Education and Culture DG

Lifelong Learning Programme

XPLOIT CONFERENCE 2013

- the final step and the new beginnings

3nd DRAFT

Intro

A few words and pictures from the final Xploit event in Salt Catalonia April 2013, including final reflections on the project.

Much more inspiration and guidance in
Xploit Guide to Learning Community Initiatives,
Xploit Compendium Towards Learning Communities,
and on
www.learningcommunities.eu

There is no alternative to building community capacity...
Martin Yarnit

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Xploit !

THE MISSION OF THE XPLOIT CONFERENCE 2013
THE FINAL EXPLOIT EVENT

Considering the 350 elements produced by the Xploit project, including papers, guides, video interviews and much more, there is no need to add more long documents. The mission now is to use the produced material, based on hard and groundbreaking work in the Xploit communities in the UK, Hungary, Romania, Italy and Spain. And to take the learning community quest further – not only to produce material wealth, but primarily to benefit the citizens.

Therefore this conference "report" will seek to present the most important lessons learned and challenges, debated at the conference and around the conference, in a few words.

The conference was attended by 50 community people from Wales, the UK, Italy, The Netherlands, Denmark, Romania, Israel, Spain, Austria and Hungary – and from special learning communities resources.
Of special interest was the participation of the new UNESCO Learning Cities initiative, the successful Community Learning Champions from the UK and the national Israeli Learning Cities Initiative.

But, as always, the true drivers of the conference were the Xploit communities: Nagykovacsi, Swansea, Udine, Iasi and Salt Catalonia.

Symbolically the conference took place at an old textile factory in the heart of the migrant community of Salt Catalonia, a Girona suburb build to house the migrant factory workers in the old days, arriving in Catalonia from Southern Spain – in our days receiving a diversity of migrants from Africa and many other regions.
The old factory – Coma-Cros – is now taken over by the Municipality and turned into a cultural center, as most textiles are now produced in China and other new economies.
Salt Catalonia is struggling with all the negative effects of globalization, and it is evident that no traditional solutions will show how to turn these threats into opportunities…

What was, then, the mission of the encounter of these community people?
Certainly not to celebrate the construction of the highway to learning communities…
Xploit did not find any single highway to learning communities, and the reason is obvious: there is no highway to learning communities, or to learning cities for that

matter, there are many and very different ways, all building on a concrete approach to each individual community.

This is why you will not find a Handbook to Learning Communities on the www.learningcommunities.eu – but instead a lot of lessons learned, guidance and inspiration.
However, what have come out of the hard work in the Xploit communities is very valuable: basic principles, values and criteria for how to build and sustain a learning community.
More like a flexible methodology than fixed routes of schedules.
This is what is displayed throughout the entire Xploit material, and community players will surely benefit considerably from studying this material.

The mission of the Xploit encounter in Salt Catalonia was therefore to synthesize the community learning, the critically review successes and failures, and to point to what steps to take at European level within the Europe2020 Program.
And, to dialogue with the new UNESCO initiative to create a global Learning Cities Network, including the development of suitable indicators to measure the quality and progression of learning cities.
http://uil.unesco.org/home/news-target/preparation-under-way-to-establish-the-unesco-global-learning-cities-network-unesco-glcn/62e61bd6222f87c0fe83f645aac2a8b3/

On the flight we learned a lot from the UK *Community Learning Champions*, very much in line with the Xploit approached, and very well presented by Mr. Martin Yarnit at the conference.
http://www.communitylearningchampions.org.uk

THE XPLOIT LEARNING COMMUNITIES
– WHAT DID WE LEARN FROM THEM?

On www.learningcommunities.eu you will find a lot of materials describing the community work in the Xploit communities, including the very professional learning evaluation of Mr. Holger Bienzle from *die Berater*.
http://www.dieberater.com/
The Xploit communities presented the most important lessons learned at the conference, including explaining what future steps might be relevant to the different communities.

Let us briefly try to sum up what we learned from our communities, what could be said to be true for most communities taking such learning community steps:

⇊The drivers

The points of departure of a community to start such a development are manifold: from political top-down initiatives to bottom-up networking in the community between NGO's, institutions and active citizens.
The community might be driven by very different interests, needs or visions, often based on community initiatives already in placed offering a platform for further steps and partnering. Examples are: community networks working for youth opportunities, a community engaged in health provisions, an educational network

reaching out to the community, a strong interest in entrepreneurship, active volunteering, and so on.

