

Digwyddiad lledaenu prosiect Dysgwyr fel Llysgenhadon Taith

Taith Learner Ambassador project dissemination event

Croeso | Welcome

Cefin Campbell, AS|MS

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Yr hyn sy'n gweithio – cyngor ar gyfer datblygu rhaglen llysgennad dysgwyr

What works – advice for developing a learner ambassador programme

Wayne Carter

Coleg Caerdydd a'r Fro | Cardiff and Vale College



**PARTNERIAETH CYMRU
DYSGU OEDOLION
ADULT LEARNING
PARTNERSHIP WALES**

TAITH PATHWAY 2 PROJECT

Learner Ambassador Programme

A Collaborative Project

Led by National Learning and Work Institute

Wales partners from Adult Education
sector

Dysgu Bro
Ceredigion County
Council

Neath Porth
Talbot Adult Learning
in the Community
Partnership

Dysgu Sir
Gar Carmarthenshire
County Council Adult
Community Learning

Conwy &
Denbighshire ACL
partnership &
Gwynedd & Mon ACL
partnership

Cardiff and Vale
Community Learning
Partnership

Gwent ACL
Partnership

Addysg Oedolion
Cymru/Adult Learning
Wales

International Partners



Pilots

- Accredited and non-accredited workshops, to identify local learner's thoughts on what a Learner Ambassador role was, and what resources and training would be needed.
- A co-produced programme to engage individuals who are currently in **outward facing community roles**, enhancing their understanding of community engagement and equipping them with the tools to empower others to become learning ambassadors.
- A co-produced week programme to engage individuals who have completed an **adult learning course** in the community to enhance their understanding of community learning and equipping them with the tools to empower others to become adult learners.

International Partners



Project findings

A Learner Ambassador Programme should:

Be a resource for providers in supporting and developing learners

Embrace the belief that adult learners possess invaluable perspectives and experiences

Champion the notion that learners are active agents of change.

Be built on the conviction that empowering individuals will inspire others.

Inform policy and strengthen the links between providers and learners.

Aim to cultivate a network of ambassadors to articulate the impact of learning

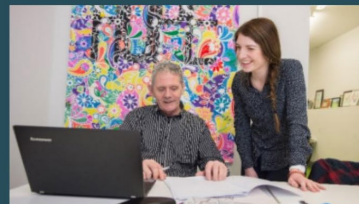
'What Works'

Advice for developing a Learner Ambassador programme

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Empowering Learner Ambassadors

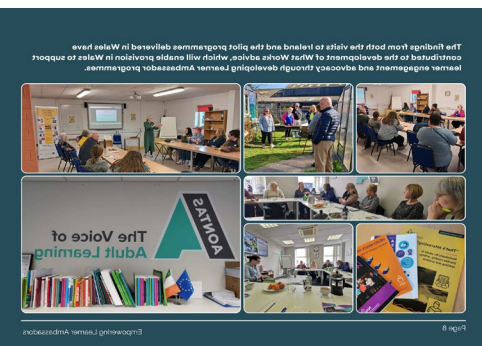
Empowering Learner Ambassadors



This resource has been created through a partnership of adult learners and providers. It provides insight into building learner voice, engagement and advocacy.

 D&G  L&W  9Taith

www.learningandwork.wales



Learner Forums gathered feedback on the proposed Learner Ambassador role, specifically regarding responsibilities and the content of a potential training course. Participants were also asked to share their views on the course structure and any opportunities for further development that could follow the completion of a Learner Ambassador programme, including two ice-breaker activities on 'why adults learn' and the 'benefits of accessing adult learning'.

What are the benefits of adult learning?



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What does the phrase 'learner ambassador' mean to me?



Empowering Learner Ambassadors

Building learner voice

L&W has been working across the tertiary sector to give learners a platform to feed into policy, research and the promotion of adult learning.



"I fully believe in the transformative power of tertiary education having benefited myself after periods of addiction and prison. Unless we support people to meet their basic needs, they can't even begin to access tertiary education, let alone thrive when they get there."

