the Udine Computer Clubhouse event in April.



Questions for Salt guides for the second round dialogues

We would like you to work on the following more and more concrete questions.

- A. *Do you agree on the Salt action phase agenda, proposed by us?*
- B. *Could you as a first step identify the most important stakeholders in and around Salt as to working with the Community Centre idea? And could you establish a small initial dialogue with these stakeholders prior to the training days and discuss the results during the training sessions? Could a small team be*

established?

- C. *Could you connect to communities in Xploit on these matters, such as entrepreneurship in Nagykovácsi, Computer Clubhouse and non-formal learning centre in Udine, family guidance in Swansea or youth guidance in Aarhus? How would you like to do that in preparation of the training days, allowing all partners to learn from such connections?*
- D. *Considering the Salt action phase agenda, what must be the MOST important outcomes of the training days for you?*

Please also take into consideration the Udine questions.

Swansea UK



Political Infrastructure Catalyst

Vision for Learning: By 2020 Swansea will be a distinctive European City in which all people have access to high quality learning opportunities throughout life and where outcomes are in the top 25% of European quality indicators for education and training.

- To widen and increase education and training opportunities for people in Swansea
- To develop increased confidence in people in Swansea leading to improved achievement and attainment levels and enhanced capabilities
- To plan and implement ways of improving the quality, efficiency, effectiveness and volume of education and training provision in Swansea
- To contribute to the economic, social health and wellbeing, environmental and community development of Swansea

Lifelong Learning starts with individual interests, needs and priorities and expand to be "all-embracing" - focusing on family, community, work, leisure and politics.

Adult Community Education brings people together to pursue shared interests, unlike other services which deal with clients in isolation as individuals.

Lifelong Learning can help reduce poverty particularly in today's credit crunch - there is a need to provide educational courses on financial literacy from welfare benefits to planning for the future. Also health-literate people act the fastest to spot problems, act on them and live healthier lives.

Education in combination with other services, such as health, can help to build confident and resilient communities with strong social networks. Adult Community Learning can help people settle into a new community and become a significant part of their neighbourhood i.e. migration. Educational courses are needed to help people remain engaged and active in the world outside of work. When people change jobs, homes, partners and lifestyles they need opportunities to learn at every age.

Older people need more opportunities to learn if they are to actively contribute - rather than be a cost to society. They need courses to help them remain engaged and active in the world and help them maintain identity, health, social engagement and wellbeing.

Lifelong Learning provides people with autonomy and a sense of control which will aid citizenship.

CCS/Lifelong Learning Service has targeted all the 10 Community First areas to provide 'First Steps back into Learning' not only to meet the Authority's Vision for Learning but also to meet the needs of its citizens in its most deprived areas. It is anticipated that these 'First Steps back into Learning' will equip people with the confidence to continue learning to engender a culture of lifelong learning in Swansea. Development workers are instrumental in establishing networks/infrastructure with Community 1st teams to help residents to understand

the benefits of Lifelong Learning and encouraging them to participate in courses and learning activities.

Practical Application

In Swansea social inclusion in Community First areas will be my main priority. This will not only reach "isolated women with children", "single parent families" and "drop-outs and abusers" but also people who are at risk of being socially excluded.

The Lifelong Learning Service (LLS) has recently started to work with a small community in a deprived area of Swansea which is classed as "Community First" called Graigfelen. There are a high proportion of single parent families with 3 or 4 children who are desperate to escape the benefit culture and find their way back into work, education and training.

Our first catalyst will be Adult Learners' Week from 14-21 May 2011 when we will be offering 4 taster sessions at Graigfelen Community Hall. The interest in these tasters will inform our next step which will be a Community Day. (See below for details).

It is clear from your response that your main interest is the lifelong learning infrastructures in Swansea, also in the first action phase.

What we must do in Xploit is to take the political programs of a learning community to a practical level, at which we can *identify actions and how actions contribute to the infrastructures*.

You mention a certain community called *Graigfelen*, and as far as we understand you will work with the initiative *First Steps back into Learning* in this community. This sounds most promising in relation to Xploit as Graigfelen might very well be compared to especially Salt and Nagykovácsi, and perhaps even to a certain degree to Udine.

Furthermore, your catalyst seems not so much to relate to youth, but to *adults with learning needs* in general (low educated adults, women, migrants, unemployed).

