

Community Lifelong Learning Centres as a Gateway to Multidisciplinary Support Teams

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1. Multidisciplinary teams in and around schools/VET

2. Community Lifelong Learning Centres

2 is Gateway to 1

* Transfer public health model of differentiated need to education and employment

* Distinguish community and individual outreach from information



Need more flexible and imaginative engagement with marginalised and alienated groups

- In 2015, 64 million, more than quarter of EU population age 25-64 left initial education with at most lower secondary education qualification (Council Recc 2016 Upskilling Pathways)
- Need to bring services closer to the community to engage so-called 'harder to reach' groups
- There is not a one-size-fits-all approach to engaging people with complex needs, such as through prepackaged programmes

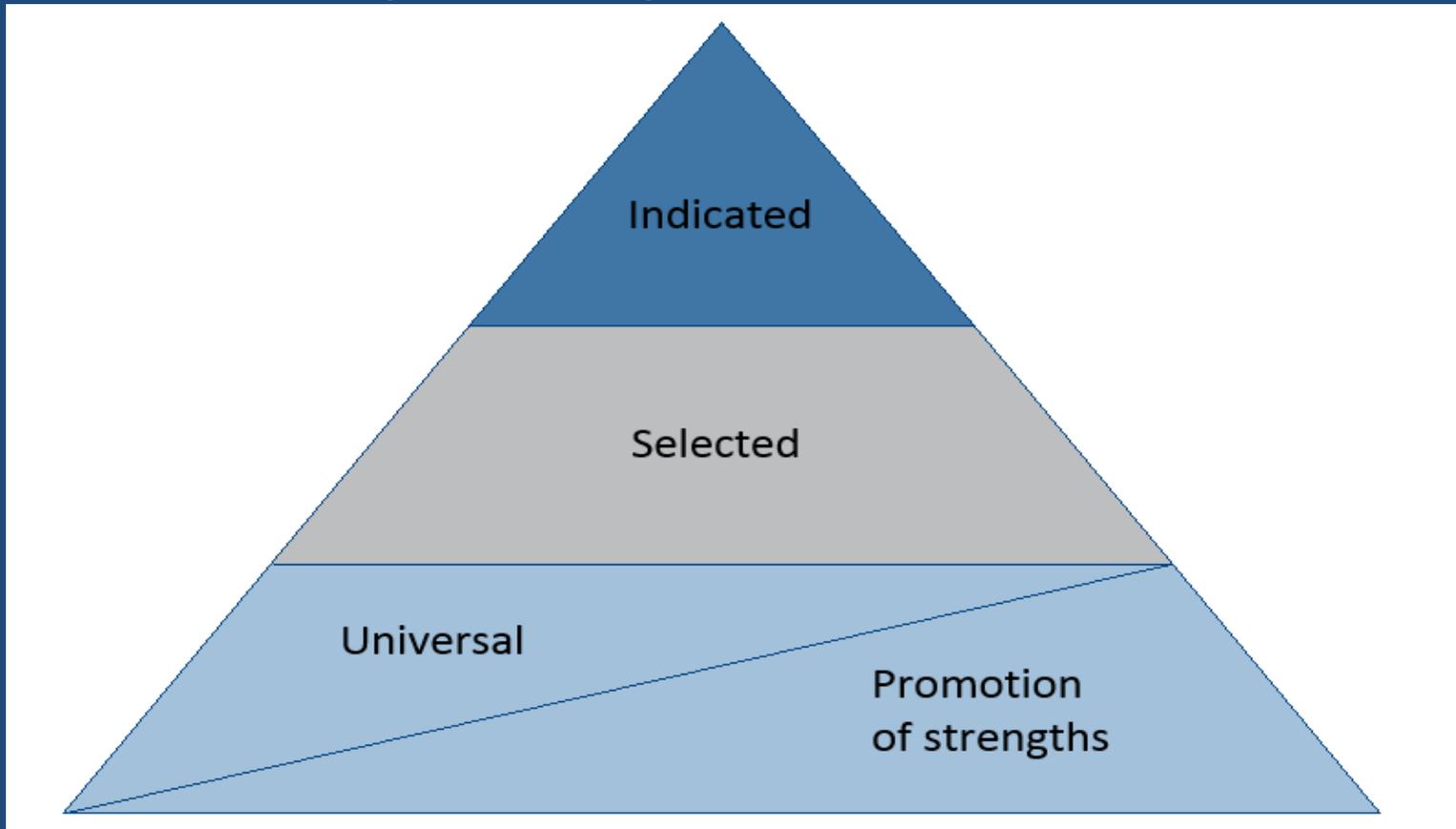


Public Health Model of Differentiated Strategies in Place - for Meeting Individual Needs at Different Levels of Need/Risk (Downes, Nairz-Wirth & Rusinaite 2017)