Usually these steps are taking in some form of dialogues between public authorities and community networks. One of the big challenges to learning communities has precisely been proved to be the collaboration between local authorities and community networks. In some cases this collaboration can be very complicated and problematic, as the mentality of public authorities is often very traditional: the need to control, the need to seek political pay-off, the need for safety first, the need for short-term economic solutions, etc.

In learning communities we can see that public authorities need to change mentality: towards supporting without controlling, towards facilitating without dominating, towards allowing open and independent space for community networking and initiatives, towards being a partner among others in a horizontally collaborating and partnering community.

Another huge challenge to emerging learning communities is the absence of the private sector. A true learning community has overcome to traditional sector segregation in the communities between public/community and private business.

The involvement of the private sector will take long processes of mentality change on both sides. Community entrepreneurship might be one of the drivers towards such changes.

⇓ **Human resources**

In all developing learning communities the human resource problem is one of the biggest obstacles to progression.

No matter in what way and through what approach the community start taking those learning community steps, there are no human resources available to lead, drive and manage such initiatives. They simple do not exist.

Nobody in the community has been trained to be learning community drivers or guides or managers, or even coordinators. It takes many competences to act in this role: community experience, networking, understanding of learning and innovation, languages skills, the capacity to work both at strategic and day to day levels, fundraising, collaboration with many different institutions and stakeholders, etc.

At least two profiles are needed in a developing learning community: professionals to fill in the role described above, and usually employed in key organisations networking in the community or in the public authorities, and volunteers offering very important resources to the practical community work and being able to approach all kinds of citizens, including the hard-to-reach.

Such profiles are needed to kick-start the development and for a long time, most likely for years, as the community is slowly changing its mentalities and collaborative infrastructures.

However, the most important learning community drivers or profiles are active citizens slowly developing a strong interest in community work, and step by step acquiring new competences and skills. These profiles, ordinary people from the community, are expected to be the most devoted the most efficient and the most successful learning community resources in the long run.

It is capital to an emerging learning community to foster, support, help, facilitate and mentor such profiles, and to give them the space, time and economic platform to develop their community potentials.

Such community ambassadors, born out of the heart of the community, have proved to be the most successful drivers of community change.

Academic degrees don't count much here: experience, mentality and personality do!

Such community profiles can grow from all sorts of community activities and might include unemployed, retired, young drop-outs, whatever.

Of course, such profilers also need training and learning on the way: but the combination of long community experience, personal dedication and new learning opportunities is an excellent learning community cocktail!

A most convincing example is the community learning champions in the UK:
http://www.communitylearningchampions.org.uk

In conclusion, there is an <u>extreme</u> need to foster, train and support learning community drivers, coordinators and ambassadors.

This should be taken seriously in Europe2020.

⇓ Mentality is king

The biggest and strongest obstacle to learning communities is… traditional mentality!

As Martin Yarnit said during the conference: the resources are there, in the communities, they are simply not identified, valued or *mise en scene*.

The reason is: traditional mentality.

Basically this mentality was produced though centuries of modern industry and public governance, deeply contradicting the insights of post-modern dynamics – in economy, environment, social affairs and lifelong learning.

Traditional mentality is dominant especially in public authorities, SME's, the financial world as well as in large parts of the world of education.

The results of this mentality are that learning community initiatives will have to struggle for years and even centuries to be understood, accepted and valued in the majority of European communities – even in cases where a big city entitle itself a learning city.

The European programs and strategic policy is constantly struggling with this mentality. Lately the Commission has explained that entrepreneurship in all sectors will be the key to European success through the next many years. At the same time, however, the Commission states that entrepreneurship goes against the dominating mentalities in Europe, and that leaders and managers in all sectors need to work on changing their mentality.

Locally, this traditional mentality has many disguises:
〉 lack of competences to understand dynamic and holistic processes
〉 lack of interest in anything else than my own box
〉 arrogance: we don't need new initiative, we know…
〉 amateurism: the lack of ability to work with strategies or visions going beyond a certain low level

⟩ simulation: we pretend to go along with the innovations, but we really don't know what it means...

Other disguises readily offer themselves to the person studying local learning community infrastructures and processes.

Without changed mentalities in the leading sectors in Europe and locally, learning communities might end up mission impossible.