In Xploit we might very well ask this crucial question, extremely relevant to the other Xploit communities: how do we manage to take adults to their *First Steps back into Learning*?

This could be the key Swansea agenda for the training days and in action phase one. Such an agenda would be most valuable to the Xploit project, as very many communities are facing exactly this problem and as this problem links directly to the basic problems in adult learning.

So, our next question is, of course: what kind of practical initiatives might be taken in the Graigfelen community as to the getting adults back to learning? How do these initiatives relate to the Xploit activities and communities?



Questions for Swansea guides for the second round dialogues

We would prefer to ask you to reflect on the proposed Graigfelen agenda before trying to identify the specific Swansea objectives as to the training days and the first action phase.

We would therefore like you to work on the following more and more concrete questions.

A. *Do you agree on the Graigfelen action phase agenda, proposed by us, or do you*

wish to adjust it, and in what direction?

- B. Could you point to some possible concrete initiatives in this community to get adults back into learning? What kind of adults?
- C. Could you link the Graigfelen initiatives to other Xploit communities, such as the Community Centre in Salt, adult education in Udine, entrepreneurship in Nagykovácsi or media based learning in Aarhus? If so, how would you like to link to these initiatives in the training sessions?
- D. Where do you expect to find the inspiration for the First Steps back into Learning in Graigfelen? And the resources needed to plan and implement the initiatives?
- E. How could the First Steps back into Learning in Graigfelen be linked to the Xploit guide training and the first action phase and to the other Xploit communities?

Later on in the dialogues, we should address the crucial meta-challenge: how will you and we describe the infrastructure output resulting from such initiatives? But in the second round dialogues we would like you to work on the above listed questions.

Udine IT



First Round of dialogues - contribution of Stefania Bertolino - Udine

Please note: it was in our intention to give this contribution after having shared the first results of the "Community Profile" with the local stake-holders involved so far.

Unfortunately the meeting has been postponed.

In order to give at least some contribution to the first round of dialogue, I thought it would be preferable to give a partial answer than no answer.

In answering the first question and the suggestions given by Jan in "GO PRACTICE", I've sum-up the different ideas which came out of the elaboration of the Profile, the reflection we had within the team, the Udine City Council and thanks to the feedback given by Jan in "Towards a common focus".

I must also say that unfortunately we haven't reach yet a common vision within the Udine team, for which reason I reported all the strongest focus emerged by Profile analysis, and these are more than the one or two that will really act as "catalyst".

The answer to question two is my personal point of view.

0. Catalyst Frame of Values:

Vision of "Udine Learning City" as a city that facilitates and enhance LLL through the shared experience.

This vision sums-up the fundamental social and educational values that emerged from the "Profile":

- Learning through direct experience (including relational, emotional, and body experiences)
- Learning based on the exchange between peers and between generations
- Use of public spaces as meeting and relational spaces
- Openness and well hosting

1. Community Thematic Catalysts

- The theme of "Play" has been suggested by the City Council as the Catalyst theme that includes the social and intergenerational relationships, the learning dimension, and the importance of public spaces.

- To empower human and social capital as an answer to free market economy crisis (Action in favor of lonely senior people, promote reinforcement of social networks, promote good practice in social economy, social housing...)

- To develop ICT skills and opportunities

- improvement of ICT literacy involving intergenerational exchange
- facilitate young enterprise in the field of Innovation, Creativity and Knowledge Economy

- Promotion of healthy life style

Furthermore there two relevant transversal themes, which could perhaps take place

as parallel actions:

- Need for Training for new profiles with transversal social/educational/cultural competences. This formation is intended both for professional profiles and for volunteers engaged in social and cultural associations.
- Need for raising awareness of importance of adult non-formal education and a coordination table on this focus

2. Formal political infrastructure catalyst in the community

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3. Target group catalyst

The main focus emerged from the profile is the population under 30 (special concern was expressed for children and for young adults (18-30).

Maybe, taking into consideration the values expressed above, it would be interesting to consider a catalyst action that involves intergenerational and/or intercultural targets.

4. Establishing or planning a physical community centre catalyst for lifelong learning (symbolizing the community's lifelong learning initiatives)

The relevance of a "physical" place has been underlined by many stakeholders. Some of the public space in town could well play this role, such as: the public libraries, some Squares (P.zza San Giacomo as traditional meeting and market place, or the just renewed P.zza XX Settembre as the "technological place"), the Università delle LiberEtà is already such a place, being recognized by a large part of the citizens as centre for community learning; its role could be improved.

