

AONTAS COMMUNITY EDUCATION NETWORK



***Community Education in a Time of Change:
Utilizing our collective knowledge for action –
SOLAS, Social Justice Advocacy, Research and FETAC***

Date: Wednesday 18th April 2012

Time: 9.45am – 3.00pm



AGENDA

- 9.45 – 10.15am** Registration, tea & coffee
- 10.15 – 11.30am** Update on the work of the CEN – Niamh O'Reilly (AONTAS)
SOLAS Consultation Process – Berni Brady (AONTAS)
- 11.30 – 11.45am** Coffee break
- 11.45 – 12.15pm** The Advocacy Initiative – Anna Visser (Director of Advocacy Initiative)
- 12.15 – 12.45pm** Community Education Research – Mary Flannery (CEF, City Limerick VEC)
- 12.45 – 1.30pm** Lunch & Networking
- 1.30 – 3.00pm** BTEI – Group discussion
FETAC – Shared and Joint Programmes for Validation

Agenda based on the evaluation from the last meeting and the CEN steering group. Also pay particular attention to key policy issues



CEN Update

- Back to Education Initiative Community Strand (BTEI)
- FETAC – Sharing / joint applications to validate programmes
- Promotion of the CEN within membership
 - New flyer
 - Powerpoint on community education will be available
- European Project for measuring key competences
- Training Links : Continuous Professional Development training for a social action mode of community education



Continuous Professional Development for Community Education Practitioners – Training Links



What it is?

- Continuous Professional Development training for educators on how to provide a social action mode of community education.

Who is it aimed at?

- Managers
- Course Co-ordinators
- Tutors
- Not new staff – continuous professional development and want to support groups to replicate this

What will be achieved?

An example of training in CPD for social change

Evaluation will modify and improve training

Participatory and draw on your experience

Together we will develop this model for CPD (podcast/video, handbook)

Evaluation (ongoing) and after

Gaps identified after it is put into practice in Autumn, will run further training as/if applicable.



Continuous Professional Development for Community Education Practitioners – Training Links