Scott Jenkins, CEO, Youth Skills Cymru speaking at the WDCP event: Equity in Tertiary Education in Wales.

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Change Your Story is a podcast series hosted by Nia Parry.

Each episode features conversations with inspirational people who have embraced lifelong learning, offering listeners a glimpse into their learning experiences, insights and the wisdom that they've accumulated along the way.

Empowering Learner Ambassadors

'What Works'

Programme Structure

Recruitment and Selection:

Initial Training and Orientation:

Ambassador Roles and Skills:

Ongoing Support and Development:

Recognition and Evaluation:

3. Programme structure

Recruitment and selection:

The recruitment and selection process should be open and transparent, designed to identify individuals with the motivation, commitment, and potential to excel as Learner Ambassadors. Criteria should emphasise these qualities rather than academic achievement, ensuring a diverse representation of learners across age groups, backgrounds, and learning styles. To encourage broad participation, the process could include both peer and self-nominations. Clearly defined roles and responsibilities will ensure that selected ambassadors are well-equipped to contribute effectively.

- Open and transparent application process.
- Criteria based on motivation, commitment, and potential, rather than academic achievement.
- Emphasis on diverse representation (age, background, learning styles, etc.).
- Consider peer nominations and self-nominations.
- Clearly defined roles and responsibilities.

Ambassador roles and skills:

To ensure a Learner Ambassador Programme achieves its goals, it is essential to define the different roles and responsibilities of an ambassador. These roles could encompass a variety of functions, all aimed at enhancing the learning environment, supporting fellow learners, and promoting the value of lifelong learning. The comprehensive list of skills identified below emerged through the piloting and co-production phase of the project. It was recognised that this provides a checklist of skills development that may be phased in or built on over time.

A learner ambassador's role may include one or more of the activities shown below (see annex for more detailed information):

- Peer support:** Mentoring and supporting fellow learners.
- Feedback and advocacy:** Gathering and representing learner feedback to improve programmes and services.
- Programme promotion:** Promoting learning opportunities and encouraging participation.
- Event organisation:** Assisting in the planning and delivery of learning events.
- Community building:** Fostering a sense of belonging and connection among learners.
- Resource development:** Contributing to the creation of learner-friendly resources.
- Representation:** Representing the learner voice in institutional meetings and committees.
- Research and evaluation:** Assisting in the collection and analysis of learner data.



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Cork Education and Training Board Learner Ambassadors

CETB Learners' Voices Group

Paula O Shea Chairperson and Learner Ambassador

Catherine Pattison Former chairperson and Learner Ambassador

Empowering Education: The Learner's Voice - WHY IT MATTERS!

- **SEAT AT TABLE** – CURRICULUM, DELIVERY/ CAMPUS LIFE
- **BETTER ENGAGEMENT** – SATISFACTION & ACADEMIC OUTCOMES
- **HEARD = VALUED** – MOTIVATION & IMPROVED PERFORMANCE

LEARNERS' VOICES GROUP

THE LEARNER LENS

A learner led initiative providing a conduit between the lived experience of the learner and Cork ETB

'BUILD IT AND THEY WILL COME!'

The ambassador programme

- GREW OUT OF LEARNER VOICE
- RECOGNITION OF NEED FOR LEARNERS AS PARTNERS IN SHAPING THEIR LEARNING EXPERIENCE
- BRIDGE BETWEEN LEARNERS & STAFF
- CHAMPIONING STUDENT INTERESTS AND INITIATING CHANGE

WHAT LEARNER AMBASSADORS DO

- REPRESENT
- FEEDBACK
- POLICY CHANGES
- EVENTS
- INCLUSIVE COMMUNITY

A Single Minded Message

○ FET HAS A PATHWAY FOR EVERY LEARNER

'FET provides potentially lifechanging opportunities for learners of all ages'

IF there is a 'A
PATHWAY FOR
EVERY LEARNER'

'THE LEARNERS
KNOW WHERE THE
POTHOLES ARE!'



