

Community Learning Social Networks

**Induction Programme
Session 1**

WELCOME

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Purpose of session is to:

- ❖ Get to know each other
- ❖ Introduce NetBox
- ❖ Community Audit Mapping and getting to know the local community

Over to You: Ice Breaker

- ❖ Turn to the person on your left and describe yourself using the following information:
 - ❖ Name
 - ❖ Reason for joining the team
 - ❖ Your skill or passion
 - ❖ One learning need or learning wish

- ❖ Pay Attention! You'll be introducing your partner to the rest of the team!

- ❖ **Collect all the assets, skills and knowledge of the local team and write up on a flip chart. This will be useful for later in terms of allocating roles and tasks.**

NetBox: Where did it come from?

- ❖ European Lifelong Learning Programme across 9 EU countries – Ireland, UK, Portugal, Poland, Romania, Lithuania, Finland, Cyprus and Germany
- ❖ Led by an NGO from Ireland called Meath Partnership
- ❖ 2 year “development of innovation” project with a global budget of €300,000

Project Aims:

- ❖ *“...create a new model for educationally self-sufficient rural communities tapping into and showcasing the known and tacit assets and skills within...”*
- ❖ *...to identify, network and exchange these skills and assets and create opportunities to “produce” community-based learning...*
- ❖ *...bring six rural communities together to share their experiences”.*

NetBox: Who's Involved



Project Objectives:

With your help, we would like to:

1. Increase opportunities for community learning and access to training
2. Create a greater sense of community centred on learning and sharing of skills and assets
3. Encourage community members to learn new skills, share an existing passion or come together to address a local issue

Project Objectives:

5. Build an online community learning hub that will provide open access to all community members to learn and offer skills for learning
6. Create new partnerships between local training providers and businesses and associations to meet local needs
6. Promote inter-cultural exchange, experiences and conversations across the 6 rural communities involved in Netbox

Why, Netbox?

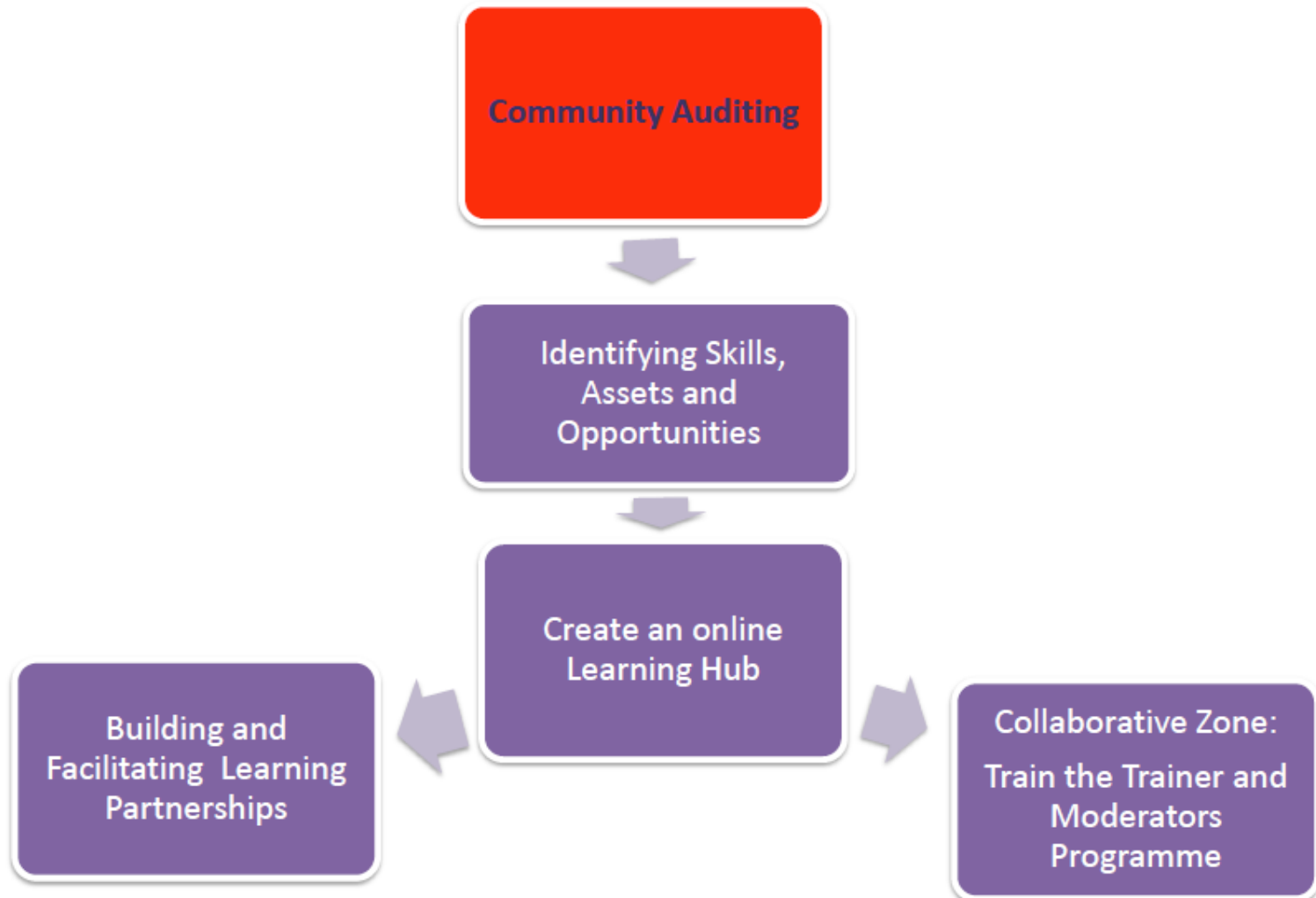
- ❖ Create new learning opportunities specifically for your community building on the skills and assets we identify
- ❖ Enhance community spirit and resilience in times of recession
- ❖ Its a pilot programme, so we can create something new and exciting. Put Oldcastle on the Map!
- ❖ Opportunities for European collaboration and to share our skills, experience and know-how with others