Direct action is needed from the Commission to initiate European programs aiming to work on and develop the mentality among leaders and managers in key sectors, including governance, education and industry.

⇓ The role of European initiatives

Different learning community and city initiatives in Europe and beyond have been driven by various interests or approaches.

Xploit was driven by the mission to promote *exploitation of the European resources*.

The idea was, of course, fostered by the Lifelong Learning Program – offering a large fund of openly available and qualified learning and social resources to the European communities, and financed heavily by the Commission and the European tax payers.

The Commission and the LLP therefore encouraged European partnerships to find ways to more efficiently exploit and use and benefit from all these openly available resources.

What was and still is evident is that the individual project's exploitation strategies are not working. Dissemination is working, because dissemination is simply awareness rising (easily practiced through modern media), whereas exploitation is a very different thing, much more demanding, and heavily depending on the communities receiving the information about the resources.

The individual project cannot force other stakeholders to use their material.

This explains the evolution of the Xploit initiative, and it at the same time explains the Xploit approach to learning communities.

In the first periods the focus was on communities identifying needs, identifying and capturing useful European resources to meet these needs, and finally implementing those resources in the community.

The Xploit exploitation initiatives confirmed what was already well-known: isolated exploitation is sporadic, accidental and against all odds.

The European Commission and also Xploit were not interested in more sporadic exploitation activities, but in finding ways to <u>systematic exploitation</u> of European funded resources!
Xploit found through its first periods that systematic exploitation can only take place of certain conditions are in place in the receiving communities.
Some of these conditions are:
〉 a systematic approach to lifelong learning in the community
〉 infrastructures of communication and collaboration in community networks ready to identify and capture European resources
〉 qualified and dedicated human resources in the communities linking to Europe and European resources
〉 an open mentality in the community to innovation and change
〉 a basic European orientation in the community in general

In short, Xploit found that systematic exploitation might work well from the point of view of the senders and producers, but can only work well from the point of view of receivers, if certain conditions are fulfilled.
Basically this condition can be named learning community infrastructures and partnerships.

This caused the Xploit project to focus stronger on the <u>conditions for exploitation</u> than on the exploitation process *per se*. The Xploit project has therefore been focusing on how to build such conditions in the communities, or in other words: how to take steps to build learning communities.
The assumption was and still is:
- once genuine learning community structures emerge, including its lifelong learning and European orientation, the community will automatically be ready to, interested in and practiced exploitation of European resources.

Learning communities will by definition have a strong focus on:
〉 identifying useful learning and social resources from Europe
〉 available European funding opportunities in support of the community needs and interests
〉 European collaboration in general, including mobility

Therefore the Xploit project, in its policy recommendations to the Commission, strongly advocate direct and considerable funding of learning community networks and training and support measures for learning community workers and stakeholders within the 2014-20 funding schemes.
Why?
Because learning communities are the perfect environments for exploiting and producing European innovation! It's that simple.
Putting resources into learning communities and their networks will automatically increase the exploitation of all sorts of European resources dramatically.
Supporting learning communities is therefore an excellent long-term investment.

One of the strong evidences, also produced through the Xploit experience, is that in most communities, the learning community initiatives are initiated by European projects or other European collaboration initiatives.

If it was not for projects like Xploit, the learning community process would never have started, or it would have started years from now, or decades…

The fact that many learning community initiatives are driven by European cooperation automatically links the community to more European initiatives and project, thus linking closely learning community processes to European resources.

This evidence tells yet another story, and a very important one that should be further researched:

- Projects such as Xploit produced a lot of <u>indirect</u> effects on and in the community: most of them are not easily identifiable or documentable, but these indirect effects might in fact account for 50% of the community benefit from a project like Xploit!

Such indirect effects or impact tend to vanish in the thin air during the project progression, and if not properly monitored, they will never be part of the formal evaluation of the project's success.

This is why in-depths and multi-dimensional evaluations of the community before and after a project like Xploit would be extremely valuable.

Xploit has tried to offer small pieces of such evidence through the evaluation activities and through the personal testimonies from community workers.

www.learningcommunities.eu

⇓ **What now?**

There is no alternative to building community capacity…

These are the words of Mr Martin Yarnit one of the key drivers behind the successful Community Learning Champions initiative in the UK.

http://www.communitylearningchampions.org.uk

What does that mean?

