



Xploit Guide Dialogues Spring 2011

First summary early April
+ second summary mid 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 needing ongoing learning motivation in non-formal settings
- young people needing 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 indentify 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.

Guide input to these questions in the second round dialogues

A. Do you agree on the Salt action phase agenda, proposed by us?

We agree.

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?

To start working on the idea of the "Lifelong learning Center" we have in mind a first network that we believe should be extended later on.

Composition of the first network:

-Educational inspection (Educational department/ Generalitat/Government of Catalonia)

-Economic Development, Casa d'Oficis (*Training school in labour skills*), representing two axes: education and tutorial monitoring

-IES (Secondary School: Institutes), representing young people with positive results in their education.

-Social guarantee program: PQPI (Professional qualification Initial program): young people who have not graduated. They finished compulsory schooling (16 years) and cannot graduate because they don't achieve the learning and skills curriculum.

The qualification program consists of two modules:

*Power supply network repairs (mainly composed of boys)

* Selling Techniques Module, Marketing and Customer Service (mainly composed of girls)

-Youth and Education Department of the Municipality of Salt

- Advisors LIC (Language and social cohesion). Education Department: Generalitat- (Government of Catalonia).

A small team will be established, composed of a representative from each institution (above mentioned).

This team will be convened next April 27 to make an initial briefing on the project and define where they are. It is expected that the necessary input arises from this first meeting in order to be included in and to be taken into account for the "Training Guides" in May.

As we said, we understand that later on, and taking into account the circumstances of Salt, a second network will be developed.

Composition of the second network:

-PIAM (Local Acceptance Comprehensive Program). Youth (+16) who cannot access schools because they don't know the language, habits, culture, etc. They need a previous personalized training.

- GRAMC
- Caritas
- Social Institutions working with young people

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?

From our point of view, the project logically needs to connect the issues we are working on in our community with other communities involved in the project that are more experienced or may have further developed these matters.

We believe that Salt should benefit and learn from inputs by other partners. On the other hand, the contribution Salt can offer to other communities is the development of networks, because Salt has a wide experience in the matter and has been working on it for a long time now (see point B).

D. Considering the Salt action phase agenda, what must be the MOST important outcomes of the training days for you? B. Could you as a first step identify the most important stakeholders

We understand that the first and most immediate goal should be the development of a work plan.

The establishment of this **WORK PLAN** will be used as a starting point to comfortably follow the established outline.

The work plan will be the tool, the document to present to politicians so as to get their support and consensus, which will allow developing the project more easily. Without the political support and consensus it would not be possible to develop the work plan and our efforts would make no sense as they would lack real implementation chances.

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?

We're working on it; we will soon send the document to you.

B. How do you see this training school in relation to the Computer Clubhouse initiative and the non-formal provisions for youth at risk?

Casa d'Oficis depends on subventions by the Generalitat (Government of Catalonia), which means, on one hand, that it depends of the Generalitat budget; and on the other hand, that it is subject to the objectives and requirements of the funded program.

However we understand that Casa d'Oficis and its work with youth at risk (training and entrepreneurship) should serve as a starting point to move forward with the development of the Computer Clubhouse initiative. The outcomes of Casa d'Oficis are a value that must be taken into account and their work must be included in and linked to the principles of the Computer Clubhouse or similar initiatives.

C. How could the training school experience be linked to the entrepreneurship initiatives in the Xploit communities? What can we learn?

Salt has two experiences: "the workshop training school" (that lasted for two years) and at present, Casa d'Oficis, that has been running for a year now.

These two experiences can provide an extremely critical analysis of the strengths and weaknesses of these types of programs.

*Strengths:

Duration of the program (best 2 years)

Link/involvement with students

Monitoring of the students and their environment.

Personal development

Professional Learning

*Weaknesses:

Many hours of training required.

Instability of the program: there is no start date and cannot be granted for years to come

In-company apprenticeships are not foreseen.