5. Small learning laboratory catalysts of local lifelong learning practice and cooperation

Some actions, which are already underway, could be experimented and implemented under the Xploit umbrella. More details after the meeting with local actors.

6. Un-traditional partnership catalyst for lifelong learning funding

We haven't thought of that but can surely look for Foundation or similar institutions stakeholders interested t.b.c. after the meeting with local actors

Resources needed; no reflections made on this, yet!

Ways to approach the challenge, etc.

- start with the local resources (human and social capital tradition in cooperative work, volunteers,)
- activate "small laboratories" as suggested with affordable and sustainable aims

Our Udine colleague expresses a personal view, but it is clear to us that many of his statements cover the points of views of many Udine stakeholders.

Our colleague states that there is no common vision on this in Udine yet. This is not a problem, as common visions do not have to be in place before actions can be taken.

A common vision might very well *emerge from* the first initiatives. Often we see a great vision and a lot of rhetoric, and when it comes to implementation, most of the vision cannot be turned into practice anyway. So a sound dialectic between the development of visions and practical experiments and results can definitely be recommended.

On the other hand, the input from our Udine colleague offers very many highly qualified and relevant elements.

Instead of choosing a specific catalyst our Udine colleague has decided to reflect on all possible Xploit catalysts in connection with the Udine learning community initiatives.

This approach is indeed productive and useful, although the community might need

to focus on one or more specific catalysts (“ways of starting the process towards a learning community”) when approaching the first action phase – simply to make the initiatives realistic...

The many catalyst elements in the Udine contribution might be combined into a strong and powerful “super-catalyst” with lots of potentials and still realistic to address.

A general element seems to be the need for a physical place to carry out a number of initiatives. Public out-door spaces are mentioned and could be a very interesting and innovative approach, but we believe that such public space activities should be linked to a physical place in the form of a building, a centre or a similar facility, as many lifelong learning activities cannot take place in an out-door settlement, but might be linked to such out-door environments.

Many of the mentioned initiatives might be linked to such a community place, or let’s call it a Community centre, such as:

- the playing approach for children, youth or adults (media, ICT, natural science, language, just to mention a few examples)
- the empowerment approach (learning in new ways, ICT, etc., and adult learning in general)
- the ICT and media literacy approach (Computer Clubhouse, media based learning for adults)
- the entrepreneurship approach (incubators and guidance for youth and adults interested in establishing their own business or enterprise)
- the intergenerational approach (a physical centre encourages the meeting of different ages)

But, it gets better.

The new profiles mentioned in the Udine input might very well be the people who work in such a centre, as they need to work on a cross-sector, multi-thematic and intergenerational basis. These people would also have to link such a Centre to the overall learning community strategies of the city – but the centre might very well be the “core” of the lifelong learning initiatives, at least in the very first steps.

So, the Community Centre might very well be used as a catalyst of a new community profile, perhaps even close to what we call lifelong learning guides in Xploit.

In fact, all the above listed initiatives might be linked to such a centre and public out-door spaces linked to the centre.

The centre approach might be a realistic way to take the first steps towards a learning community, as a centre would focus the community resources instead of spreading the activities all over the community. The centre might be used for many different activities at different times of the day and the week, and the centre would precisely offer a community place for different learners to meet, thus supporting the intergenerational approach. Moreover, the centre might, also within its very first steps, function as a practical reference point for the community’s lifelong learning strategies.

This produces the following possible objectives for the Udine community in Xploit:

Guide training objectives

1. During the training sessions the Udine centre approach should be qualified and further developed
2. More concrete suggestions as to the first steps activities in such a centre might be developed through the training days
3. The primary target group(s) in action phase one might be specified (youth, young adults, adults)
4. The idea of new professional profiles in the community might be further developed through the training sessions

Action phase 1 objectives

1. The first action phase should provide the basic framework and consensus as to the establishment of a community lifelong learning centre as the backbone of the learning community
2. The action phase should establish a strong stakeholder group, including key sponsors, governing the future community centre
3. Urgent needs, such as youth at risk and young adults re-education, should be met at an experimental and pilot level in the first action phase, strongly linked to the establishment of a community centre
4. The training of the new community profiles should be put into action in the first action phase

Such an agenda would already offer strong indications as to the key agenda of the second action phase: the first version of the community centre, including activities for one or two target groups and linked to out-door community spaces.