It simply means that no matter how many and how powerful super-structures you offer our communities, such as regional, national, European or even global ones, there are no short-cuts in building learning community capacity: empowerment takes time, it's about people changing and in motion, struggling their way, about institutions and mentalities in motion and changing – and all this takes time.

You can speed up support structures, and we must do that, but you will still need to accept that empowerment takes time, because it changes people and institutions.

And, even more important: it changes long-standing mentalities and cultures.

It also means:
Learning community initiatives cannot be imported into the community - the point is that they must be developed by the community and its people themselves, as this is the very heart and meaning of learning communities.
This does, however, not in any way disqualify top-down initiatives or macro-structural support measures. The empowermental approach can easily be misinterpreted in such directions, and thus suffer the romantic death of naivety.
Macro-structures and support initiatives are needed and necessary – and they can mean a world of difference to the local community.

The point is another one, and this is not well understood by many policy-makers at macro-level:
A learning community might develop well without top-down measures, whereas a top-down initiative will never be able to replace basic and long-term capacity building in the community.
In other words:
- no matter if a top-down or a bottom-up (or a mixed or balanced) approach is applied, the basic and indispensable time logics of community empowerment and capacity building must be respected, fostered and championed!

Disrespect of these time logics might provide a learning city (a city full of education), but not a learning community (a community learning to work together).

Balancing between the macro-logics of learning cities and their networks and the micro-logics of empowerment and capacity building in learning communities is therefore the core challenges to any regional, national, European or global initiative.

DIALOGUE WITH THE UNESCO INSTITUTE FOR LIFELONG LEARNING (UIL) ON THE PREPARATION FOR ESTABLISHING THE GLOBAL LEARNING CITIES NETWORK (GLCN)

http://uil.unesco.org/home/news-target/preparation-under-way-to-establish-the-unesco-global-learning-cities-network-unesco-glcn/62e61bd6222f87c0fe83f645aac2a8b3/

The UNESCO Institute for Lifelong Learning (UIL) is in the process of establishing the Global Learning Cities Network (GLCN), including a set of indicators for building learning cities. If a city has the political will and commitment to build a learning city, it may need a set of indicators by which it can measure and monitor its performance and progress. Along various consultative processes, UIL offered to present the GLCN to the Xploit Conference. Put simply, at the city level, measurement of a learning city is necessary for three main reasons:

- To transform political and theoretical discourses into concrete strategies and approaches
- To measure progress over time
- To evaluate the benefits of the learning city strategies it has put into place

The idea is for UIL to partner up with major regional and global stakeholders, such as the European Commission, with major global enterprises and with city governments from the UNESCO regions.

Peter Roslander from UIL took part in the entire Xploit conference and offered presentations leading to useful dialogues with the Xploit communities and conference participants.

The main aim of the conference dialogue was to offer UIL feedback on GLCN, including the proposed set of indicators.

Many critical voices were raised, as could be expected when the context is that of working local communities and not national policy-makers. It was suggested that an indicator system must be simple and should build on a basic set of already existing indicators (applicable in all development contexts) with already available data. The indicators should measure change; i.e. indicators should be *process-oriented* rather than *result-oriented*. UIL's initiative seems to be welcomed by many stakeholders, but the big challenge seems to be the interaction between macro-level and micro-level.

Thanks a lot to UNESCO's Peter Roslander who made the interesting dialogues possible…

THE WAY FORWARD

The development of learning communities will, of course, be continued and intensified for many years, and Xploit partners will be involved in initiatives taking further steps, also at European level.
It is most important that the Xploit communities find ways to continue the initiated processes, and that they stay in contact – through networks, other European projects, etc.
It is likely that different Xploit communities and partners will team up with other stakeholders in new community initiatives in the 2014-20 funding period.

One of the key questions will be to what extend the 2014-20 European programs, based on Europe2020, will offer support to the development of learning communities, their networks and their human resources.

At the moment it is not obvious that such support measures will see the daylight; however we do expect part of the program package to be open to development of learning communities and their human resources.

Another key question is to what extent the UNESCO initiative will have any effect on local development of learning communities and their human resources. This remains to be seen.