INSPIRATION

- Nothing is more powerful than the voice of someone who has been through a similar experience.....

THE LEARNER LENS

‘THE LEARNER AMBASSADOR THROUGH
LIVED EXPERIENCE CAN SHOW THE WAY’

SIGNPOSTING



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SUPPORTING RECRUITMENT

- PEER TO PEER – VS WEBSITES AND BROCHURES
- ANSWER QUESTIONS – STUDENT LIFE/ SUPPORT SERVICES/CHALLENGES
- STORIES – PART OF THE INSTITUTION

STRENGTHENING RETENTION

- FOSTER BELONGING – STUDENT LED INITIATIVES AND EVENTS
- PEER TO PEER MENTORING & SUPPORT – NEW & STRUGGLING LEARNERS
- INSIGHT TO NEEDS – EARLY INTERVENTION REDUCING DROPOUT RATES

TARGET AUDIENCE

- **The school Leaver**....who doesn't know the next step.
- **Learning through doing**.... The person who wants to train for a particular role/job
- **Paid while learning**....the person who has financial commitments
- **Poor experience of education**....the missed opportunity to succeed

The Power of YOUR STORY!

The learner ambassador through sharing their story conveys the benefits of engaging with FET programmes

- with potential learners
- other stakeholders
- attending and speaking at promotional events

WILL I MAKE A DIFFERENCE?

- RAISE AWARENESS – of the benefits and opportunities of FET
- PROMOTE – Cork ETB services
- ENCOURAGE – hard to reach learners
- RECRUIT & RETAIN – increase engagement and improve completion
- GIVE BACK – opportunity to give back having benefited from being a CETB /FET learner.

A Learner Ambassador's Story

The best people to portray what their engagement has meant to them and their families and the opportunities it has unlocked are the learners themselves!

CHAMPIONED THEMSELVES:

Learner 1.

Bullying ,dyslexia and literacy challenges- Ambassador/ Level 4

Learner 2.

Neurodiversity, shyness – Ambassador/ Degree Culinary Arts

Learner 3.

Physical and mental health challenges – Ambassador/tutor training

**A THRIVING LEARNER
CENTRED COMMUNITY
WILL BENEFIT ALL!**

THE LEARNER LENS

CATHERINE PATTISSON

FORMER CHAIRPERSON LEARNERS' VOICES GROUP – CURRENT AMBASSADOR AND STEERING COMMITTEE MEMBER

**‘WHEN YOU TRULY LISTEN TO MY
VOICE I AM NOT JUST HEARD, I
AM SEEN, I AM VALIDATED AND
THEN I BLOSSOM!’**

Paula O Shea

DIOLCH AM WRANDO!

**Go raibh mile maith agut as
eisteacht!**

Thank you for listening.

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Safbwynt Dysgwr | Learner perspective

Martyn Bevan
Neath

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Gweithgaredd peilot Taith Caerdydd a'r Fro

Cardiff and Vale Taith pilot activity

Emma McLoughlin
Coleg Caerdydd a'r Fro | Cardiff and Vale College

Widening Participation



Cardiff and Vale College
Coleg Caerdydd a'r Fro

Course: Learning Ambassadors

CAVC - Dumballs Rd

Start 15th Jan 2025

For 10 weeks.....

Wednesdays 1-3pm

COURSE DETAILS:
WE HAVE A GREAT COURSE CALLED "COMMUNITY AMBASSADORS". IT'S DESIGNED FOR COMMUNITY ENGAGEMENT WORKERS YOU'LL LEARN NEW SKILLS, FIND LEARNING OPPORTUNITIES, PLUS, YOU'LL LEARN HOW TO WRITE A CASE STUDY. BY JOINING, YOU'LL BECOME A STRONG SUPPORTER OF LIFELONG LEARNING. LET'S WORK TOGETHER TO CREATE A BRIGHTER FUTURE THROUGH KNOWLEDGE AND OPPORTUNITIES. SCAN THE QR CODE OR EMAIL

Contact us
Community@cavc.ac.uk



Learner Ambassadors

A 10 week course co-created with the community

Learner Ambassadors Pilot

Objectives

The learner ambassador programme has been piloted with two cohorts.

