

## Community Lifelong Learning Centres as a gateway to multidisciplinary support teams

Invited Presentation, *Cedefop-LLL platform Policy Forum: What role for community lifelong learning centres? The potential of one-stop shop for preventing youth at risk from disconnecting*, Romanian EU Presidency Event, Brussels, May 29, 2019

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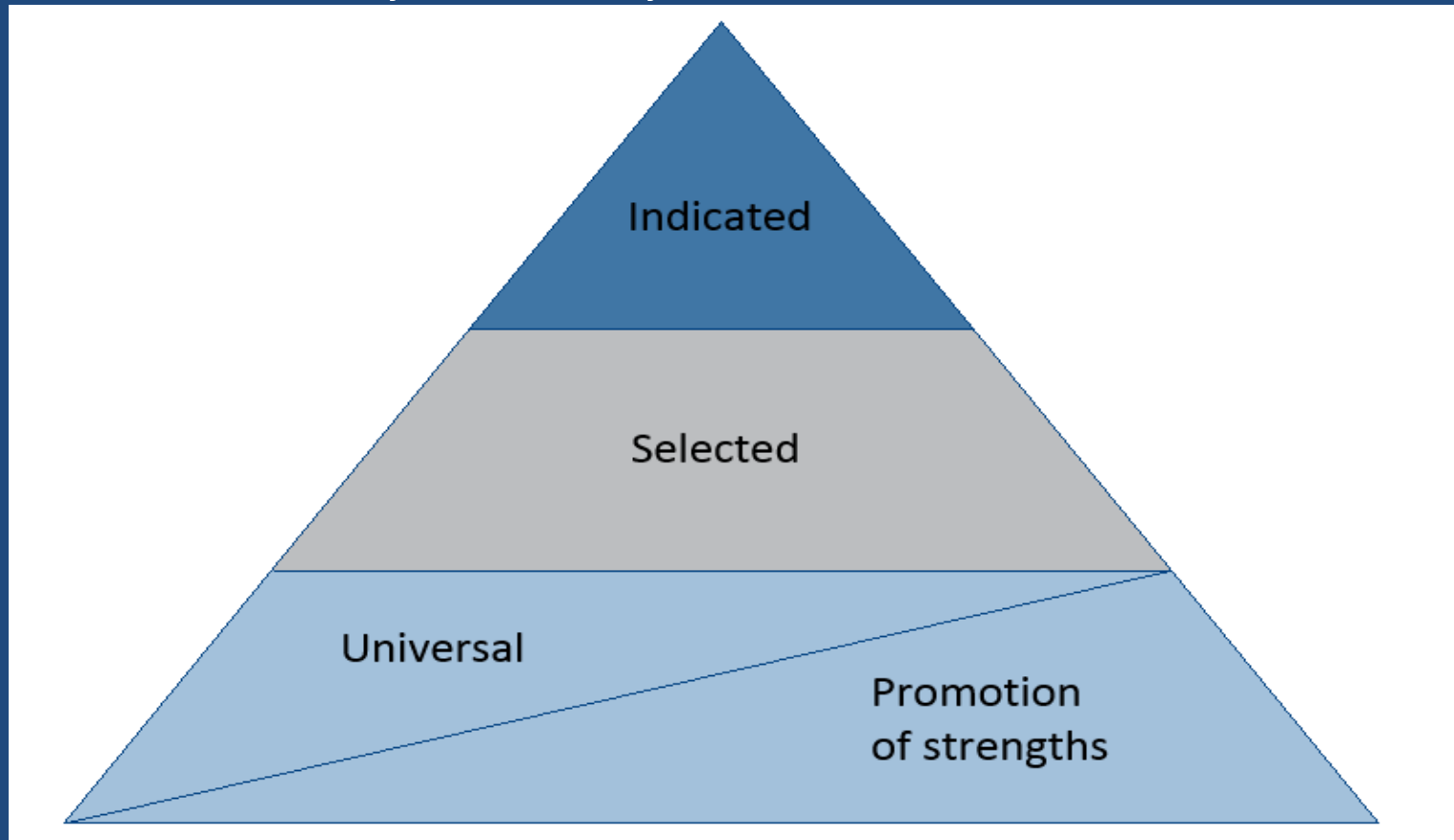