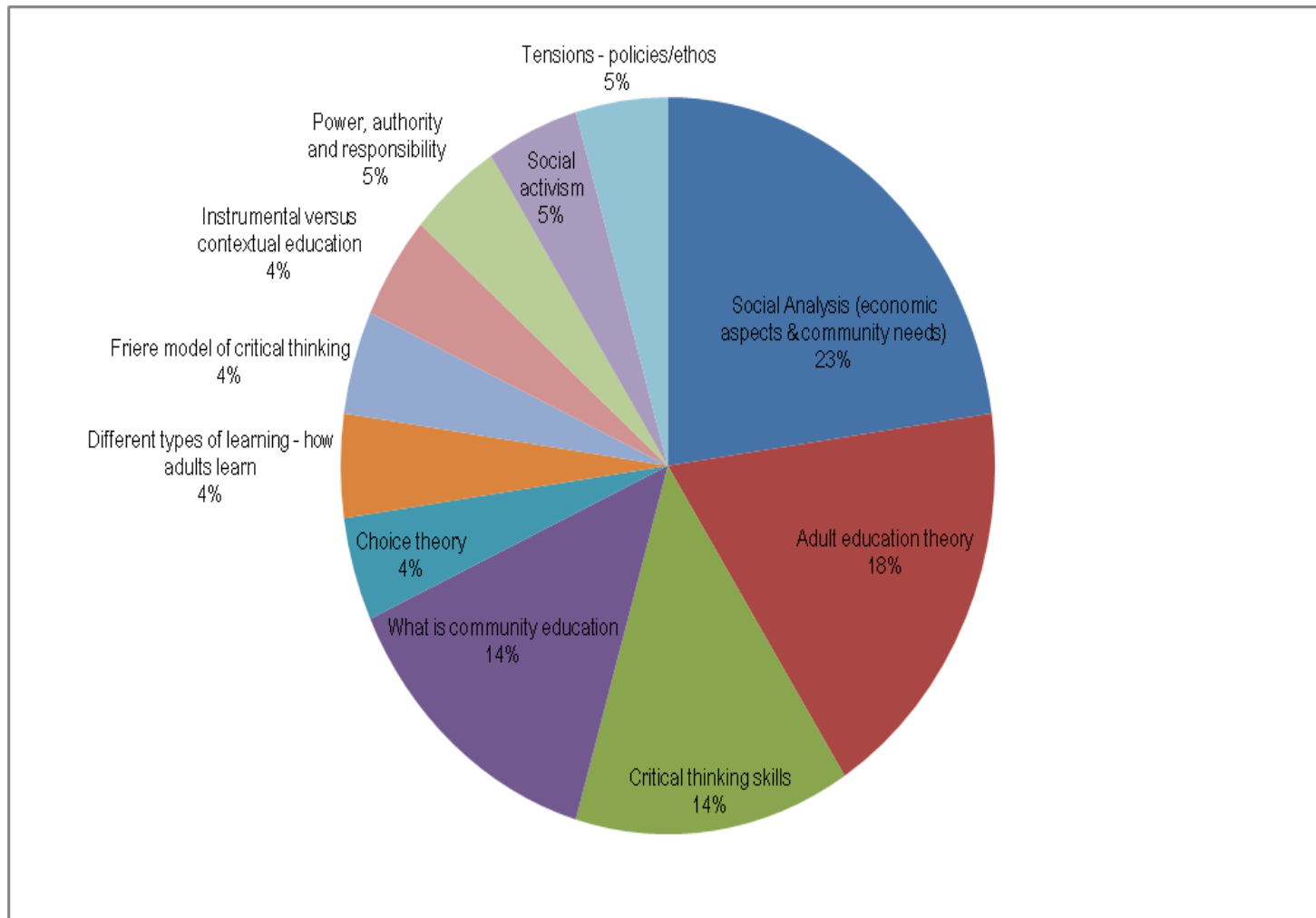


What is it based on: Consultation Process with the CEN

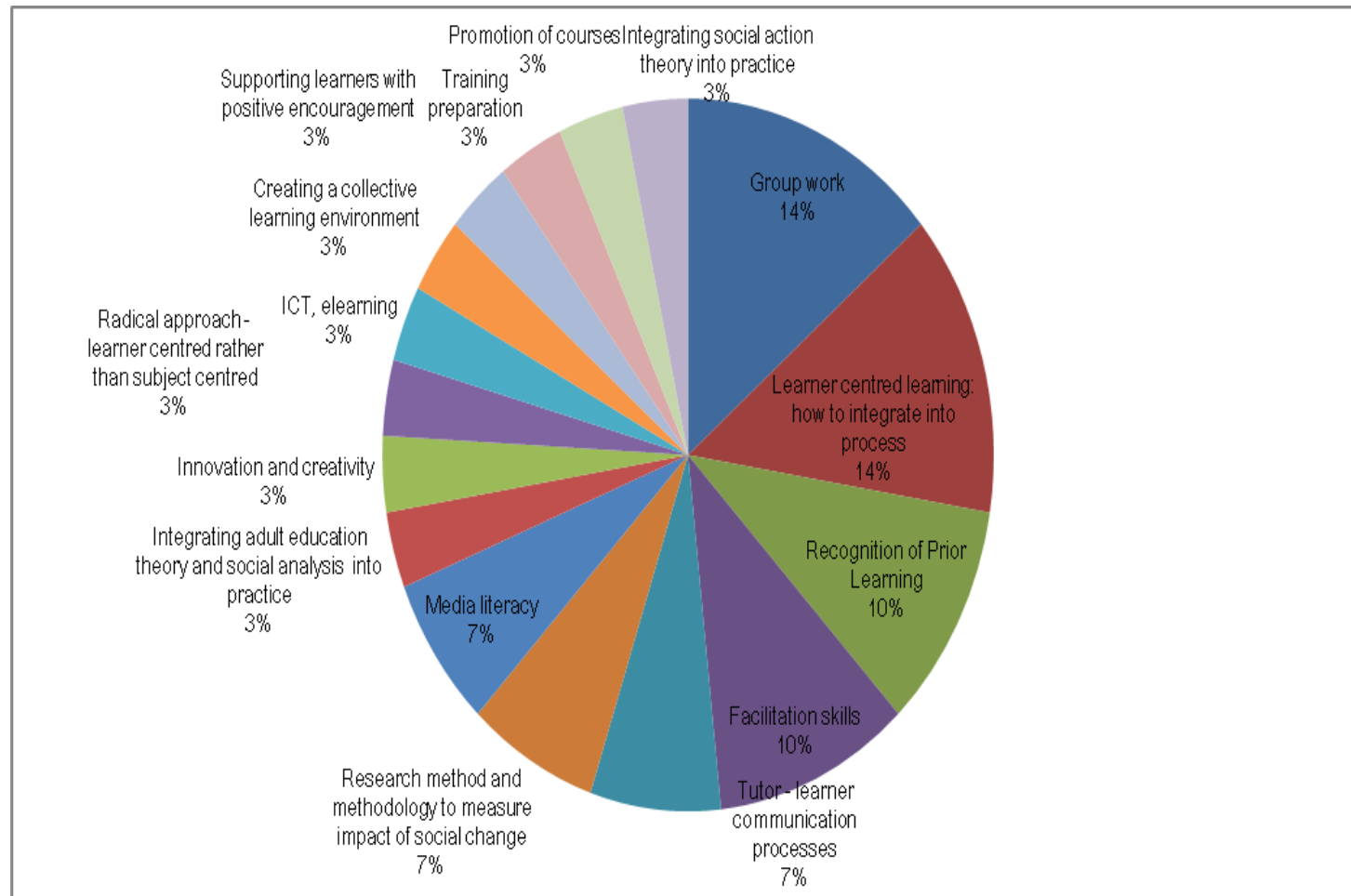
- AONTAS Research Sowing the Seeds of Social Change
- Needs analysis survey to CEN members on the kind of training they wanted, which was based on previous CEN meetings and discussions (2011)
- Steering group meetings
- Discussion at CEN meeting 1st Feb 2012