All these are open questions.
However, the Xploit Conference and surrounding dialogues have revealed 3 very important directions to take, and linked to the core structures of learning communities, in the 2014-20 program period, and addressing the very first Calls early 2014. These 3 directions are:

1.
Learning communities and entrepreneurship
Europe 2020 will be permeated by entrepreneurship.
New cross-sector partnerships will be encouraged, along with entrepreneurship mentality development from kindergarten to senior learning – in formal and non-formal settings.
Entrepreneurship in the EU Commission's Europe2020 context includes social innovation, learning innovation, community innovation and unfolding of creativity in all sectors. It furthermore implies re-thinking education towards *from ide to project and market* mentality and didactics.
There are several intersection points between learning communities and entrepreneurship, but the most important ones are:
- the challenge of mentality change
- entrepreneurship calls for partnerships and community infrastructures
What is true for exploitation of European resources and European engagement in general is also true for the promotion of entrepreneurship: the learning community is the perfect super-incubator of entrepreneurship initiatives, as it offers cross-sector partnerships and collaboration, and as it opens up community mentality to change and innovation.
Such a super-incubator might be described as the direct economic growth engine of a well-functioning learning community-

Xploit and other communities should therefore seek to develop solid and interesting projects from 2014 linking together entrepreneurship and learning communities.

2.

Learning communities and human resources

As evidenced throughout the Xploit and other initiatives, the development of strong human resources to drive learning communities is key to the success of such communities.

If not, the emerging community infrastructures will simply burn-out.

This is a perfect and realistic field of intervention from the European programs: competence development and mentality change initiatives at all levels in the communities would be more than welcomed by many communities and stakeholders.

Such programs and initiatives would make a huge different to the communities, and it would be a giant multiplier of exploitation and European collaboration.

The invested resources, if managed well, would probably come back tenfold.

What kind of human resources are we talking about?

The Xploit project and similar initiatives have identified at least three groups of Human resources in need of competence development, mentality change and training support, in different ways and in different contexts:

Learning Community professionals

Learning communities and community partnerships need professionals to drive and coordinate the complicated processes, able to link to Europe, to the different stakeholders and create new opportunities in the community.

Different professionals such as project managers, international staff in institutions, and medium level managers in public bodies, teachers or NGO professionals take on this role in learning communities under construction.

However, none of these professionals are trained to do things like that, or to cover this demanding mosaic of competences and skills.

The progression of learning communities is extremely dependent on such professionals. Whether we call them learning community guides, coordinators or something else, they need new competences and skills to carry out the demanding tasks.

Transnational cooperation seems perfect for such initiatives.

Learning Community volunteers

Another very important community resource is volunteers. Volunteering in this context means offering your skills, experience and dedication to the community without direct payment. Such resources might be young people, retired people, unemployed people, or simply professionals wishing to contribute to the community.

Many of these volunteers grow out from the heart of the community. They have experience, they have the beat of the community, and they can easily approach peers of all sorts, including people not likely to join community work or learning initiatives.

The point is that people who live in learning communities should have the opportunity to take part in a well organised volunteering programme with the potential for becoming the professionals who will lead projects in their communities.

You can meet some of these profiles on

http://www.communitylearningchampions.org.uk

Such community workers are invaluable to learning communities, as they can do things not within reach of the professionals, and often they have a very personal approach to community work.

However, also volunteers should benefit from their contributions to the community – not by being paid directly, but by being offered competences and skills development, enabling them to take their community work further and perhaps someday link their community skills to employment or entrepreneurship.

Once again, transnational cooperation seems perfect for such initiatives.

<u>Learning Community leaders, managers and policy-makers</u>
The third group of learning community resources in need of training and development is a bit more complicated. We are talking about politicians, managers of institutions, NGO's, etc. – and about managers in the private sector, including managers of big companies' social programs.

This group of people is more important than often recognized, and they need to work on their mentality, their mental models and their organizational routines.

They need to learn to appreciate and foster change, initiative and innovation, and to understand what roles they can play in learning communities and new partnerships.

Also in this case, transnational cooperation seems perfect for such initiatives.

What kind of learning processes are we talking about?
Learning communities competences and skills are not learned in the classroom or in traditional courses.

Such competences can only be learned in practice, by inserting reflection phases into everyday practice. In fact the learning material IS everyday practice; no simulation needed.

Learning principles such as peer learning, situated learning and mentoring are highly relevant in this context, and the learning processes should be extremely empowermental: the constructivist approach should be used to the max in such integrated processes, and so should transnational peer learning.

It goes without saying that the new media should be used as creatively as possible.

