

Adult Learners' Week – A Framework for working together

Adult learners' Week can provide an opportunity for many organisations broadly concerned with adult learning to develop partnerships to deliver activities in a local area.

Many partnerships develop organically and work well enough to deliver activities for the campaign. In many cases the partnership will have clearly defined methods for evaluating the events and activities co-ordinated by that group (recording the numbers of activities/numbers of participants, etc.). However many partnerships may not take time to evaluate their own effectiveness.

This document provides a framework which can be used by Adult Learners' Week groups when starting out in their partnerships; it provides a tool to help organise meetings and to support the evaluation of the partnership.

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 partnership that you are clear about what you are trying to achieve together.</p>	<p>Have you involved a wide range of partners? A wide range of organisations can contribute to the Adult Learners' Week. For example: arts, cultural, environmental, media, workplaces, trade unions. Take some time to draw up a database of useful organisations in your area. Have you involved learners in your partnership? Are there learner representatives that could be included in some way?</p>
<p>Do the partners 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 partners 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 one partner who takes on the coordinating role?</p>	<ul style="list-style-type: none"> • Will one partner be facilitated by the other partners to take on the coordinating role?
<p><i>Was the coordinating role assigned to one of the partners?</i></p>	<ul style="list-style-type: none"> • <i>How did each of the partners 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 partnership 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 partners experience working with such an agreement?</i>
<p>How will the partnership 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

<i>Have any goals been formulated?</i>	<ul style="list-style-type: none"> • <i>Have these goals proven to be achievable in practice?</i> • <i>Have the goals been adjusted during the course of the project? If so, why?</i>
Will the group allocate different roles and responsibilities to each member of the partnership, for example the use of 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 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>
Will there be a budget for the partnership 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 partners and do they facilitate the work?</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>
Will a Marketing and Communications Plan be developed?	<ul style="list-style-type: none"> • A Marketing and Communications Plan will allow the partnership to identify the best ways of reaching and communicating with the target audience/s.
<i>Has a Marketing and Communications Plan been implemented in the collaboration?</i>	<ul style="list-style-type: none"> • <i>Has a network analysis been made?</i> • <i>Has a pr-strategy aimed at specific target groups been prepared?</i> • <i>What were your experiences?</i>
Decide on the range of events and activities to be delivered by the partnership. The partnership 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? • Will learners participate in the preparation?
<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</i>

	<p><i>of the media?</i></p> <ul style="list-style-type: none"> • <i>Did learners participate in the preparation?</i> • <i>What were your experiences</i>
Will a decision document be drawn up detailing which partners 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 partnership deliver activities?	
Will the details of the activities, who is organising them, etc. be communicated to the partners?	<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 the partners?</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 partnership agreed how the events and activities co-ordinated for Adult Learners' Week will be evaluated? Are there any requirements from external funders? Has the partnership agreed how it will evaluate the working of the group?	<ul style="list-style-type: none"> • Criteria may include 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 group may also want to record any additional benefits of working in partnership – will it continue to meet beyond the Adult Learners' Week? • Assessment of the work organisation on both the administrative (steering group) and the operational (project group) level • The numbers of people attending events, activities co-ordinated by the partnership • The number and range of media coverage
<i>Has the Adult Learners' Week been evaluated based on the determined criteria?</i>	<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>