# Public Health Model of Differentiated Strategies in Place - for Meeting Individual Needs at Different Levels of Need/Risk (Downes, Nairz-Wirth & Rusinaite 2017)

**Universal – All**

**Selected – Some, Groups, Moderate Risk**

**Indicated – Individual, Intensive, Chronic Need**



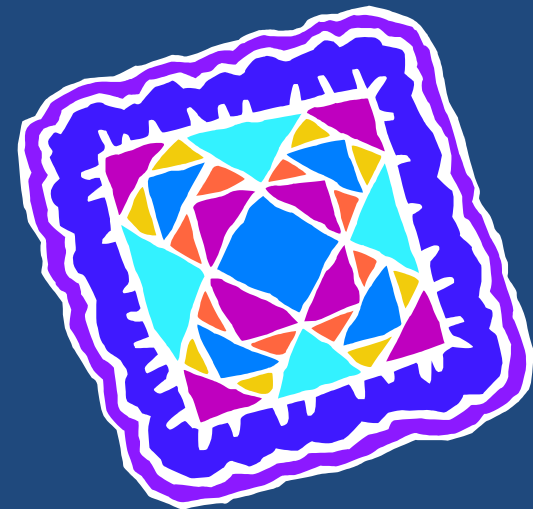
- **Multidisciplinary teams: Chronic need and trauma indicated prevention level**
- **Family support services and parental involvement**

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 the child’ and family (Edwards & Downes 2013)
- Direct delivery multidisciplinary teams – not committee sitting

### **Territories**

- Local rivalries across municipalities and schools an obstacle to sharing of good practice
- Local rivalries across agencies especially in a recession – to claim resources and credit for gains



## **Multidisciplinary team 1 stop shop to Overcome Diametric Splits/System Fragmentation– Family Support Centres and Early Childhood Centres**

Eurochild report (2011) Nordrhein-Westfalen state programme *Familienzentrum* has been launched by the government in order to develop up to 3,000 children's day-care facilities into family centres by the year 2012.

Between 2006 and 2012 approx. 3,000 of the total 9,000 child care centres in the German federal state of North Rhine-Westphalia (NRW) are being developed into certified “Familienzentren” (family centres).

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

**Concentric mediating spaces of belonging for outreach and engagement:** Community and individual outreach to most marginalised as concentric spaces of assumed connection and openness

\*More imaginative centres of education: Community LLL centres and youth projects **as gateway services** to multidisciplinary teams for more complex needs (LLL Platform & Cedefop 2018)

\*Physical space focus on new outreach locations of learning (e.g., café, pub, library, community centres, arts and youthwork hubs) and for intergenerational learning

\*Community and poverty **outreach in initial teacher education**

\***Space as increasing capacity at university level** – more highly educated population means more places available and less emphasis on school scores as path to entry (Teese 2018)

## Assertive Outreach (Downes 2017, EPALE): Beyond Information to Abstract Other for Engaging Family, Community Systems and High Need Groups

- At times interventions seem to be based on the idea that leaflets, websites, posters and other forms of information will suffice to engage 'hard-to-reach' groups.
- Implicit in this very terminology is that when such marginalised groups are not reached by these information-reliant approaches, they are disinterested, and that they are therefore 'hard to reach'.
- 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 1992) 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.
- In some approaches in Europe, there is recognition of the *where* question, through the need for a *community outreach* approach. Services are located in easy-to-access and culturally familiar places to reach those on the edges of society.