Questions for Udine guides for the second round dialogues

The Udine contribution invites a lot of questions for the second round dialogues.

- A. Do you agree on the Udine action phase agenda, proposed by us, based on the community centre approach?
- B. Could you try to approach a more concrete and limited approach to the catalysts for the first action phase (centre, citizens to address, urgent needs, etc.)?
- C. Please give some input on how you think your community approach might be linked to other Xploit communities, such as: getting adults back to learning (Swansea), community centre (Salt), Computer Clubhouse for youth at risk (Salt, Aarhus), entrepreneurship for young adults (Nagykovácsi, Salt, Aarhus), the playing approach, including media playing (Aarhus), intergenerational learning (Swansea)
- D. Could you offer some first reflections as to the key stakeholder team behind the possible community centre? What kind of people should be brought together? Who should finance? Cross-sector approach possible? How will you approach this challenge?
- E. Based on these reflections, what would the Udine guides really need to accomplish through the training days?

Please also take into consideration the Salt questions.

Iasi RO



Nagykovácsi HU



The first focus point in connection with our community is the *informal education* for youth and adults including mothers with children at home and elderly at risk of getting isolated. Via the planned educational events e.g. Courses. The participants can gain knowledge useful in everyday life and can also get engaged in the

community.

The other focus suitable for the community may be the *promotion of healthy lifestyle*. Being inside of a natural reserve park provides ideal circumstances for outdoor activities aiming health preservation. Nature sport activities could not only involve locals, but tourist visiting the town and using it as a starting point for hiking, therefore increasing the awareness of Nagykovácsi.

We have three main target groups in the community:

Families of disadvantaged background mainly *large families*, and mothers being home with children

People over 50 at risk of social exclusion

Youngsters at risk of social exclusion in need of work and working skills, (e.g. career management)

In the first round we intend to highly involve educational institutions, the local school and the local kindergarten plus the community cultural centre. As this later is responsible for adult education with the two other institutions most civil groups will be involved.

Once these groups are involved we will need to focus on the civil sector influencing those foundations which are already active in this field.

Through these above mentioned bodies we will reach the majority of the inhabitants including disadvantaged ones.

Your target groups are quite clear and very much in line with the Xploit priorities for the action phase 1.

On the other hands the target groups are several and each of them quite complicated: youth at risk, women with many children, adults in need of labor market guidance and elderly at risk of isolation?

This mosaic might be a very qualified agenda for the entire Xploit project, but perhaps you should try to focus on one or two of these challenges for the first action phase.

And, more.

The focused catalysts might be linked to some general initiatives indicated in your input. Thus, the first activities might be linked to:

- a community centre in Nagykovácsi
- a special focus on entrepreneurship
- reflections and plans for the professional staff who should and is capable of carrying out such initiatives and link them to the development of Nagykovácsi as learning community

There is a special interest now in Xploit as to entrepreneurship initiatives. The reasons are clear and strong: it is not likely the large industries will replace closing industries, and therefore it can be foreseen that more Europeans should be aware of the opportunities to establish their own company or enterprise, and link this interest to the European strategies for creativity and innovation.

In the European Commission there is a strong and still increasing interest in entrepreneurship and in funding entrepreneurship projects.

It might be interesting in Nagykovácsi to combine the initiatives on entrepreneurship with the idea of a community centre, as both the entrepreneurial training and the other sorts of empowerment might be closely linked in such a centre. The entrepreneurship initiatives might very well address several Xploit target groups, such as young people, young adults, unemployed adults, women at risk of exclusion.

This leads to the following suggestions for the Nagykovácsi community:

Guide training objectives

1. During the training days the community's action phase one catalysts should be more focused and described
2. The training days should be used to qualify the community's approach to a

- community centre and to entrepreneurial initiatives in general, and the partner should describe this entrepreneurial approach during the training sessions
3. The community guide should use the training days to reflect on the roles of lifelong learning guides and other community resources, linked to the community centre and entrepreneurship approach
 4. The guide should reflect on and discuss in the community to what extent it is possible to finance entrepreneurial initiatives from innovative cross-sector stakeholder teams
 5. Input on how to receive financial support from the European Commission for entrepreneurial projects should be presented and discussed, including InterReg and Social Fund funding sources

