



REDEAL

*Re-engaging Difficult to Engage Adult Learners
through Community Learning Facilitation*

The forgotten adults in rural areas

And why professionalization of community
learning facilitators is the solution no one is
looking at



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THE NEED

- Social and economic disparities between rural and urban areas -> direct impact on the educational opportunities for adults
- Beyond schools -> little to no opportunities for further education, vocational training or lifelong learning in general
- Formal education system often failing to meet needs of large population groups, such as those in rural areas
- Policy for community learning well regulated, but lacking implementation at national / local level
- No clue whatsoever on who are the professionals supposed to promote, coordinate or implement community learning

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The REDEAL local contexts

- Romania
- Serbia
- Poland
- Italy
- Spain

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Analysis of community learning infrastructure, practice, and implementation

- Significant lack of data collection on participation rates in lifelong learning for adults in rural areas
- Policy makers and educators may underestimate the importance of lifelong learning for rural development
- Community learning is either non-existent or poorly regulated in national policies and legislation
- Lack of identification and assessment of the learning and development needs of adults in rural communities
- The profession of community learning facilitator/educator is not regulated

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Competency framework for community learning facilitators

- I. Identifying learning and development needs at community level
- II. Empowering the community to engage with learning and education
- III. Creating and promoting a culture of lifelong learning at community level
- IV. Communication, marketing and stakeholder management
- V. Design, plan and implement learning and educational opportunities
- VI. Leadership, management and coordination of the learning infrastructure at local level
- VII. Translation / localization of national policies and implementation at local level

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Professional standard

- The basis for developing the curriculum for community learning facilitation
- Elements of competence operationalized into learning outcomes (for each area of competence)
- Work context
- Professionalisation pathways (initial education / validation of competences)

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The story of Timeea...

- Lives in a village in Timis county
- 26 years old
- Single mother of an 18 months old child
- Did not finish high school and has no qualification or work experience
- No job and no income, other than 130-euro child allowance (up to child's age of 2)
- Takes care of her mentally disabled younger sister
- Abandoned by her parents and grew up in the child protection system
- Spent her first year of motherhood in a mother-child center ran by an association
- She has no hopes, no dreams, is unable to identify her own basic human needs and in general for her the world is a very sad and tough place to be
- Being functionally illiterate becomes just a tiny detail in the context of her difficult life
- By definition she fits perfectly well the definition of a NEET.

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What can the community learning facilitator do for her?

- I. Identify her in the community (and others like her), help her identify her own learning needs and investigate how these align with the needs of the community
- II. Support and encourage her to take part in re-engagement activities that are meant to tackle resistance to learning and resistance to education
- III. Develop a local strategy that ensures long term educational intervention and support for people like her / implement awareness raising activities
- IV. Create a communication and marketing plan that 'sells' the idea of lifelong learning / engage local stakeholders in supporting people like her
- V. Design a learner centered programme that meets her learning and development needs in an integrated, holistic way
- VI. Setting up the local infrastructure in the form of a local center for young people
- VII. Tracking and analyzing policy priorities of the new programming period with the purposes of attracting new funds that can ensure the sustainability of the local educational interventions

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