Unable to self-finance through the work or tasks performed.

Being able to share these ratings with other schools that have developed similar experiences can greatly help professionals and students to have a self-assessment of their work and personal enrichment.

The exchange of students sharing the work is highly rewarding and can encourage more students to make an effort in order to show their work. A good experience, for example, could be to share work experience and training with Denmark (mobility).

D. How do you see the training school in connection with the community centre ideas?

A direct relationship.

The establishment of Lifelong learning Center for the community could serve to consolidate Casa d'Oficis as a fixed project (this issue is absolutely necessary to stop relying on subsidies subject to changes every year).

Consolidating Casa d'Oficis in the Lifelong learning Center

Direct relationship between the Lifelong learning Center and Casa d'Oficis

Coordinator response second round dialogues

The Salt community plans for the action phase 1 are really solid and most promising as a first step and a platform for further actions later in the project.

There is a strong focus on two catalysts:

- a community centre for lifelong learning
- a computer clubhouse for youth at risk

Both activities, as well as the new forms of collaboration leading to them, are highly relevant to the Xploit objectives, and especially the community centre can be a strong catalyst for future lifelong learning steps.

These issues should be further debated during the training days.

You make very clear that a high priority for you during the training days is to establish a work plan for action phase 1 - and this is linking directly to the training scenarios proposed by the coordinator as guide dialogues third round. These scenarios are precisely designed to take you through a line of challenges to be met in such a work plan.

You might consider

- To be very concrete about the Computer Clubhouse initiative during the training days, addressing challenges like building a team, sponsorship, resources needed, etc., also based on the recent dialogues in Udine
- You might also open a debate on the first visions of the community centre; for whom, offering what kind of activities, supported by what organizations, etc.; perhaps some of the initiatives discussed in round 1 might be linked to the community centre: guidance for youth, involving families of youth at risk, intergenerational approaches

You might wish to apply the training scenarios directly to these challenges, allowing you to work on high quality planning during and after the training days.

You should exploit the training days to the max, and raise key questions in the guide team, and also invite other Xploit communities to offer you useful experience.

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 if so 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.

Guide input to these questions in the second round dialogues

Question 1

A Do you agree on the Graigfelen action phase agenda, proposed by us, or do you wish to adjust it, and if so, in what direction?

I agree and do not wish to adjust it.

B. Could you point to some possible concrete initiatives in this community to get adult back into learning?

- The Community First team based at Graigfelen is funded by the Welsh Assembly Government (WAG) to improve the living conditions and prospects for people in the most disadvantaged communities across Wales.
- The Family Learning team (part of our Lifelong Learning Service) work in Graigfelen School. They help parents to support their child's learning and offer English and maths in an informal setting. The benefits include improved skills and confidence which promotes employability and greater social inclusion.
- Community Focused Schools (CFS) co-ordinated through the Lifelong Learning Service have provided grants to the school. The aim is to encourage schools to play their part in the life of the community and wherever possible contribute to the development of a wide range of public services as part of a cluster of public, private and voluntary service providers.
- The Lifelong Learning Service Adult Community Learning.

What kind of adults?

- Cradle to grave approach as part of our newly merged Service combining the Lifelong Learning Service (LLS) with Employment Training (ET).
- CFS target children and the wider community.
- Family Learning target parents, children and grandparents.
- LLS target learners of all ages including many over 50's.
- ET target children and young adults including a large number of men.

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?

- The LLS work with NIACE (National Institute for Adult Continuing Education) during 14-21 May for the Adult Learners' Week (ALW) campaign - most of our tasters are at Graigfelen. During the week it has been agreed that a photographic record will be made by the numerous Providers offering learning tasters across Swansea. This resource will then be available to Xploit for the website as well as appearing on our Facebook page. My idea would be to link through Xploit to other Learning events throughout Europe with the possibility of our learners running parallel projects in the different communities.
- There are generic issues in Graigfelen very similar to the other Xploit communities and I hope that the guide training will allow us the opportunity to develop ideas for innovative working

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?