Xploit and other communities should therefore seek to develop solid and interesting projects from 2014 developing transnational training resources for these community resources, linked to the development of learning communities, change and innovation.

3.
Learning communities – capacity building and partnerships
Knowledge partnerships and alliances, cross-sector partnerships, educations opening up the real world, entrepreneurship…

These are the words characterizing the Europe2020 partnerships and collaborative infrastructures.

At the same time we know that no short-cuts are possible in the field of learning communities: local and regional <u>capacity building and partnerships</u> is still the key to sustainable learning communities.

This means that a variety of European funding programs from 2014, based on new partnering and collaboration schemes, should be researched thoroughly to identify funding areas relevant to learning community capacity building through these new schemes.

Building capacity in learning communities can be addressed in very many different ways, including R&D in Horizon2020 as some parts of European research activity seem to be moving closer to action research linked more directly to community needs, business and social innovation.

Xploit and other communities should therefore seek to develop solid and interesting projects from 2014 linking together the new partnership schemes to capacity building in learning communities.

X.

The new winds of gamification… - a new approach?

More and more and worldwide gamification is used as a method to improve the performance of companies, to innovate education and offer new paradigms to public, private and NGO bodies.

Gamification is based on narrative and quest, not on scientific paradigms. At the same time it is based on similar empowermental approaches as we promote in learning communities.

Of course, today many populist versions of gamification have seen the daylight, but in its genuine approaches, gamification can be an extremely valuable methodology in learning communities.

Gamification includes many elements of community learning, entrepreneurial mentality, constructivist learning and project based learning. The strength of this approach is that it is able to offer a holistic organisation of community activities, in time, at all levels and being attractive to all groups of citizens.

Gamification, managed well, can overcome centuries of academism and include citizens, professionals and managers in joined quests to solve community needs and strive for innovation at all levels.

A word of caution might, however, be relevant, as many popular versions of gamification only offer isolated and superficial experience to people involved.

Therefore communities interested in exploiting the gamification approach should be sure to partner up with qualified and serious gamification resources.

Xploit and other communities might therefore seek to develop solid and interesting projects from 2014 experimenting with gamification of learning communities in partnership with qualified gamification resources.

Why European funding as driver or co-driver?
The European Commission, the OECD and many other international bodies repeatedly criticize public national and local authorities to respond slowly to innovation and to the need for change.

During the present economic set-back in (parts) of Europe, this is not likely to change.
Therefore a considerable part of drivers of innovation, also in local communities, will still need to come from European funding schemes.

The development of learning communities and the further benefits of learning communities in Europe are therefore still deeply dependent of European policy and funding.

XX.
Conference workshop on entrepreneurship in learning communities
- summarized by Holger Bienzle

Bringing entrepreneurship education into LLL provision in local communities

Potential **target groups**: Unemployed - Young people - People who want to their career- Women returners – (Women) Immigrants - Other AE groups

Effective entrepreneurship education (EE) at local level requires **new approaches and methodologies**:
- Action-oriented
- Project –oriented
- Problem solving
- Making use of local infrastructure (unused premises...) and resources (local entrepreneurs as role models, local business support units)
- Support and coaching instead of traditional class-room activities

EE is much more than learning how to set up a business, it is a **mind-set** and the ability to create an idea and do something with it. It does not necessarily lead to becoming an entrepreneur.
Project idea:
Creating a local community hub for EE
- Analysis of local infrastructure and resources
- Identify improvement needs of local community
- Bringing together diverse experts, especially AE and local business support units which often work in an isolated way.
- Creation of a local business incubator space / hub where one of the above-mentioned target groups learns about entrepreneurship in a practical way
- Learning by doing concrete community projects
- Coaching, support and infrastructure provided
- Perhaps crowd funding
- Perhaps focus on a particular theme (e.g. culture in Salt)

Possible methodological frameworks:
- The Fork
- The project management method presented by the Italian teachers

Inspirational examples:
NL:
- green owned by municipality are given to a group of people plus half the budget needed to tend the green
- need to develop entrepreneurial ideas to maintain the green
- perhaps accompanying informal training
Israel, HU
- EE in the pub

- Going where target groups are
- Training pub staff to offer additional services
- Entrepreneurship learning champions (adaptation of the Community Learning Champions' concept)

WHAT XPLOIT OFFERS

Apart from the rich guidance and inspiration material available on learningcommunities.eu, you will find a special hand-out on the website, explaining how Xploit partners can be of assistance, if you wish to take new steps in your community.
You will also find a contact list with names and e-mails to resources in the Xploit communities.
Xploit partners can offer various services and forms of collaboration, depending on the needs and interest of the community.
This includes guidance and counseling on gamification.