Action phase 1 objectives

1. The entrepreneurship initiatives should be put into action and linked to the Xploit aims and objectives
2. The community centre approach should be carefully discussed in the community with all relevant stakeholders
3. Pilot projects with one or two of the primary catalyst target groups should be planned in detail or carried out, also in support of reinforced community approaches to infrastructures and community centers
4. The community activities in the action phase should include a strong link to health and the prevention of lifestyle diseases



Questions for Nagykovácsi guides for the second round dialogues

The Nagykovácsi input produced the following rather demanding questions for the second round dialogues:

- A. *Do you agree with our ideas for the Nagykovácsi agenda in Xploit as described above? Or would you prefer to change it?*
- B. *Which primary catalyst target groups would you approach in the action phase one and why? How are your choices linked to the other Xploit communities?*
- C. *Please briefly describe the entrepreneurial initiatives in your community, at present and future perspectives (How might elements like incubators, guidance and counseling and promoting creativity be included?)*
- D. *Do you see a link between the entrepreneurial activities and a community centre? How?*
- E. *What kind of professionals is needed in the entrepreneurial initiatives? How are they similar to or different from community centre profiles?*
- F. *Have you any knowledge about funding of entrepreneurial initiatives from Social Fund or InterReg sources? Could you approach this challenge?*
- G. *What kind of training activities would you, based on your Xploit community agenda, would be most important for you in Salt in May?*

What kind of competences or resources do you think you would need to be guiding the community towards seriously addressing the needs linked to this focus or these focuses?

Salt ES



The Community of Salt has a school model for youth at risk: "*Training school in labour skills*". The school is a reference point to all youth at risk. The training projects and guidance activities are aimed at supporting labour placement and entrepreneurship, with a clear view to enhancing and improving experiences. The school provides training by means of three different modules. We are convinced that the school and its experience should be attached more value and considered to be a resource.

Experience tells us that the first year in the school should focus on individualized tutoring for the youth that need being empowered.

During the second year they feel more independent and are willing to focus mainly on their own skills and needs.

After first year and once they have gained motivation, some of them come up against the educational legal vacuum: they cannot access the *instrumental level* training that would provide them with the necessary background to finally obtain the school graduate.

Consolidating the *Training school in labour skills* and doubling the number of modules may become an extremely valuable resource.

Moreover Salt has now been working for two years on the possibility of developing a Computer Clubhouse. Such possibility should be worked on more thoroughly.

The strong interest of Salt in coordinating different empowerment initiatives in the community offers the chance to build synergies among the different initiatives; and the strong focus on receiving European inspiration to better meet their needs has brought the municipality to become a partner in several European projects in order to get support and facilitate many local activities.

The availability of Salt's educational resources network should also be considered in terms of how this pool of resources may be taken advantage of and/or may be put to work together.



Questions for Salt guides for the second round dialogues

- A. *Could you produce a small document, in English, briefly explaining the work of this training school to the partners? And perhaps include references - web, documents, people?*
- B. *How do you see this training school in relation to the Computer Clubhouse initiative and the non-formal provisions for youth at risk?*
- C. *How could the training school experience be linked to the entrepreneurship initiatives in the Xploit communities? What can we learn?*
- D. *How do you see the training school in connection with the community centre ideas?*

Swansea UK



At the Community Day we will be providing the community at Graigfelen with the first steps back into learning with free taster sessions. We will be linking with a wide range of local providers specialising in Employment Training, Family Learning, Basic Skills, Lifelong Learning and the School amongst others. The aim is to engage with the community and demonstrate the many opportunities which are available to them.



Questions for Swansea guides for the second round dialogues

- A. *How could this event and similar events be documented and be useful in Xploit?*
- B. *How can concrete initiatives related to the Xploit priorities in Graigfelen be described and included in the Xploit dialogues?*
- C. *How do you intend to use the event to prepare the Xploit action phase?*
- D. *How do you see the Graigfelen initiatives, including the events in Graigfelen, in connection with the partner meeting in Swansea in the time-out phase following action phase one?*

Udine IT



First Round of dialogues - contribution of Stefania Bertolino - Udine

Please note: it was in our intention to give this contribution after having shared the first results of the "Community Profile" with the local stake-holders involved so far.

Unfortunately the meeting has been postponed.

In order to give at least some contribution to the first round of dialogue, I thought it would be preferable to give a partial answer than no answer.

In answering the first question and the suggestions given by in Jan in doc. "GO PRACTICE", I've sum-up the different ideas which came out of the elaboration of the Profile, the reflection we had within the team, the Udine City Council and thanks to the feedback given by Jan in doc. "toward a common focus".