- Inspiration will come from linking with the varied Providers across Swansea as well as networking with new ones.
- The LLS will be sharing resources and utilising funding when available (ALW).

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?

- Graigfelen aims to engage with three of the Xploit target groups. Namely "isolated women with children" "single parent families" and "young unemployed and uneducated children and young people".
- Graigfelen addresses the transversal community theme of "local lifelong learning cooperation infrastructures".

Question 2

A. How could this event and similar events be documented and be useful in Xploit?

- LLS has a wide range of quality assurance systems in place to ensure events are fully documented. Proposal form, poster with relevant logos for funding and partnership, beneficiary forms/signing in sheet, expression of interest. Evaluation is done after the event and free short tasters offered in response to the expression of interest forms.
- LLS works well in partnership with a wide and varied range of providers in the private, public and voluntary sectors. Perhaps this example could benefit other Xploit communities

B. How can concrete initiatives related to the Xploit priorities in Graigfelen be described and included in the Xploit dialogues?

- In our experience offering free demand led, learner centred opportunities is a successful way of engaging with hard to reach communities
- We have worked creatively with a European funded project in the past to allow a group of young mums to continue learning jewellery making after our free taster had finished. This approach could also be used in Graigfelen or in other Xploit communities.

The group based at Clwyd Children's Centre had many issues and basic skills needs. By LLS working with the Genesis project these women were able to continue accessing the course, use materials provided by the centre and learn IT skills in order to buy and sell online.

Our Family Learning tutor was also involved to teach maths to the group so that they could work out the cost for making the jewellery and profit if selling it. It was also planned that as the materials were provided by the centre that a sale of some of their jewellery could be introduced so that proceeds could be used to buy more materials thereby introducing an entrepreneurial element to the course.

C. How do you intend to use the event to prepare the Xploit action phase?

- We will respond to the demand shown at the ALW tasters and Community Road show in Graigfelen by offering short tasters which could progress to become part of our main programme.

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?

- If the tasters are successful then all participants in the Partner meeting are welcome to visit the classes.

Coordinator response

The Swansea interests are clearly at a different level than for instance the Salt interests as a number of initiatives and activities are already planned and being carried out in the community.

The Swansea Xploit interest is at the same time clearly focused on the Graigfelen community, addressing several of the Xploit focuses: "isolated women with children", "single parent families" and "young unemployed and uneducated children and young people".

The Swansea approach might be linked closely to the overall and very important lifelong learning challenge: *how do we get adults back into learning?*

The Xploit focus on the Graigfelen community initiatives might offer important experience in the field: *how do we get adults back into learning?*

Several initiatives are in place and more seem to come.

Might this be an overall agenda for the Swansea action phase 1: *how do we get adults back into learning?* - learning from the Graigfelen experience?

Surely such experience would be highly valuable to all Xploit partners, and the reflections on the experience hopefully highly relevant to the Swansea partners.

And, it would be quite natural to study and learn from what infrastructures of collaboration might emerge from the new Graigfelen initiatives.

We need to make this interest and this approach operational in Xploit.

Your first approach to such more concrete initiatives or plans is:

We will respond to the demand shown at the ALW tasters and Community Road show in Graigfelen by offering short tasters which could progress to become part of our main programme.

So, the first action phase in Xploit in Swansea will (at least partly) be based on what kind of needs and interests you will observe through the adult learning week in Graigfelen.

This is, of course, a highly valid and also quite interesting approach. It is, though, also a bit demanding, but the efforts might very well be worthwhile.