Group One

This course is for adults with outward-facing community roles (ie professionals) enhancing their understanding of community engagement and equipping them with the tools to empower others to become learning empower others to become learning ambassadors.

Group Two

This group aimed to engage individuals who have completed an adult learning course in the community to enhancing their understanding of community learning and equipping them with the tools to empower others to become adult learners.

Aims:

Course Outline

The course was co-created based upon the needs of the participants. However, this plan will form the scaffolding document for the co-creation.

1. Introduction to Learner Ambassadors Importance of community learning in Education	• Understanding the role of learner ambassadors • What do we know and what do we want to find out? • Barriers to learning and strategies to overcome them
2. Understanding your local Adult Learning Partnership	• Mapping progression routes for adult learners • Engaging with your local Adult Learning Partnership
3. Communication skills for learner ambassadors	• Building trust with adults and community members • Active listening techniques • Telling your own learning journey
4. Promoting Adult Learning	• Connecting with adult learners • Creating inclusive learning environments • Supporting lifelong learning
5. Assessment, Reflection and Celebration	• Reflecting on individual successes and challenges. • Advocacy and Empowerment • Empowering adult to advocate for education • Amplifying community voices • Showcasing achievements and celebrating success

Community Voice

"I don't know what is happening in my community."

"I have never been in the community centre"

"I don't have a learning journey I just do courses"

"I run a wellbeing group in my community but I am too anxious to go anywhere alone"

"I have never heard of a learning partnership what is it? "

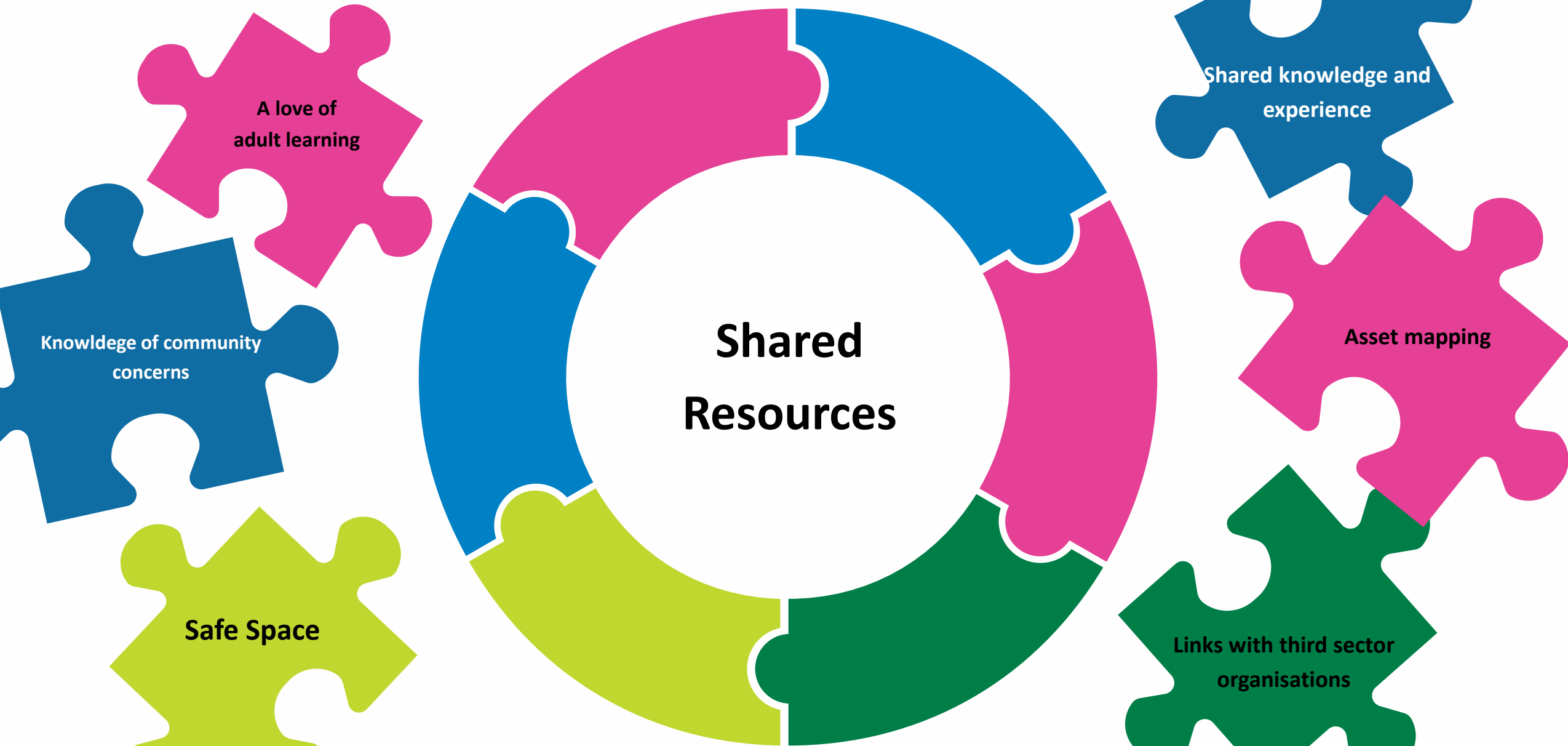
"What is a learning Ambassador?"