## Moving from Diametric to Concentric Spatial Systems in Education

Discriminatory bullying (Elamé 2013) – separation and hierarchy

*Beyond Authoritarian Teaching—Beyond diametric oppositional spaces and towards a concentric relation of assumed connection between teacher and student – developing relational, cultural competences of teachers* (Downes 2013)

Bullying as loss of trust bringing diametric spatial splits in relation

Children's voices and hierarchy – child as other above/below diametric space

Marginalised parental involvement to challenge hierarchy of diametric space

**Reconfigure physical space to avoid system fragmentation of diametric spatial splits** – bundle services into 1 stop shops (Eurochild 2011)– multidisc teams in and around schools (Edwards & Downes 2013), school as community LLL centre



## An early school leaver today is a low skilled adult tomorrow

- 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)
- Close to 70 million Europeans struggle with:
  - basic reading and writing
  - calculation
  - using digital tools in everyday life
- Without these skills they are at higher risk of unemployment, poverty and social exclusion.
- No 1 size fits all solutions for these groups: **Need accentuated focus on mental health issues and on spaces (relational and physical) to cope with complexity – a spatial turn for education (Downes 2016)**

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\* **The OECD's *10 Steps to Equity in Education* (2007, 2010)** omitted a key range of dimensions with regard to prevention of early school leaving, namely, emotional-relational aspects (Downes 2010, 2011, 2017).

## **The Emotional-Relational Turn for ESL and Inclusive Systems**

\*Bridging health and education (Downes & Gilligan 2007, Downes, Nairz-Wirth & Rusinaite 2017), holistic needs, life guidance, individual health and wellbeing plan (Downes et al. 2017)



**“Simply reframing school dropout as a health issue has the potential to bring new players into the effort** — parents, health institutions, young people, civil rights groups — and to encourage public officials to think of the dropout problem as central to community health and as a long-term solution beneficial to population health” (Freudenberg and Ruglis 2007)

## **The downward spiral of mental disorders and educational attainment: a systematic review on early school leaving Esch, Bocquet, Pull, et. al. BMC Psychiatry 2014 14:237**

When adjusted for socio-demographic factors, mood disorders (e.g. depression) were significantly related to school dropout

Among anxiety disorders, after controlling for potentially confounding factors, social phobia was a strong predictor of poor educational outcomes

...as indicated by early school leavers themselves, were feeling too nervous in class and being anxious to speak in public, both representing symptoms of social phobia

**Multidisciplinary teams for indicated prevention complex needs and trauma**

The triangle of need (universal, selected, indicated prevention) and how this relates to both multidisc teams and LLL centres;

Key concepts of community and individual outreach to distinguish it from information;

Explaining ideas of gateway concept and 1 stop shop;

Locating these in current EU policy contexts, especially ESL/ELET

## **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).

## *Community lifelong learning centres: Key Features (Downes 2011)*

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

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.

## *Community lifelong learning centres: Key Features (Downes 2011)*

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

Such a community outreach approach, building on strengths, seeks to engage learners who may be alienated from formal education and from society more generally.

Some community lifelong learning centres also employ staff from the local community and involve local groups on their board of management.

## 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.



## Concept Note: Roundtable on a Strategic Approach to Establishing One Stop Shop Community Based Multidisciplinary Teams Working in and around Schools and with a Family Outreach and Community Lifelong Learning Centres Dimension

There is increasing recognition at EU Policy level of the importance of combining services for marginalised groups in a common community based location as *one-stop-shop* multidisciplinary teams (Eurochild 2011; Frazer 2017; Edwards and Downes 2013; European Commission TWG 2013, European Commission WG 2015). Such a model allows for a flexible, accessible model for engaging socio-economically excluded groups. It helps overcome fragmentation of services and allows for a continuity of strategic interventions in services familiar to individuals and families, many of whom have found it difficult to trust and engage with other services.

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).

A number of these models exist in a European context. For example, in a Danish context, there are multidisciplinary teams located in and around every school. A key feature of such one stop shop teams is not only a community outreach aspect but also an individual or family outreach approach. A key rationale for multidisciplinary teams located in a common location is to recognise that complex multifaceted needs require a multidimensional response. Another is to avoid disparate services 'passing on bits of the child' (Edwards & Downes 2013). One such community based one stop shop that involves a multidisciplinary team engaged in family outreach and working in and around schools is Familibase, Ballyfermot (funded by Dublin City Council, DCYA, Tusla, DES, HSE Drug Services and Pobal).

...the potential for *combining community lifelong learning centres* with such multidisciplinary teams as part of a community based one stop shop to meet the needs of communities experiencing high levels of socio-economic exclusion.

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