Let us prepare these open activities by asking a few questions:

- How do you imagine the Xploit involvement in the upcoming Graigfelen activities, especially in connection with action phase 1?
- Will the Xploit involvement be direct, involved in specific activities for adults, or will it be more like describing and learning from the *how do we get adults back into learning* approach?
- What kind of outcomes might that produce from action phase 1?
- How will you define the Xploit interests following the adult learning week? How do you expect to plan the Swansea actions phase 1 activities from this week's experience?
- How will the adult learning week "reach" Xploit? How will the project be able to experience this week?

You might consider

- Would you prefer to a "higher level" approach in Swansea to the Xploit project, such as *what are we learning from Graigfelen as to how to get adults back into learning* - instead of more practical and direct Xploit involvement in different activities?

- There will be a partner meeting in Swansea the time-out phase between the two Xploit action phases (due to the adjusted meeting plan); how could the Graigfelen experience be a kind of "organizer" for this partner meeting, allowing also the mirroring of the other Xploit communities' experience?
- In what way could the *training scenarios tool* be useful to the Swansea guides during the training sessions in Salt? Would you prefer to develop a special tool for action phase 1 covering more specifically the Graigfelen experience approach?

Contrary to the other Xploit communities, you might need to dialogue a little about this prior to the Salt event early May to ensure a high relevance of the training sessions for the Swansea participants.

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 "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

....

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.

Guide input to these questions in the second round dialogues

CITY OF UDINE

Our team in Udine is slowly moving from the impasse due to the difficulties of "team work" and focusing a clearer shared vision on next steps.

During our last team meeting, with the participation of the Culture Assessor Prof. Luigi Reitani, we agreed on the overall theme and pilot action for phase one:

- The overall theme will be "Play" as already described.
- The "catalyst action" will be devised within the frame of projects already in action, most likely within the "Ludoteca" project.

Of course, prior to final decision, we will present and discuss our proposal with all actors involved so far. This meeting will be shortly before Girona.

Answering to your question:

Do you agree on the Udine action phase agenda, proposed by us, based on the community centre approach?

The establishment of a Community Centre might be one of the results of the Xploit process but, in our opinion, it is neither the right starting point, nor the catalyst for action phase 1.

There are many reasons that do not speak in favor of this proposal. Let me shortly list some of them:

A clear need, resulting from the Profile, is the need for concrete and sustainable actions. At this step if we propose, as first action, to create a Community Centre it will be taken as "just another empty cathedral that sucks money".

Another strong need is: to learn to coordinate, to relate, to share, to empower, to look for and experiment new solutions....

Indeed it is a need to learn "community" and shared work.

We believe that the quality of the results will benefit from the quality of the process, which we hope will be, first of all, a learning process for all actors involved, and will result in creating the condition for the development of a Learning Community.

Also the future local network will benefit from the quality of the process.

The vision of a "learning city" as a facilitating environment goes together with the idea of "spreading" opportunities for all citizens. It is an approach which is more "polycentric" than "monocentric".

The Profile highlights that there's a very strong need for increasing social and relational competences.

For these reasons the value and the use of public spaces is extremely relevant.

Public means also "open", "accessible" "welcoming". These are all qualities that will encourage those people who will never dare to enter a school, a library or a centre for community learning.

The vision we described in the Profile as "Piazza del Sapere" is indeed an image for this challenge: to provide those qualities to a public space, no matter it is "open air" or covered by a roof, so that it could become and be recognized as a "learning space" for all citizens.

UNIVERSITA DELLE LIBERETA

I would like to give my personal opinion and view on what I have been able to identify and understand as needs for the Udine community and the Xploit project. I haven't been working on the project for very long and have been reading all the correspondence and information collected so far, researching and forming opinions. My work as a teacher and my community experience has helped me form a few opinions based on LLL and catalysts and I would like to use them in answering the second round of questions for our dialogues.

In the first summary of dialogues Jan asks the Udine team if we agree on the action phase 1 objectives proposed

Do you agree on the Udine action phase agenda, proposed by us, based on the community centre approach?