"I want to know how to write a case study"

"I hated school but I like learning here and want other people to feel the same as me."

"When I hear about other people's achievements it makes me think I can do that too."

Asset Mapping and Co-creation



Week 1 of 9



Topic exploration:

Objectives:

- To discuss 'What is a Learning Ambassador
- To identify a programme of study to cover the topics we need support with.
- Consider community links and assests that could benefit the course.

Key points identified by learners:

To identify skills needed to be a learning ambassador.

To develop strategies for engaging families.

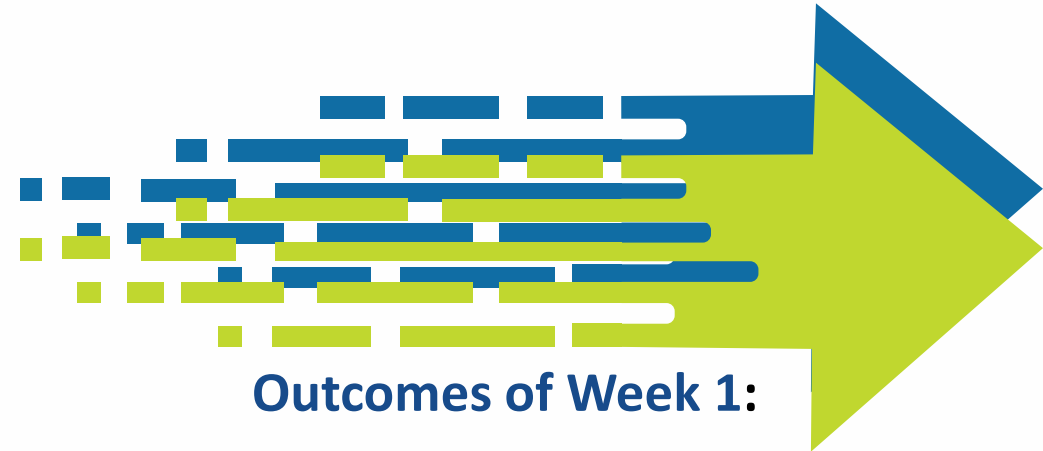
How to evaluate impact

Where to signpost people

Difference between marketing and engagement.

How to gather knowledge from the community.