I must also say that unfortunately we haven't reach yet a common vision within the Udine team, for which reason I reported all the strongest focus emerged by Profile analysis, and these are more than the one or two that will really act as "catalyst".

The answer to question two is my personal point of view.

This is hard to answer since I cannot really figure out how the community work will take shape during the process. From what I can imagine so far I'll need

- to improve mediatory skills (specially to be able to mediate between the political and the community level)
- acquire competence and methodologies to implement proactive listening
- get acquired with social-networks communication tool (Twitter, Facebook, etc), which I don't use but are probably "the" communication channel of today
- time and trust as resources
- a good strategy that will help us to build a trusting relationship with the local stakeholders (and within the participating community) in order to be able to front the challenge of long-term process



Questions for Udine guides for the second round dialogues

- A. *Would you suggest working with and demonstrating the social communication tools on Friday in Salt (this day will be kept open for such ideas)? Could you put some words on this need and interest?*
- B. *The mediation between the community and the policy-makers is of great importance to all communities. Could you offer some reflections as to what kind of training, discussions or inspiration we could work with during the training days? Perhaps a few examples or scenarios, real or fictive?*
- C. *Long-term strategies for learning communities are another crucial element. And, a very demanding one as well. There is a huge gap between concrete lifelong learning activities and strategic learning community approaches, and an important question should be addressed at the same time: who should develop and implement these strategies, at what level? Do you suggest that we discuss this during the training days, and could you put a few words on this - or should we save this discussion for the second guide training later on in the project?*

Iasi RO



Nagykovácsi HU



Luckily, there are quite a few organisations and foundations involved in the community development in the area, however their programs, initiatives are not harmonized with each other, there might be overlaps, overdose of certain initiatives while other fields remain undiscovered. Therefore the main role could be to *organise* such initiations, *coordinate* thematically and schedule in time. By organizing them, these initiatives and programs can be utilized fully, and get the best out of them, so the participants will remain motivated.

To be capable of *coordinating* successfully, we need to build up good relationship with the municipality, and these organisations, foundlings which possibly interact in such project. Also it is crucial to know the demands of the citizens and participants (e.g. tourists), so we can develop projects, programs that are actually needed. Additionally we should be experts in what we are doing. This does not mean that if we organise healthcare promoting event, we should be fully aware of all information concerning health. However we must make sure, that people in charge do know what they are presenting to the participants.



Questions for Nagykovácsi guides for the second round dialogues

- A. *"...we should be experts in what we are doing", you write, in clear reference not to different subjects in questions, but to the ability to coordinate, cooperate and produce synergies; this is very much linked to the idea of learning community infrastructures in Xploit; and yes, the lifelong learning guides should precisely be the experts in this field; could you offer a few reflections on how we can work on such expert competences during the training*

days in Salt?

- B. It seems like you put a strong focus on a kind of infrastructure catalyst in your input; meaning: the specific role of the action phases in your community might be precisely to contribute in a qualified way to the coordination, cooperation and synergies of lifelong learning activities and plans in Nagykovácsi; could you offer some first reflections on how to approach this challenge in the first action phase, as this will be highly relevant to all the Xploit communities?*
- C. Another complicated question: how could concrete initiatives and activities, such as the entrepreneurial initiatives or similar activities, be used as an "organizer" and "catalyst" of such coordination efforts?*
- D. Do you see a special initiative in the community that would be perfect to function as such an "organizer" and "catalyst" of such coordination efforts?*

In conclusion

The first round dialogues produced an immense amount of challenges for the training days and the first action phase - and, also for the second round dialogues. Already when putting together this first dialogue, it is very clear to us, how much the dialogues will improve the quality and outcome of the live training days in Salt.

On the basis of your input, the coordinator has produced a new line of questions, aiming to get closer and closer to what will be the "heart and blood" of the first action phase.

We are quite confident that these dialogues will indeed help the project and the communities to address the action phase one in a very qualified and realistic way.

There are different needs and interests in the Xploit communities, and also different levels and different approaches to learning communities.

This is how it should be. This diversity is positive and reflects the reality.

On the other hand, it is more and more clear to the coordinator that there is a very strong possibility of establishing a solid consensus and a solid mutual approach among the community partners. We aim to further develop this mutual platform, within which the different communities should unfold activities and initiatives of special relevance to these communities.