I agree that the establishment of a community lifelong centre should be the backbone of the learning community. There are such LLL centers already available in Udine but not yet functioning with the complete recognition they deserve. We (the municipality, Università delle LiberEtà and the other LL centers) need to work towards making these centers and other community centers the heart of the city for

better lifestyles through information.

These centers which work directly with the majority of the target groups lack the network in the city to connect and inform the community on all the available resources. They are getting adults back to learning (like Swansea) through training and instilling a new and open view on education in new fields of interest which trigger a better lifestyle. The entrepreneurship approach used in adult LLL training centers offers new possibilities to migrants with desires for their own family businesses and to young adults starting their working careers. Community centers and LLL centers face intergenerational and intercultural targets and need a network made of information which will give interaction in the city's relatively new multicultural community.

With the creation of pilot projects and the adoption of projects such as those in the March Media and Learning newsletter, computer clubhouse project and many others which touch the needs of the different ages of the target groups, learning and being informed becomes more appealing to all ages and thus information and education become easily acquired.

Reinforcing the community with a network of community centers which work as information points will lead to stronger catalysts (the desire to live better through better nutrition/health/being better trained), could be a very strong inner catalyst in the community as a whole.

In order to create a network of information and services in the city, the Xploit guides need to be well trained and to work as a strong and well trained team aiming towards one goal: a better informed community with competences to live a better lifestyle.

New roles in the city which should be similar to that of the guides need to be created. Training is fundamental for the role of those working in the community centers if success is to be reached.

Some of the points I feel need to be focused on by the Udine team are:

- Recognition of the already established LLL centers as EU training and information points for the community
- Creation and organization of Community Centers as community service information points and as meeting points for target groups
- Establishing new community figures and their training
- Adoption of EU projects which service and unite the community (as I mentioned above)

On the point mentioned about how the community centers should be funded:

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?

Considering the economic difficulties that all stakeholders are facing at the moment it will take a lot of imagination as to how the funding could be obtained! As far as EU projects go, funding is usually acquired through the project to count on collaboration of specific members but this is not a guaranteed source. The municipalities and all stakeholders, after creating, forming and training the role of what could be "guides" should have the means to fund these roles. I am working free on behalf of the educational partner, because it is not a private institution with large budgets but this cannot and should not be expected or depended on as a source. Volunteer work has, over the centuries created castles, but is not a dependable source in most cases. This is a point which we should work on to find creative and alternative ways for the funding in order to insure the continuation and success of Xploit in the future. Besides the funding which might be available

through projects and municipalities, like in all new roles and fields, creativity and will power will be what succeeds.

Based on these reflections, what would the Udine guides really need to accomplish through the training days?

As I see it, the most important is teamwork and the sharing of information. Creativity and the desire to succeed through positive approaches of communication within the project and within the community. This is where the real work stands! Working on good communicative skills and the sharing of experience in communities could be and surely will be inspirational to the guides.

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?

I would work on:

- creating realistic scenarios of young adults searching for proper training to enter the working world after dropping out of formal education
- migrant families facing new cultures, nutrition and lifestyles
- situations of 50+ community members facing solitude due to loss of jobs, segregation, need of new training to maintain active and useful roles in their communities
- advertising campaigns addressing non formal education and ongoing training for unemployed and employed wishing to better their status, healthy lifestyles (such as those in the experimental Health Box project for example)
- information campaigns in public schools on the above mentioned
- interactive dramatizing of realistic roles in today's communities which underline the difficulties in societies without proper education and training
- adoption of already established projects in community centers and LLL institutions

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?

- well trained guides
- information campaigns in the community
- meetings with all the stakeholders to decide on "how" and "who" (this will take place in Udine as soon as possible, unfortunately we've had to postpone our meeting but it has not been cancelled)

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?

Yes, we should, although thorough and intense training is needed for the community role of whoever carries this out. Communicative abilities are of utmost importance in any community related work and this is not always "natural".

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?

