

Adult Learners' Week – A Framework for learners' participation

Learners' group and local steering group of organisations

Model in case learners operate separately from local steering group.

This document provides a framework which can be used when starting out to involve learners in the preparation and evaluation of the Adult Learners' Week. It provides a tool to help organise learners' involvement and to support the evaluation of the learners' group by the facilitators and by learners themselves.

The table below provides start-up questions for each planning phase, followed by evaluation questions (*in italic print*).

<p>Starting Out</p> <p>It is important when establishing a learners' group that you are clear about what you are trying to achieve together.</p>	<p>Have you involved a wide range of learners? A wide range of learners can contribute to the Adult Learners' Week. For example: variety in age, education level, cultural background, (un)employment, (un)experienced in volunteer work, etc. Are there learner representatives that could be included in some way? Take some time to draw up a learners' group.</p>
<p>Do the learners share the same ideas regarding the Adult Learners' Week?</p>	<ul style="list-style-type: none"> • Are there any collectively formulated starting points? • Are there any collective objectives?
<p><i>Did the learners share the same opinion regarding the objectives and goals of the week?</i></p>	<ul style="list-style-type: none"> • <i>Were there any defined ambitions and/or objectives?</i>
<p>Will there be a learner who takes on the coordinating role or will this role be carried out by a professional?</p>	<ul style="list-style-type: none"> • Will a learner or a professional be facilitated by the other learners to take on the coordinating role?
<p><i>Was the coordinating role assigned to one of the learners or to a professional?</i></p>	<ul style="list-style-type: none"> • <i>How did each of the learners involved experience this method?</i>
<p>Will expectations and obligations of the collaboration be discussed and recorded in writing?</p>	<ul style="list-style-type: none"> • An 'agreement of collaboration' may be formulated in which the details of the learners' group are recorded • Will the group be formally constituted?
<p><i>Have the expectations and obligations been discussed and recorded in writing?</i></p>	<ul style="list-style-type: none"> • <i>Has an agreement of collaboration been drawn up?</i> • <i>How did the learners experience working with such an agreement?</i>
<p>How will the learners' group work?</p>	
<p>Will the goals of the collaboration be formulated (in terms of deadlines and/or measurable goals)? Are there any goals that have been set by external funders?</p>	<ul style="list-style-type: none"> • Goals confine the 'Adult Learners' Week' project and give a sense of direction to the activities
<p><i>Have any goals been formulated?</i></p>	<ul style="list-style-type: none"> • <i>Have these goals proven to be</i>

	<p><i>achievable in practice?</i></p> <ul style="list-style-type: none"> • <i>Have the goals been adjusted during the course of the project? If so, why?</i>
Will the learners' group allocate different roles and responsibilities to each person. Will the group use Task and Finish groups to deliver on specific goals	<ul style="list-style-type: none"> • Task and Finish groups may increase the effectiveness of the group
<i>Have Task and Finish groups been formed?</i>	<ul style="list-style-type: none"> • <i>Did the Task and Finish groups work in the intended way?</i>
Will the relation between learners' group and local steering group be defined?	<ul style="list-style-type: none"> •
<i>Has the relation between learners' group and local steering group been defined?</i>	<ul style="list-style-type: none"> •
Will there be a budget for the learners' group and the activities to be planned?	<ul style="list-style-type: none"> • Fundraising might be necessary • Agreements about accountability in an early stage will facilitate the work
Is there any budget available?	<ul style="list-style-type: none"> • <i>Does the financial situation permit the group to work?</i> • <i>Are the agreements about accountability clear for all learners and do they facilitate the work?</i>
Will the method of steering and delivery be described in a 'decision document'?	<ul style="list-style-type: none"> • A decision document consists of a detailed description of the project, a time-planning (milestones) and an assignment of the tasks
<i>Has a decision document been drawn up?</i>	<ul style="list-style-type: none"> • <i>Did the decision document contain the necessary and relevant information needed for the delivery of the project?</i>
What will the partnership do?	
Will an activity plan with a time-line be drawn up?	<ul style="list-style-type: none"> • In an activity plan, the successive tasks are described in chronological order. Furthermore, the time-line, task assignment and the various roles are specified
<i>Has an activity plan been drawn up?</i>	<ul style="list-style-type: none"> • <i>Did the activity plan prove to be a valuable tool?</i> • <i>If not, why?</i>
In case of a Marketing and Communications Plan: will the learners' group have their say in this plan?	<ul style="list-style-type: none"> • A Marketing and Communications Plan will allow to identify the best ways of reaching and communicating with the target audience/s. Learners can give advice.
In case of a Marketing and Communications Plan: did the learners' group have their say in this plan?	<ul style="list-style-type: none"> • • • <i>What were your experiences?</i>

Decide on the range of events and activities to be delivered during Adult Learners' Week. The learners' group may want to have in mind specific campaign themes and focus days?	<ul style="list-style-type: none"> • What are the various elements? • Will there be a target group approach? • Which media will be used?
<i>Will there be specific campaign themes and/or focus days?</i>	<ul style="list-style-type: none"> • <i>Was there a target group approach?</i> • <i>Is this approach reflected in the choice of the media?</i> • <i>What were your experiences</i>

Will a decision document be drawn up detailing which learner will be responsible for each task?	<ul style="list-style-type: none"> • A steering group may be formed to decide whether a decision document will be accepted or a Task/Finish group may be formed to deliver specific events or activities. Alternatively, the coordinating partner may have a (far-reaching) mandate for actions to be carried out
<i>Has a decision document been drawn up?</i>	<ul style="list-style-type: none"> • <i>Did the content of this document cover all the actions which had to be carried out?</i> • <i>Was it necessary to adjust the document at any time? If yes, on which subject(s)?</i>

How will the learners' group deliver her contribution?	
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Will the details of the contribution be communicated to other learners and to the local steering group?	<ul style="list-style-type: none"> • This may concern general information on the most important topics and/or detailed information
<i>Which information was supplied to other learners and to the local steering group?</i>	<ul style="list-style-type: none"> • <i>Did the supplied information prove sufficient? If not, on which topics was the information insufficient?</i> • <i>How do we evaluate the quality of the supplied information?</i>

Evaluation	
Has the learners' group agreed how the events and activities co-ordinated for Adult Learners' Week will be evaluated? Are there any requirements from external funders? Has the learners' group agreed how it will evaluate the working of the group?	<p>Criteria may include:</p> <ul style="list-style-type: none"> • The number and range of activities co-ordinated for the Adult Learners' Week, how individuals and organisations have experienced the partnership, the agreements, the budget and other activities, such as marketing and communications • The learners' group may also want to record any additional benefits of working in the group – will they continue to meet beyond the Adult Learners' Week? • Assessment of the work organisation on both the administrative (steering group) and

	<p>the operational (project group) level</p> <ul style="list-style-type: none"> • The numbers of people attending events, activities co-ordinated by the partnership • The number and range of media coverage
<p><i>Has the Adult Learners' Week been evaluated based on the determined criteria?</i></p>	<ul style="list-style-type: none"> • <i>Did the evaluation yield information which may improve or alter the organisation of a future Week?</i> • <i>Which aspects were considered successful?</i> • <i>Which aspects should be changed in the future?</i>