Question time!

❖ Feel free to ask any questions you may have from this initial round of information....



Why are we here?

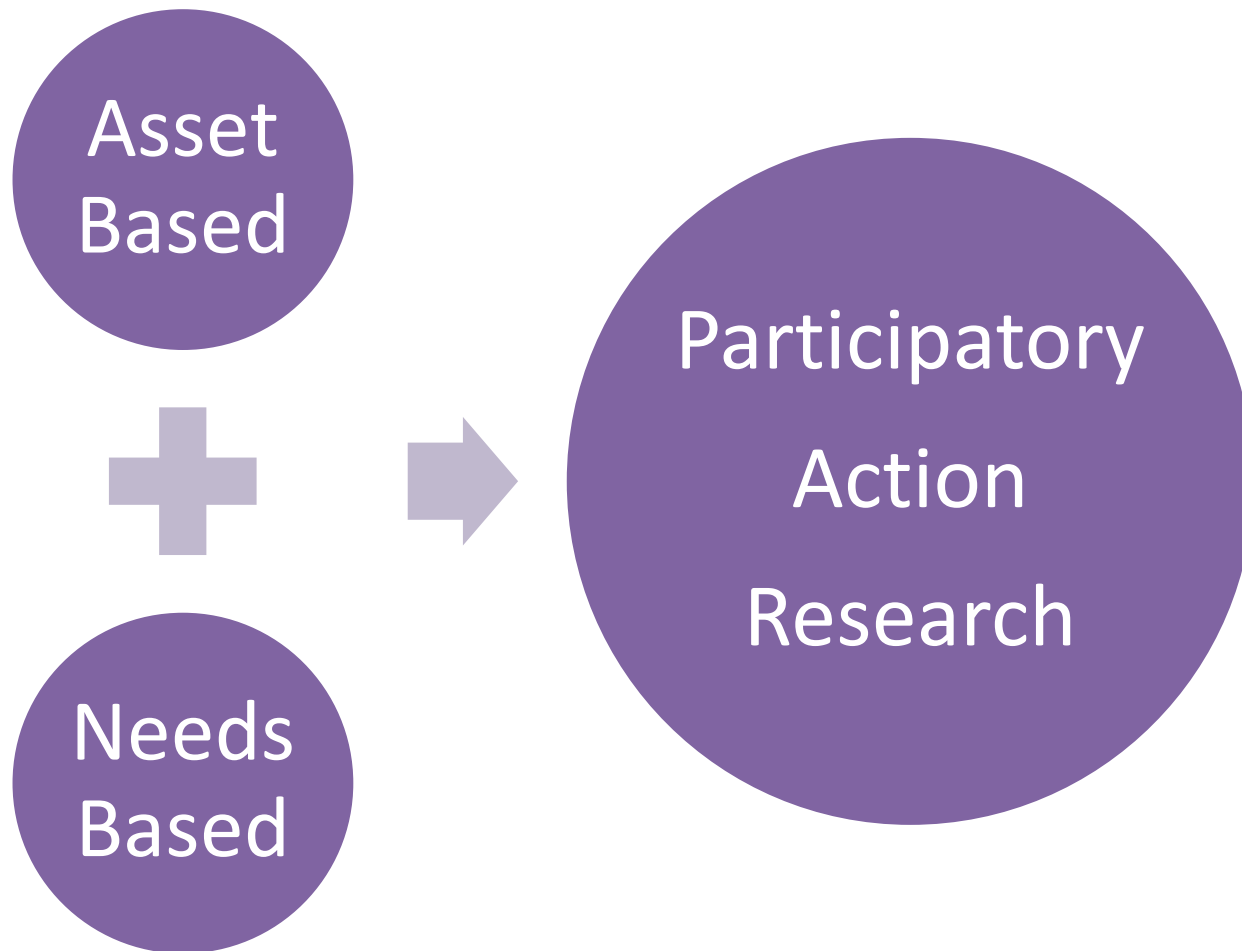


Community Audit?

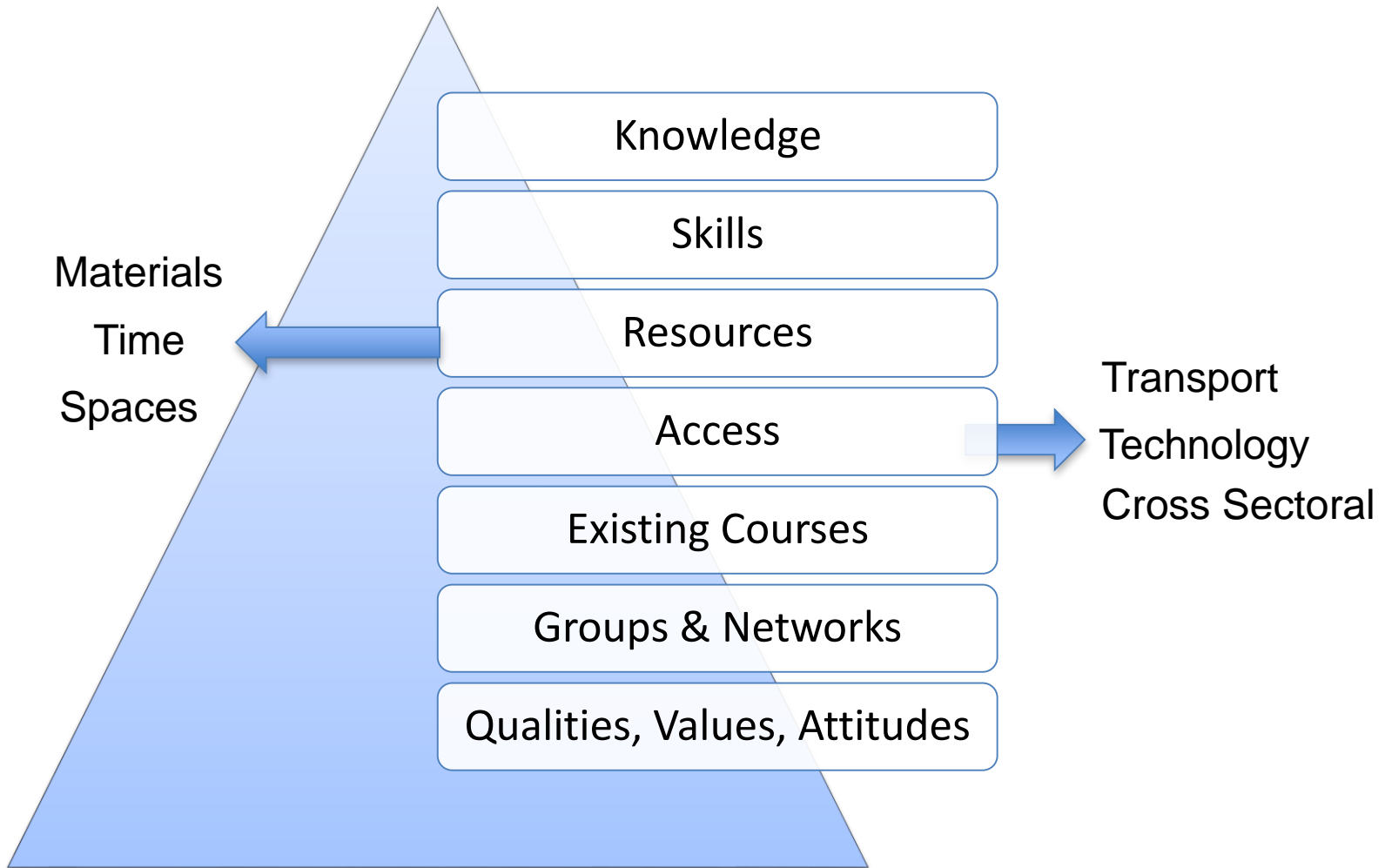
- ❖ The aim of the Audit is threefold:
 - ❖ Identify the skills, assets and tacit knowledge of local people
 - ❖ Unearth the learning needs of local people
 - ❖ Create opportunities for local partnerships, matching and new learning options