The training days in Salt and our discussions should open a true and distinctive high level of communication among all partners and stakeholders within the project. The sharing of ideas and creativity will bring on many positive and productive methods to be used in the Xploit project and in all communities which then will serve as starting points to other similar needs in other communities.

I have shared my ideas and opinions with the educational partner in Udine with positive feedback and hope to be working in the right direction to establish a

network throughout the Udine community and the rest of the Xploit partners and all stakeholders.

Coordinator response

The guide dialogues aim to concretize and specify training needs and interests, especially as to a realistic approach in the communities to the first action phase starting after the summer holidays.

The two Udine partners deliver most valuable input, and the lifelong learning interests in the community are clearly felt in this input.

On the other hand, the input and the approach are still very general, so to speak.

The partners mention an open and welcoming learning space for citizens, as well as the idea of a community centre hosting a number of lifelong learning activities.

Also a thematic catalyst is mentioned, the playing approach.

As to the guides training needs, general competences such as communication and teamwork are described.

These statements are relevant and valuable to the Xploit project, but they might also become obstacles to the community, when we enter the action phases, thus asking not only WHAT we would like to do, but also HOW we can do it.

What is strongly needed in Udine is a more clear and realistic approach to “taking steps”, meaning: what concrete and realistic steps can we take in action phase 1 that are expected to allow wider actions later in the project?

We must, so to speak, turn the circle of interests and needs into a horizontal timeline, defining a number of steps to take. These steps might very well be limited, but they might at the same time offer an operational way of starting the processes and slowly building up the needed lifelong learning structures and provisions.

The Computer Clubhouse initiative in Udine seems to be such a concrete step, offering at the same time the possibility of concrete and practical actions, but also offering a strong perspective and potential of wider lifelong learning steps.



The coordinator therefore suggests that the Udine guides might use the training sessions to produce more concrete and operational approaches, and the training scenarios tool might very well be quite useful exactly for this purpose, as it forces us to focus on important practical and operational actions in the community.

But for the scenario tool to be useful, we need to take a step towards more operational activities in action phase 1 in the Udine community. The questions below aim to take this step.

You might consider

- How would you approach the open community space or community centre in practice? What steps to take, what activities, what stakeholders?
- How could you operationalize the needed lifelong learning approaches for young people and young adults? What young people, what activities, what facilities?
- Could you reach a clear and realistic set of aims for the action phase 1 in your community?
- How can the training days in Salt support these aims and priorities?
- Can you identify actions, aims or approaches in the other Xploit communities that might be useful in Udine?

We believe it is important to the Udine community that the two partners discuss

<p>these questions in preparation of the Salt training days, also to allow the Udine community to benefit as much as possible from the training events.</p>
<p>Iasi RO</p> 
<p>Nagykovácsi HU</p> 
<p>The first focus point in connection with our community is the <i>informal education</i> 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.</p> <p>The other focus suitable for the community may be the <i>promotion of healthy lifestyle</i>. 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.</p> <p>We have three main target groups in the community: Families of disadvantaged background mainly <i>large families</i>, and mothers being home with children <i>People over 50</i> at risk of social exclusion <i>Youngsters</i> at risk of social exclusion in need of work and working skills, (e.g. career management)</p> <p>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.</p> <p>Once these groups are involved we will need to focus on the civil sector influencing those foundations which are already active in this field.</p> <p>Through these above mentioned bodies we will reach the majority of the inhabitants including disadvantaged ones.</p>
<p>Your target groups are quite clear and very much in line with the Xploit priorities for the action phase 1.</p> <p>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?</p> <p>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.</p> <p>And, more.</p> <p>The focused catalysts might be linked to some general initiatives indicated in your input. Thus, the first activities might be linked to:</p> <ul style="list-style-type: none"> - 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?

Guide input to these questions in the second round dialogues

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



Nagykovács 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 - first round dialogues

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...?