- Analysis of existing information on the topics raised as per training manuals in-house
- Formation of CPD subgroup with specific expertise in this area
- Meeting 30th March of the CPD subgroup
- Survey monkey to CEN members regarding location and dates (2/4/12)
- CEN meeting 18th April



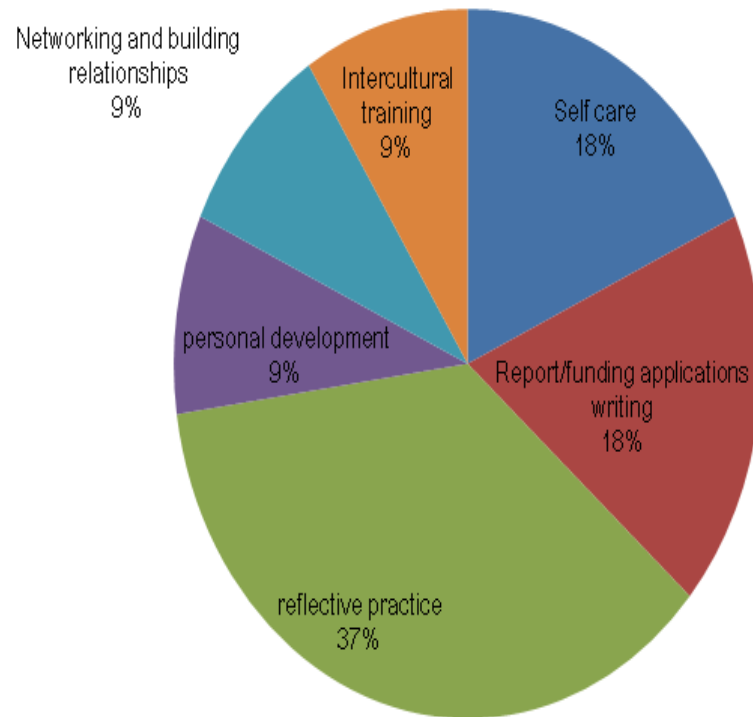
Important theory in continuous professional development training for a social action model of community education