During the initial session, learners will be given opportunity to discuss their expectations of the course. Open discussions of course content will enhance opportunity for course development.



Outcomes of Week 1:

- Learners identified different community topics that they wanted support in with their child.
- Community support networks to be researched and shared
- Where learners would like to up skill - engagement, evaluation and digital skills

Week 2 of 9

Topic exploration:

Objectives:

- Review our course outline
- Explore why it is important to talk to children about Money.

Key points identified by learners:

How their own experience of education growing up affects their adult experiences.

How do I help others?

What can I do to engage my community?



Presentation and discussion based session - sharing building knowledge about community engagement and mapping community assets. What are the community engagement activities that happen in your setting? What are the organisations that you know and use?

Key takeaway - 'I didn't know there was so much in my area for people'



Outcomes of Week 2:

Learners openly discussed personal issues that they have experienced.

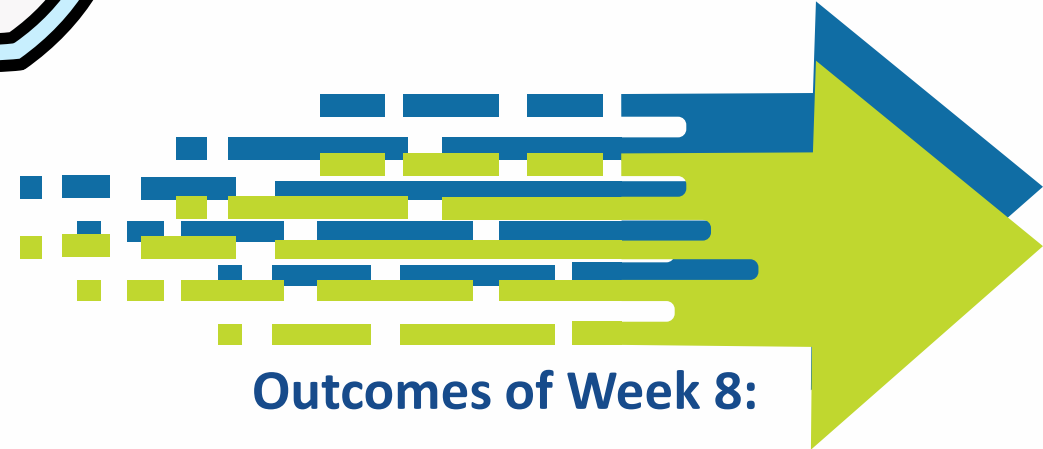
- Together learners began to map community assets
- Learners began to generate a padlet of support
- Learners began to discuss barriers to learning

Week 8 of 9:

Topic exploration:

Objectives:

- To take part in Progression week
- Take part in sample lessons from different departments
- Gain knowledge on other adult courses
- Get to know my campus



Outcomes of Week 8:

Learners had the opportunity to tour the campus, visit the Success centre, careers and ideas, TEL and well-being departments. Learners took part in a book discussion, Excel, Accountancy and Online Safety Taster sessions. Tutors from adult learning were made available to discuss progression opportunities.

Community Voice

"I want to start an excel class to help me running my group."

"I can tell other mums in my community and child's school what attending these adult learning courses can give you the amazing opportunity's and journey it can lead to for your future and child/children's future ."

"My challenge was to overcome my confidence and anxiety."

"Great for networking and reassuring that we are doing right within our role.."

"My success story is that I have completed many courses with them help of great friends and fab tutors."