In conclusion - second round dialogues

We must bear in mind the overall aims and objectives of the Xploit project. This is important as to the action phase 1 and to the training days in Salt Catalonia.

The aim of the project is to support the development of learning communities in particular by exploiting European learning resources and establishing new lifelong learning infrastructures (of collaboration and communication) in the communities. The method is to identify community needs, focus on practical initiatives, and try to capture and put to work relevant European learning resources, and at the same time watch and describe how these activities help establish new cooperation structures in the community.

The lifelong learning guides are expected to facilitate and coordinate these initiatives in their communities.

In practice this means that the action phases must balance between meeting local community needs and contributing to the aims of the project.

As a consequence, the training and inspiration of the guides should balance between addressing local needs and interests and general learning community training, with a special focus on exploiting European learning resources.

It is important that we maintain this double perspective, also during the training days.

Community state of the art prior to the Salt training days

The guide dialogues in preparation of the first training sessions in the project were installed to help the communities and the project to step by step move towards a clearer and more focused plan for the different communities action phases, and in consequence for the specific training and inspiration needs of the guides.

The dialogues were also meant to allow the different communities and guides to learn about the situation and challenges in the other project communities and to identify fields of mutual support.

The dialogues have at least partly provided such results. The training days are expected to take the clarifications further towards clear aims for the action phase 1. We must remember that there will be a second training round as well as a second action phase, and this should be taken into account when making realistic plans for the first action phase: *action phase 1 is just a step towards action phase 2 and the post-project initiatives.*

All the active communities (IT, ES, UK, HU) are moving towards a more clear understanding of their training needs and interests, as well as their action phase focuses and activities.

Despite a rather solid mutual agreement, materialized in the GO PRACTICE! priorities, the communities' approaches to the action phase will be somewhat different. Let us briefly draw up the situation in the 4 communities.

Concrete community aims for training days and action phase 1

Salt ES



The community has worked hard to clarify its action phase "catalysts". It seems clear that the Community Centre and Computer Clubhouse for young people at risk are high priorities.

Stakeholder teams are being set up in support of these activities.

It seems as the community are slowly moving towards realistic and solid activities in action phase 1 and that these activities are indeed able to play the role of catalysts in the future.

The training needs and interests are clearly linked to developing the competence and capacity to organize processes leading to the described aims.

The Salt community can benefit from interacting with the Udine Computer Clubhouse interest, the Hungarian entrepreneurship interests and the Swansea family learning interests.

The training days and the follow-up activities should lead to clear strategies to reach the described aims.

Swansea UK



As expected the Swansea situation is quite different from Salt. Swansea does not start from scratch as to systematic lifelong learning provisions, as the community already has several lifelong learning networks at its disposal.

Therefore the Swansea approach to the action phase 1 and the training days is also quite different from the other communities' approach.

The decision to focus strongly on the Graigfelen community and the upcoming adult learning week seems very useful in the Xploit context.

The overall Swansea theme is: how to get adults back to learning, and perhaps even: *how to get the hard-to-reach adults back to learning.*

What remains is to find out how to do this in practice in the Xploit context. Will the Xploit partners be involved in specific activities in Graigfelen, will they take specific initiatives, will they try to exploit European resources in Graigfelen to get adults back to learning - or, will they use the Graigfelen scenarios to describe and learn from, how new community structures, communication and collaboration can be established?

These "dilemmas" should be debated during the training days in Salt, and the Swansea partners should prepare such a dialogue. The aim of the discussions might be to "operationalize" the Xploit approach to the Graigfelen initiatives.

Also the Swansea partners might start reflecting on the roles of the Swansea partner meeting in the time-out phase. This project event might mirror both the Graigfelen experience and the situations in the different communities in Xploit: how could the different communities learn from or be inspired by the Graigfelen initiatives? How can the Graigfelen community exploit (or create!) European resources for adults and young adults?

Udine IT



The Udine situation differs from the other communities: the focuses are not yet that clear, but on the other hand a strong general interest in lifelong learning and European cooperation is very visible.