- ❖ The audit will be carried out with local residents, business owners and local service providers (state and not-for-profit)

Appreciating what we have



Community Assets



Appreciative Methods of Collecting Information

- ❖ Participative
- ❖ Valuing and recognising assets
- ❖ Affirming what works: be positive
- ❖ Inquiring: open to new things and potential of ideas
- ❖ Positive vision energises

Take a Break...



Mapping Tangible Assets: Exercise



Community Skills

- Identify people within the village with key skills and a willingness to assist in the development or realisation of the Netbox Project, including those who could provide voluntary help as part of local auditing team

- Natural history
- Report writing
- Genealogy
- ICT
- Graphics
- Photography
- Drawing + painting
- Storytelling
- Communications
- Planning
- Sport
- Youth
- Older People
- Culture
- Etc...

Contacts and Communications



- Active Community Groups within and around the village:
- Oldcastle & District Chamber of Commerce
- Gilson Board of Governors
- Oldcastle and Moylagh Historical Society
- Pitch and Putt
- Oldcastle & District Walkers
- Credit Union
- Teenage Kicks Youth Club
- Active Retirement Group
- Carer's Association
- Cluain Loinn Residents Association
- Gilson Primary School
- Just 4 Fun
- Loughcrew View Residents Association
- Millbrook Residents Association
- Etc...

Review existing community organisations, and up-date and expand the list as necessary

Identify priority contacts (key stakeholders) for individual or selected group meetings

Put forward nominations for local team

Consider the best means for communicating the project and for involving as many local people as possible

Summary and Review

- ❖ Round Robin: Closing exercise identifying the key opportunity for the project locally
- ❖ Close and thank you
- ❖ Confirm date for next session

Community Learning Social Networks

**Induction Programme
Session 2**

WELCOME

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Purpose of session is to:

- ❖ Energiser and Review of first session
- ❖ Conducting the Community Audit:
techniques
- ❖ Organising and planning the audit

Energiser and Review

- ❖ Personal logos
 - Get each member of the local team to create a logo for themselves and explain the assets it underpins (15 mins)

- ❖ Review the main points from the first session

- ❖ Questions and Answers

Methods for Conducting the Audit

- ❖ In this section we will introduce and try a number of appreciative enquiry techniques
- ❖ Once we try a number of these techniques, we can decide on the approaches for our local community

(1) 'Invitations to Join In'

- ❖ These are a series of simple activities which use props and simple facilitation to invite engagement
- ❖ Example: for group participation and the participation of passersby display a blackboard in a prominent space at a town meeting/stall at a town fair etc, where people are invited to write their answers to some questions which the facilitator will write up about the local area.
- ❖ By this means, people are often encouraged by what others have already written.

(2) Graffiti Wall

- ❖ Similar to the 'Invitations to Join In' a **Graffiti Wall** is a large surface (often a roll of paper pinned to the wall) where people are encouraged to write, draw or stick up post-its in response to a particular question or set of questions.
- ❖ These are both great for stimulating group involvement and story-telling

(3) Story (post) cards

- ❖ Here, people are invited to tell each other stories, prompted by selecting one or more of a set of postcards that say '*Tell me a story about...*' on side A of the postcard, and then ask for specific feedback from the story-teller on side B, as well as asking the participant to leave their contact details.
- ❖ This helps to stimulate discussion and make more contacts in the community

(4) Maps

- ❖ Similar to the Graffiti Wall, **the Maps** of the local area are displayed on a large display board (or on a wall or a table) where you can invite people to pin tags to the map and ask them to write stories about certain landmarks, historical sites, community facilities or organisations from around the local area, or to share their experiences or memories of any significant events
- ❖ This helps to encourage a sense of ownership over the local area

(5) Table Cloths & Napkins

- ❖ This method should be used at small or large gatherings, for drop-in spaces and more structured events, for example, World Café, food share or coffee mornings.
- ❖ Use paper table cloths; rolls of lining paper or flip chart paper to cover the tables your participants are using.
- ❖ Similar to Graffiti Wall or Blackboard, this can be used generally to get people talking and sharing their experiences and aspirations for their local area

(6) Cultural Probes

- ❖ The Cultural Probes are given out as a pack containing various tasks to take away, use and return after a given time.
- ❖ As the participant takes these probes home, there is an opportunity for them to discuss some of the questions and topics with others, to sleep on it and reflect in more detail on the question being asked, resulting in a more considered response to the questions being asked.