Important teaching methodology in continuous professional development training for a social action model of community education



Professional support within continuous professional development training for a social action model of community education



Training Links: Continuous professional development for community educators for social action

- An overview of the training programme, including titles, and dates, for each module, (10am – 4pm) is outlined below:
- **10th May:** Module 1, Community education for social action
 - bringing the theory to practice
- **24th May:** Module 2, Community education for social action
 - learner centred teaching methodology
- **7th June:** Module 3, Community education for social action
 - incorporating teaching methodology how it impacts on the community
- **21st June:** Module 4, Integrating continuous professional development for social change into your work – how to deliver the course at your centre
- Are those dates ok?
- Question: Dublin or Limerick?



10TH MAY: COMMUNITY EDUCATION FOR SOCIAL ACTION –THEORY TO PRACTICE

Time	Topic	Methodology
10.00	Introductions Expectations of the Course Writing a Course Contract	Individual Responses Wall Work and agreeing the contract – making decisions
10.45	Looking at the wider context	Looking at the changes and challenges for adult and community education
12.00	Theories of Adult Education and Community Education	Looking at the Theories with a focus on them being useful to support 'practice': <ul style="list-style-type: none"> • Adults as learners – Knowles • Transformative Learning as a response (Mezirow) • Transformative Learning as an intervention (Freire) • Transformative Learning as social engagement (Thompson / White)
1.00	Lunch	Video responses as offered
1.45	Theories	Feedback and discussion from small group discussion before Lunch
2.30	Building on introduction to the Theories of Adult Education and Community Education	Question – to be considered in small groups of like-minded people What other writings or theories do people use as a guide and support to them in doing the work – can you explain these briefly to others?
3.45	Brief evaluation of the session	Individual responses Video responses

24TH MAY: MODULE 2, COMMUNITY EDUCATION FOR SOCIAL ACTION – LEARNER CENTRED TEACHING METHODOLOGY

Time	Topic	Methodology
10.00	Check-in Reflection since previous session	Check-in Participants reflecting on the impact of the last training day In pairs/ threes using devised template
10.45	Defining the focus of the session which is on 'Learner- Centred' practices	Question to be considered in small groups: How do you know that the Course is learner-centred' rather than 'learning-centred'? – What are the practices and theories that separate these? Feedback and discussion
11.45	Naming the challenges and problems in taking a 'learner-centred' approach	Question to be considered in wall exercise: What are the challenges in taking a 'learner-centred' approach? <ul style="list-style-type: none"> • For the Learner • For the Tutor Large Group discussion
12.30	Putting the focus on the Tutor	Question in a fish bowl discussion: How can the tutor take up her / his role in facilitating Learner-centred Education and meet the challenges named above?
1.00	Lunch	Video responses as offered
1.45	Maintaining a focus on the Tutor	Question to be considered in small groups: What can the tutor do to take up her / his role in facilitating Learner-centred Education and meeting the challenges named above? – methods to centre the Tutor
2.30	Putting the focus on the Learner	Question to be considered in the large group – wall work: What methods or practices do participants use to address the challenges of taking a learner centred approach? – methods to facilitate the learner

7TH JUNE: MODULE 3, COMMUNITY EDUCATION FOR SOCIAL ACTION

Time	Topic	Methodology
10.00	Check-in Reflection since previous session	Check-in Participants reflecting on the impact of the last training day on their work -In pairs/ threes, feedback and discussion using devised template
10.45	Defining Social Action	Question to be considered Naming the 'differences' between 'learner centred' and social action – changing the focus
11.00	Putting the focus on Social Action and social change. Moving from 'Learner-Centred' to Social Action and social change	Question to be considered in small groups: What are the challenges in developing from 'learner-centred' to social action? Feedback and discussion
12.15		Case Studies to be considered in small groups: <ul style="list-style-type: none"> • What advice would you give to the Tutor • What advice to the Centre? Feedback and discussion
1.00	Lunch	Video responses as offered
1.45	Naming the challenges and problems in taking on the community education / social action model	Question to be considered in small groups: What are the challenges in taking a community education approach? <ul style="list-style-type: none"> • In relation to the organisation • In relation to the 'funder' Feedback and discussion
2.30	Considering the role of the organisation in supporting community education	Question in a fish bowl discussion: What can the organisation do to support the work of having a community education / social action model and meet the challenges named above?