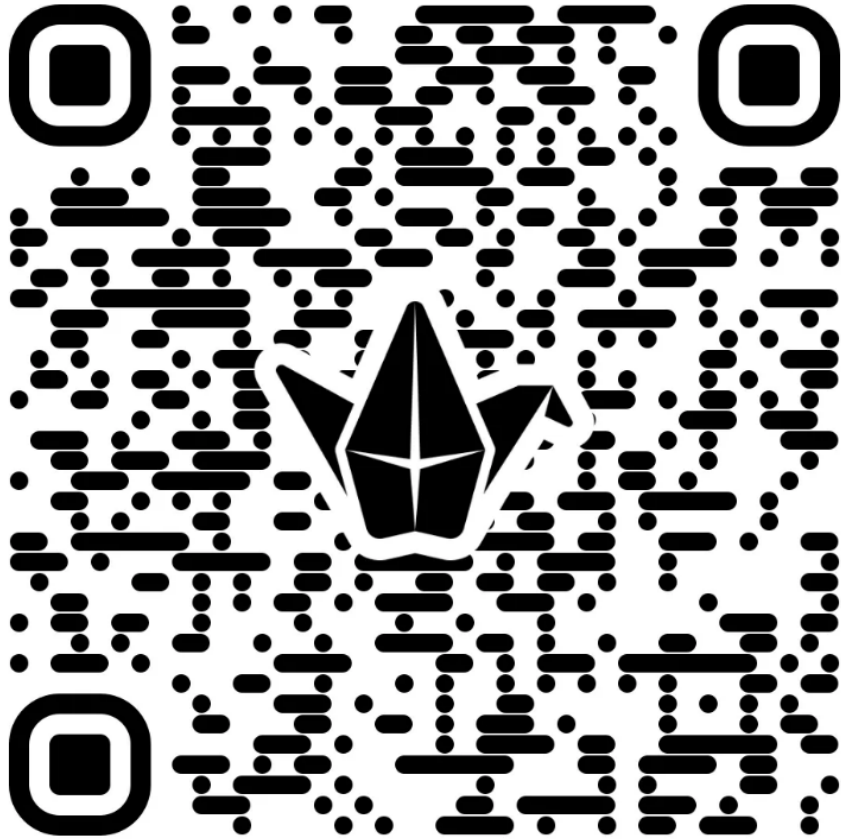
I've made new friends and now we share a whatsapp group so we can meet up

"I can advocate by telling others about the courses and trying to get them to come along. I will also tell people how the courses have helped me grow. ."

"It has given me confidence to be around people again."

"It was good to meet up with FEOs"

Learner Voices



Padlet

emcloughlin12 + 6 + 2mo

Our Learner Journeys

Write about challenge you faced, how you overcame it and a personal educational success you have had.

Challenges and how you overcame it

Optimistic Caterpillar
2 months ago

My challenge was that I didn't believe in myself or have the confidence to start. Having someone believe in me, be a mentor along the way, celebrate my successes and push me forward to the next step made all the difference.

0

Add comment

Confident Flamingo
2 months ago

Stigma of my background. As soon as people find out where I'm from, they change how they act towards me. Now I leave that bit of information until later in a conversation so it's not the first thing they judge me on. Juggling young children with learning was very challenging as I couldn't afford childcare. I relied heavily on family and friends for support. Time to fit everything in. I need to work to pay the bills as well as look after my children so finding time to

0

Add comment

emcloughlin12
2 months ago

During discussions the learners felt that they had overcome the barriers to learning because the learning had come to them in the community.

0

Add comment

Laura
2 months ago

1. My challenge was to overcome my confidence and anxiety. I Did this by making new friends and running my bookclub in my child's school. From running this bookclub I was given a lovely experience to attend an afternoon tea party at Clarence house in London to meet the queen for a national literacy trust party

0

Add comment

Takeaways:

Co-construction of the course was beneficial to student and tutor. It kept the course content relevant and purposeful. It is challenging to arrange expert support from the local and wider college community in this time frame.

Develop stronger systems with engagement links and promotion in community events.

In future we would foster collaboration among multiple organisations to tap into diverse expertise.

Look into networking with other services for potential referrals, particularly for community-based projects to increase participation.

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Walter Brooks

FE, VET, Adult Education and Higher
Education Programme Manager



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Sylwadau cloi | Closing remarks

Joshua Miles

Sefydliad Dysgu a Gwaith | Learning and Work Institute

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