Should your community wish to interact with Xploit resources, you can contact the coordinator directly, or you can contact your national Xploit partner, if available in your country.
If you contact the coordinator, the following can happen, depending on the mission and the case in questions:
⟩ The coordinator might choose to refer you to the local partner in your country, or to a partner with special expertise, or the coordinator might decide to collaborate directly with your community
⟩ The coordinator or partner is able to mobilize different forms of expertise, if needed, through our European networks
⟩ The coordinator or partner will independently make an agreement with your community, including the scope of the cooperation, costs including, etc.

Such collaborations or consultancy activities are always prepared by solid informal dialogues on the needs and interests of the community.
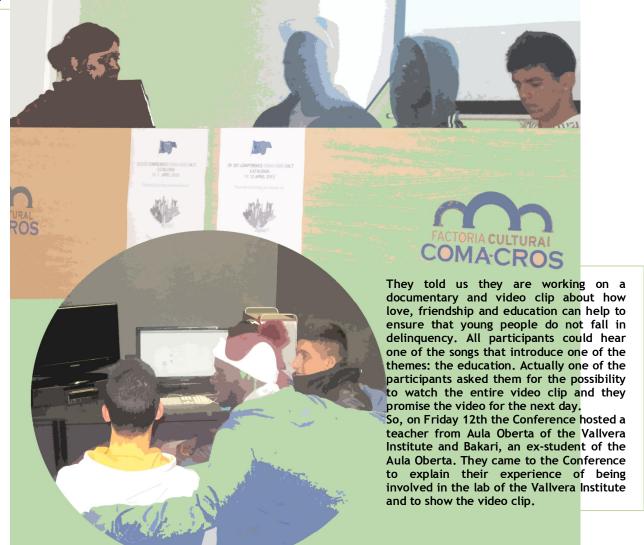
Video interviews from the conference will be available
on www.learningcommunities.eu

On Thursday and Friday the Xploit Conference welcomed the presence of some of the youth of Salt involved in community programs. On Thursday 11th a group of 10 youth and their mentor visited us. They are involved in one of the three laboratories that the LABlearning project has in Salt, specifically the lab related to the LINK program of Fundacio Ser.gi.

The youth involved in the LINK have not graduated and while they cannot find an educational resource, Fundació Ser.gi gives them training in instrumental subjects (Math, Catalan, etc. ...) they receive this training in a transversely way through the LABlearning project and others. The youths explained their work in the lab and how they feel being involved in a European project and doing things that they really like.

They told us they are working on a documentary and video clip about how love, friendship and education can help to ensure that young people do not fall in delinquency. All participants could hear one of the songs that introduce one of the themes: the education. Actually one of the participants asked them for the possibility to watch the entire video clip and they promise the video for the next day.

So, on Friday 12th the Conference hosted a teacher from Aula Oberta of the Vallvera Institute and Bakari, an ex-student of the Aula Oberta. They came to the Conference to explain their experience of being involved in the lab of the Vallvera Institute and to show the video clip.

Bakari was a dropped out school and thanks another European project, the Youthme, as well as other training projects, he is now a student at the Adult school of Salt and he is also helping the youth involved in the laboratory of the Vallvera and Link. In the video clip of the Vallvera Lab he is the singer. Bakari is becoming a leader for many of the youths of Salt.

Also on Friday and in the lunch time all the participants were served by a group of young waiters. A group of six youths were selected from the 24 involved in the assistant waiter course within the program "Youth for Employment". The initiative is aimed at boys and girls between the ages of 16 and 25 who receive training with the possibility of being hired by a company for at least 6 months.

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PERSONAL COMMENTS
FROM CONFERENCE PARTICIPANTS

I would like to comment on the atmosphere of the conference.
I found it really dynamic and participative and, still after three years, it has been really interesting and inspiring to listen to all partners' speeches and dialogues. I particularly liked the fact that each community had many new ideas, practices and of course challenges to share and each presentation has brought something new to me and to my everyday work in European cooperation.

...and of course, as an Italian, I really enjoyed the warm Catalan sun!

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