21ST JUNE: MODULE 4, INTEGRATING CONTINUOUS PROFESSIONAL DEVELOPMENT FOR SOCIAL CHANGE INTO YOUR WORK – HOW TO DELIVER THE COURSE AT YOUR CENTRE

Time	Topic	Methodology
10.00	Check-in Reflection since previous session	Check-in Participants reflecting on the impact of the last training day on their work -In pairs/ threes, feedback and discussion using devised template
10.45	Defining Social Action	Question to be considered Naming the 'differences' between 'learner centred' and social action – changing the focus
11.00	Putting the focus on Social Action and social change. Moving from 'Learner-Centred' to Social Action and social change	Question to be considered in small groups: What are the challenges in developing from 'learner-centred' to social action? Feedback and discussion
12.15		Case Studies to be considered in small groups: <ul style="list-style-type: none"> • What advice would you give to the Tutor • What advice to the Centre? Feedback and discussion
1.00	Lunch	Video responses as offered
1.45	Naming the challenges and problems in taking on the community education / social action model	Question to be considered in small groups: What are the challenges in taking a community education approach? <ul style="list-style-type: none"> • In relation to the organisation • In relation to the 'funder' Feedback and discussion
2.30	Considering the role of the organisation in supporting community education	Question in a fish bowl discussion: What can the organisation do to support the work of having a community education / social action model and meet the challenges named above?

BTEI: Implication of changes for Members of the CEN

- There is new process for administering the BTEI community strand through the VECs
- Call for responses from the CEN early February
- Main issues raised:
 - Autonomy versus provision of VEC tutors (i.e. VEC tutor hours or grant)
 - Will VEC release entire budget to group (need to include outreach)
 - Some community education groups have own BTEI coordinators
 - Role of community education group to determine suitability of VEC staff, if provided, in terms of knowledge of community education.
 - FETAC – will groups use their own QA?
 - Need is at FETAC level 5&6 but push to provide 3&4



BTEI: MEETING WITH MARY KETT 13TH FEBRUARY

- BTEI guidelines still stand, only difference is that local VEC will administer the fund
- No overall defined strategy outlining how VEC and community education groups will work together
- Service level agreements will act as a mechanism outlining how community education groups will adhere to requirements of BTEI funding process
- Points to consider
 - No more than 30% of BTEI used for non-pay costs
 - No more than 15% on administration
 - No more than 5% on predevelopment costs
 - Needs FETAC QA up to speed otherwise it will go under the VEC (may have implications in terms of having to use a VEC tutor)
- Community education is effective in reaching target groups
- Groups to consider funding – why need it, that's it for and how avoid funding led
- Look for collaborative partnership approach to funding - could VEC use your organisation to deliver courses? A way to use ALCES budget?