Universal – *All*

Selected – *Some, Groups, Moderate Risk*

Indicated – *Individual, Intensive, Chronic Need*



- **Multidisciplinary teams in and around Schools/VET: Chronic need and trauma indicated prevention level**

The *Alliances for Inclusion* report (Edwards & Downes 2013) 16 examples cross-sectoral work from 10 European countries.

-A policy focus is needed to go beyond multiple agencies

-Need to minimise fragmentation across diverse services ‘passing on bits of the child’ and family (Edwards & Downes 2013)

- Direct delivery multidisciplinary teams – not committee sitting (emotional counsellors/therapists, social services, youth services, outreach care workers, psychologists, nurses, speech & language therapists)

Overcome Territories

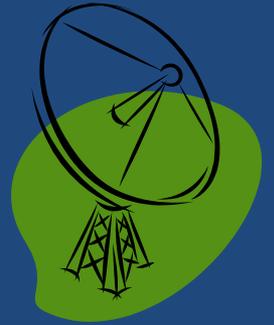
- Local rivalries across agencies especially in a recession – to claim resources and credit for gains



Multidisciplinary Teams in and around Schools Well-Recognised in EU Council/Commission Policy Documents

The EU Council Conclusions (2017) on *Inclusion in Diversity to achieve a High Quality Education For All* give such examples of multiprofessional teams as including, ‘social services, youth services, outreach care workers, psychologists, nurses, speech and language therapists...’

See also Council Conclusions on early school leaving (2015), School Policy WG on ESL (2015) and Thematic Working Group ESL (2013).



Family centres are designed to bundle services for families in the local community (Eurochild 2011). Eurochild (2011) argue for such family support centres to be universally available

Community lifelong learning centres: Key Features (Downes 2011)

- * a **welcoming, nonthreatening** educational environment centred around the needs of the learner



- * the learning is **learner-centred, starting from where the learner is at and tending to engage with the learners' life experiences**

Typically their focus is on nonformal education though they can combine both nonformal and formal education approaches.

As part of a community outreach approach, such centres are in accessible locations in the local community, **accessible both in terms of physical proximity and in terms of being a place where learners, including marginalised and minority group learners feel they belong.**

Assertive Outreach (Downes 2017, EPALE): Beyond Information to Abstract Other

- leaflets, websites, posters and other forms of information will **not** suffice to engage 'hard-to-reach' groups.
- Need to **question the communicative approach itself**, rather than blame the individuals who do not become enchanted by such 'information'.

Assertive Outreach: Beyond information processing to construction of meaning (Bruner 1990) for concrete other

- Information-based communication approaches focus on the *what* question. But need to focus on the *where*, the *how* and *who* questions:



- The **where** question asks about the location from which the early school leaver is engaged with.
- The **how** question asks about the way the person is being communicated with.
- The **who** question not only asks about the specific needs of the person being reached out to, but also asks who is the person communicating to that early school leaver.

Gateway from Community Lifelong Learning Centres to Multidisciplinary Teams

Viewing community lifelong learning centres as *a gateway to multidisciplinary teams* based services for those with complex needs, envisages **a colocation between these centres** and the teams, as part of a 1 stop shop.



Of the wider groups attending community lifelong learning classes, a smaller number of marginalised youth and adults will have more complex needs, such as mental health, trauma difficulties, experience of domestic violence, bullying, abuse etc.

These community based centres offer a key opportunity to engage those more vulnerable adults with services meeting their needs, **in an environment where they already feel at ease and a sense of belonging.**

Bruner, J. S. (1990). *Acts of meaning*. Cambridge: Harvard University Press.

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Briefing paper.