It is also clear that there are quite a few challenges as to establishing new collaborative structures in Udine, including involving the private sector and private stakeholders.

The educational partner describes a wide range of lifelong learning interests, whereas the political partner focuses strongly on the open space for learning.

It is obvious that there is a strong interest in the learning community challenges, not only among the two project partners, but also in the city in general.

The project partners need, though, to operationalize this interest into step-by-step activities with clear practical implementation capacity. The organization of new lifelong learning cooperation and communication structures in the community need to be rooted in focused and concrete activities. Target groups, thematic focuses and concrete plans for the action phase should be built up during the training days and the activities following the training days.

If the local Xploit approach remains un-focused it might be difficult to turn the positive lifelong learning interest into practical steps in the action phase. It will at the same time be difficult to exploit European learning resources, if more precise focuses are not established.

The Udine partners should discuss this prior to the training days and address these challenges in Salt.

Iasi RO



Nagykovácsi HU



From the different inputs from the community and the project partners, it is clear that there is a strong interest in entrepreneurship for different target groups, also for young people.

It might be the special role of the Nagykovácsi community to focus on the different challenges of entrepreneurship, and this focus should be welcomed by the other communities not showing a great interest in this important field.

Entrepreneurship means bridging between public and private sectors and a directly targeting the labour market, and it often includes innovative and un-traditional ways of learning and training.

The Nagykovácsi partner should prepare input on this for the training days and take steps to make concrete plans for entrepreneurship activities in the action phase¹, as well as share their experience in this field with the other project partners.

The entrepreneurship initiatives might also be the catalyst of new cooperation and communication structures in Nagykovácsi and beyond.

How to understand the training days and the scenario tool in this context?

As mentioned above, the training days should balance between addressing the challenges of the local communities and providing general lifelong learning guidance training.

The coordinator will try to establish this balance by asking the partners to discuss the conclusions in this paper, and directly address the key challenge:

How will you approach a concrete plan for the community activities in action phase 1, based on your focuses and priorities and on your present situation?

This will take place on the first training day.

The second training day will take a step up and work with the general tool, developed for the lifelong learning guides, the training scenario tool.

This tool will take the guides through the key phases and challenges in establishing new lifelong learning provisions in the community and at the same time build up new collaboration structures.

If the guides and the communities find the tool useful, it might be used as a reference tool each time a new initiative is taken in the community.

The tool might be discussed along the training days and elaborated after the Salt event.

The tool can be used as simulation training, simulation testing of a new initiative, or in connection with the implementation of a new initiative.

In Salt we will use it as simulation training, as the focus is on the HOW and not on the WHAT.

On the second training day we will work with scenario 2, as this scenario is both neutral to the communities, relevant and important, allowing the guides to focus on the methodological aspects of the training.



We would like the Catalan partners to present the first part of the scenarios.



We would like the UK partners to present the second part of the scenarios.



We would like the Italian partners to present the third part of the scenarios.



We would like the Hungarian partner to present the fourth part of the scenarios.



In case the Romanian partners participate, their role will be to provide critical questions to the four presentations.

The coordinator will provide special input on relevant topics throughout the first two days, while the third ½ day is reserved for needs and interests emerging during the first two days.

Please refer to the agenda for the training days.

What will you be asked to produce after the training days?

So, what will happen between the training days in Catalonia and the action phase 1 starting after the summer holidays?

Of course, the coordinator will produce documentation from the Salt events, including media material.

The community partners should produce 2 things between the training days and the action phase kick-off:

1. A small but precise plan for the first action phase activities in the community, based on the guide dialogues and the discussions along the training days
2. A small paper describing further guides and community needs and interests only partly met during the training days, as well as foreseen needs for different forms of support during the first action phase

The coordinator will present a plan for communication and collaboration, including documentation, among the guides in the first action phase before the summer holidays.

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.