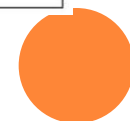
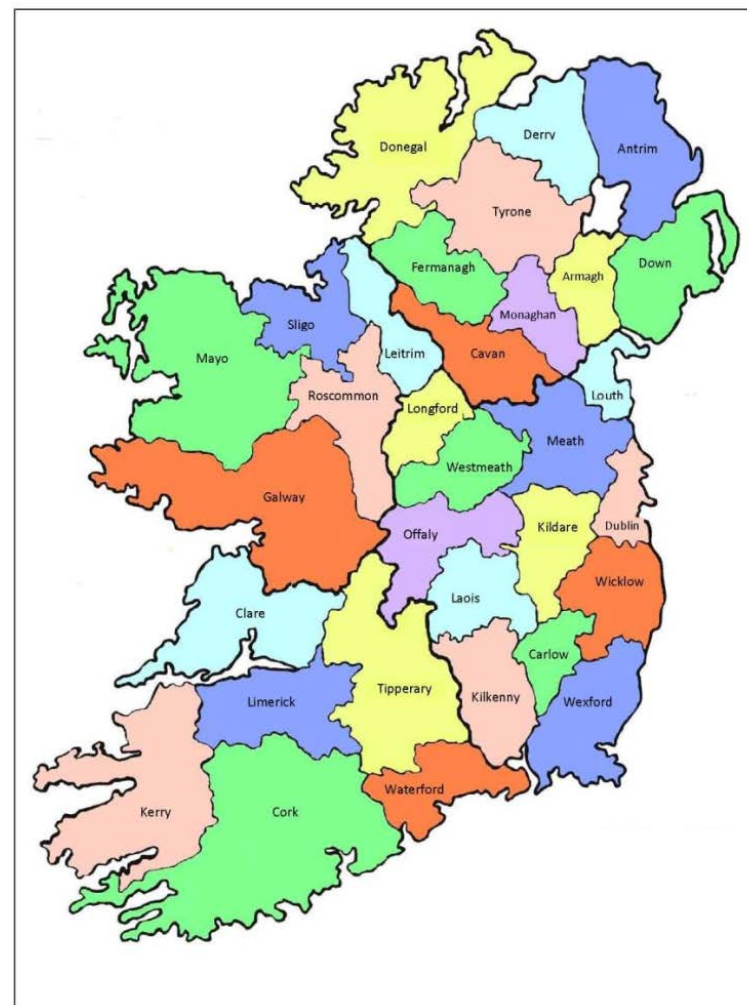
BTEI: Implication of changes for Members of the CEN

- More recently (end March) – Case Study from one Organisation
 - Details of all staff providing BTEI programmes required by VEC
 - VEC will take the 15% administration allocation as a fee (no admin budget left)
 - Staff recruitment, VEC will appoint staff
 - Budget will not be transferred to the community education organisation's account – disbursed from the VEC and staff will go on VEC payroll.