Video: *Cultural Probes - Qualitative Contextual Design Research*

<http://youtu.be/EJqpUG4pJIE>

(7) Camera

- ❖ People are given a disposable camera with a small notebook as their photo diary.
- ❖ Instructions are printed on the camera or on a tag / label, for example:

Take photos of:

- ❖ Areas in your town that you think are underdeveloped
- ❖ Areas in your town where people can be proud of

(8) Postcards

- ❖ Similar to the 'Invitations to Join in' these postcards act as a prompt for participants to start sharing their views through suggesting discussion topics based around the key themes of the NetBox project.
- ❖ Tell a story of something you learnt while living in this community

(9) Local Maps

- ❖ The local map is a similar purpose to the 'Invitation to Join in' map, but on a smaller and more individual scale allowing the participant to add to their map over time with pens and tags

(10) Shopping List

- ❖ The Shopping List tool is a specifically designed note page to stick on the fridge at home (for residents) or the office pin-board (for business and services) to add ideas over time.
- ❖ You can include a magnet and drawing pins in the kit.
- ❖ Participants can add to this list over time, giving feedback on certain themes, such as, ‘what I want to learn now...in the next twelve (12) months...in the next three (3) years...Community learning needs...?’

(11) World Café: An overview

- 1) *Setting*: Create a "special" environment
- 2) *Welcome and Introduction*: Introduction to the World Café process and sharing the Café Etiquette.
- 3) *Small Group Rounds*: Three 5 minute rounds of conversation for the small group seated around a table. At the end of the 5 minutes, each member of the group moves to a different new table. One person stays behind as the 'table host'. This volunteer will also feedback to the group, the outcomes of the table discussion.

Brainstorm... World Café

4) *Questions and Themes*: each table is assigned one topic to be discussed at each round.

5) *Harvest*: After the three rounds of discussion by these small groups the ‘table host’ from each table feeds-back to all Team Members

Video: *The principles of the World Café shown through examples*

http://youtu.be/_fSnbzUcQ44

Brainstorm... World Café

❖ Suggested Topics:

- Community's Assets
- Community's Challenges and Problems
- Possible Synergies
- Ideas on how to engage the community
- Wish List/ Vision for the Community

❖ Let's pick one topic and try World Café for 15 mins

Review and Select

- ❖ Review of methods to engage community members: select 3 methods
- ❖ Overview of resources available: Introduce and distribute the audit guide

Take a Break...



Introducing the Questionnaire (Key Questions to be asked)

- Review and test the questionnaires for:
 - Residents
 - Business
 - Service Providers

 - Suitable OR in need of revision?
 - What amendments will we make to suit our community?

Conducting the Audit: Ethical Issues to consider:

- ❖ Informed Consent
- ❖ Respect for privacy
- ❖ Confidentiality and anonymity of data
- ❖ What is permissible to ask?
- ❖ No harm to researchers or interviewees
- ❖ No deceit or lying in the course of research

Professional Conduct: Ethical Issues

❖ *voluntary participation*

- requires that people not be coerced into participating in research

❖ *informed consent*

- prospective interviewees must be fully informed about the why we are collecting the information and must give their consent to participate

Professional Conduct: Ethical Issues

❖ *risk of harm*

- Ethical standards require that researchers not put participants in a situation where they might be at ***risk of harm*** as a result of their participation.

- ❖ There are two standards that are applied in order to help protect the privacy of research participants:

- ***confidentiality***

- ***anonymity***

Professional Conduct: Ethical Issues

❖ *confidentiality*

Potentially sensitive information will not be made available to anyone who is not directly involved in the study

❖ *anonymity*

the participant will remain anonymous throughout the study

Clearly, the anonymity standard is a stronger guarantee of privacy, but it is sometimes difficult to accomplish, especially in situations where participants have to be measured at multiple time points

Role Play

- ❖ *Divide the group into teams of 3. Each team must role play an interview using the questionnaire as a guideline.*

- ❖ *Rotate the following roles ensuring that each person has a chance to act as interviewer:*
 - ❖ *Interviewer*

 - ❖ *Local person*

 - ❖ *Observer who will provide constructive feedback at the end of interview*

Plan of Action

- ❖ Allocation of tasks
- ❖ Targets
- ❖ Deadlines
- ❖ Issuing of presentation material
- ❖ Evaluation form for Session 2

Thank you all for your participation!