What might such a mutual platform look like?

Of course, the entire Xploit project is a mutual platform, but application language and ideas are not automatically working in practice.

What we see now, is an emerging operational platform, allowing the communities to act in practical life on the basis of clear and simple ideas, supported in all communities.

So, what might be the elements in such a mutual operation platform?

Based on the guide input it is clear that our "small" communities", Salt, Nagykovácsi, Udine and Graigfelen, have many challenges in common and many approaches in common:

- ⇒ Except for Swansea, the communities are searching for ways of establishing the first solid lifelong learning infrastructures
- ⇒ The communities are increasingly aware of the importance of a physical community centre, hosting the first initiatives, coordinating already existing initiatives and offering a practical reference point for policy-makers and strategy developers
- ⇒ There is a strong focus on initiatives for young people (at risk) and young adults as catalysts for lifelong learning in the community: preventing drop-out, offering new innovative and creative non-formal provisions, getting adults back in learning (by offering motivating and new skills developing non-formal learning opportunities)
- ⇒ ICT and media (learning and playing) must be an integrated element in non-formal facilities
- ⇒ There is an increasing awareness that guidance and counseling, and even training, in the field of entrepreneurship is a very important aspect of such centers and initiatives
- ⇒ There is an increasing awareness of the fact that new professional profiles are needed to coordinate and facilitate such initiatives, based on cross-sector, multi-disciplinary and innovative skills and values

This mutual platform mosaic is very strong and can, through further dialogue and training, be developed into a very promising Xploit “program”, offering a sound balance between mutually agreed objectives and the freedom of each community to follow own needs and interests.

So here is a general question for all guides (and partners, of course):

How can the training days in Salt be used to further develop this mutual platform?
And, how can at the same time the training days be used to ensure a strong entrance into the first action phase?

Should you have suggestions as to this “general challenge”, they will be most welcome.

Based on what we learn through these and other partner dialogues, the coordinator is working to change the agenda for the training days:

- we are developing a scenario tool that simulates the different phases the guides will go through in their community, in the action phases and in general when acting in their communities.

We expect this scenario tool to be the new training days agenda, taking the guides through all the different steps when addressing lifelong learning initiatives in their community.

We will present this scenario tool in April. The tool might very well be used by the guides and similar community resources outside Xploit, as it addresses all the needed challenges in the process.

We should, of course, bear in mind that there will be a second guide training and a second action phase. Therefore we must reflect on how these two steps are inter-related: what should come first, what next...?

GO PRACTICE !!



Common community target groups and needs for the first action phase

- 1) Children and young people, in-school and after-school
 - ⇒ Young unemployed and uneducated
 - ⇒ Drop-outs and abusers
 - ⇒ Professional ICT skills for young people
 - ⇒ Entrepreneurship skills
 - ⇒ Lifestyle disease prevention competences
 - ⇒ Educational innovation
- 2) Women with children at risk of social and labour market exclusion
 - ⇒ Migrant women
 - ⇒ Pregnancy and mothering period
 - ⇒ Isolated women with children
 - ⇒ Single-parent families
 - ⇒ ICT skills for all
 - ⇒ Entrepreneurship skills
 - ⇒ Lifestyle disease prevention competences

Transversal community *thematics* to be addressed in the first action phase

- A) Local lifelong learning cooperation infrastructures
- B) European orientation and interaction
- C) Community Centres for lifelong learning and empowerment

Ideas for putting the Xploit initiatives into action

⇒ using catalysts

Identifying practical techniques for the action phase, based on the choice of a strong key focus

1. Establishing a community thematic catalyst for lifelong learning, around which resources could be mobilized (ex: *lifestyle disease prevention*)
2. Establishing a formal political infrastructure catalyst in the community
3. Identification of a target group catalyst (ex: *young unemployed and with poor life perspectives*)
4. Establishing or planning a physical community centre catalyst for lifelong learning (*symbolizing the community's lifelong learning initiatives*)
5. One or more small learning laboratory catalysts of local lifelong learning practice and cooperation (ex: *after-school youth, women with children*)
6. Establishing of an un-traditional partnership catalyst for lifelong learning funding (ex: *bank, company*), linked to the community's thematic catalyst, or linked to the establishment of the centre

The action phases might be organized as an interplay (facilitated by the community's lifelong learning guides) between a local group of stakeholders and one of the above listed action phase catalysts.