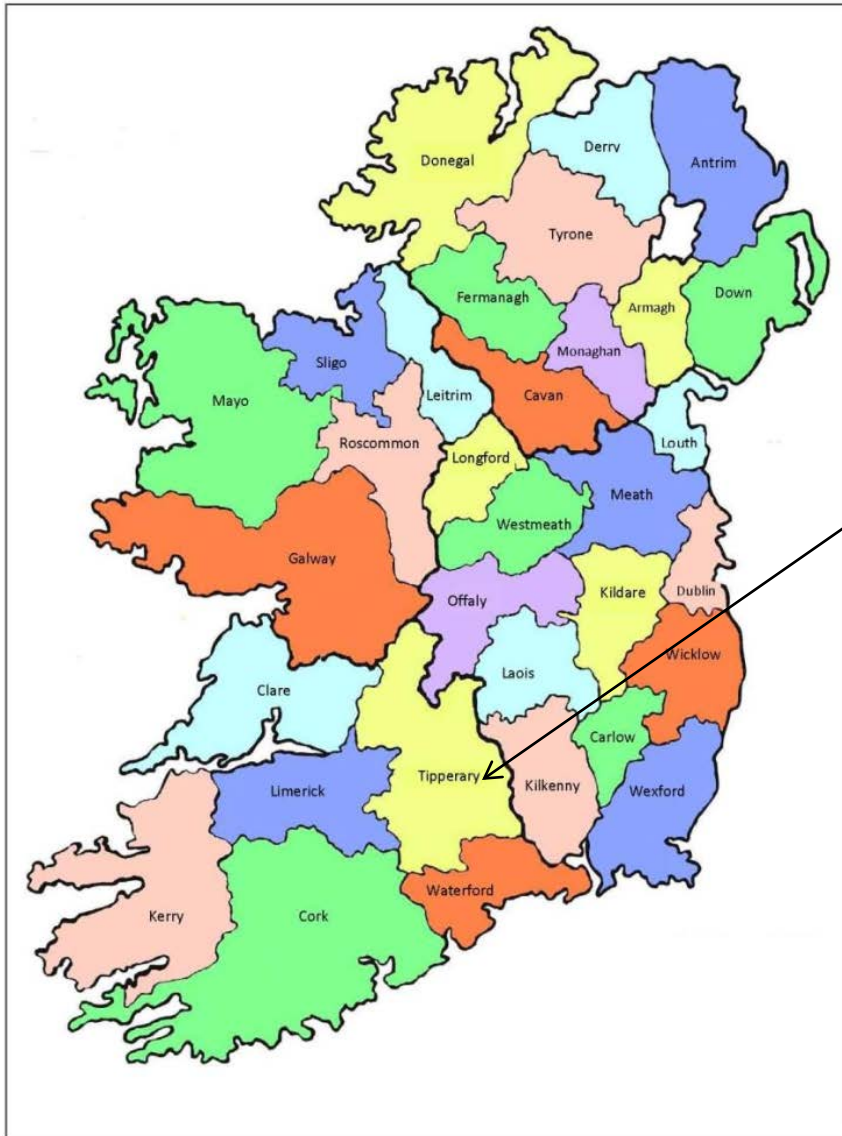


BTEI: Implication of changes for Members of the CEN

- There is new process for administering the BTEI community strand through the VECs
- Need to know what is happening nationally regarding how BTEI community strand and how it is being administered?



BTEI: WHAT IS HAPPENING NATIONALLY REGARDING HOW BTEI COMMUNITY STRAND IS BEING ADMINISTERED?



Individually Answer

1. Name of VEC
2. Has it differed from the previous process of administration of the BTEI fund?
3. If so, so how?

Answer as a Group

1. Main challenges posed?
2. How could it be improved?




FETAC: The CEN as a forum for collaboration on sharing programmes

What is Sharing Programmes for FETAC Validation?

- Step 1 – Programme developed by Provider A
- Step 2 – Provider A sends programme validation application to FETAC with full programme descriptor and list of providers who can share (including Provider B)
- Step 3 - Programme evaluated and **validated for Provider A only** and **approved for sharing** with other providers (list) by FETAC
- Step 4 – FETAC develops a ‘Use a Shared Programme Form’
- Step 5 – Provider B applies to FETAC for the ‘Use a Shared Programme Form’ – FETAC gives them the form and programme descriptor
- Step 6 – Provider B completes the ‘Use a Shared Programme Form and returns to FETAC
- Step 7 – Provider B validated to use the programme (ownership transfers to provider B)

Joint Applications?

- Step 1 – Providers A, B and C group together to develop a programme jointly
 - Step 2 – Providers agree lead provider to evaluate, approve and submit programme to FETAC
 - Step 3 – Lead provider sends programme to FETAC with list and consent of providers who are part of the joint application
 - Step 4 – FETAC evaluate and **validate** programme for all providers listed
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FETAC: The CEN as a forum for collaboration on sharing programmes

○ Sharing Programmes

- Questions arising from last CEN Meeting
 1. What is your opinion about using validated programmes from other providers e.g. VEC? Challenges/opportunities?
 2. Should we share programmes with community education groups only?
 3. Do you want to be part of a group to submit a joint application for programme validation?
 4. What can the CEN do to support joint applications?
 5. Should all VECs share their programmes with community education groups? Is this something we should lobby for?



MEETING CLOSE – NEXT STEPS

- Training Links Programme
 - **10th May:** Module 1, Community education for social action
 - bringing the theory to practice
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 - learner centred teaching methodology
 - **7th June:** Module 3, Community education for social action
 - incorporating teaching methodology the impacts the community
 - **21st June:** Module 4, Integrating continuous professional development for social change into your work – how to deliver the course at your centre
- SOLAS Consultation
 - AONTAS AGM Wednesday 9th May
 - AONTAS Community Education Focus group with Minister Ciaran Cannon (TBC)

