New Strategies to engage educationally disadvantaged people in adult education activities: An evaluation report

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Introduction: What is this paper about?

Increasing the participation of educationally disadvantaged persons in adult education

The project *in.education*[1] aims at developing strategies to increase the participation of educationally disadvantaged persons, especially those with basic educational needs in the relevant adult education programmes. To reduce possible barriers to education for this target group, the project focusses on developing strategies at three levels: system, individual and institutional levels.

Data from recent studies show, that persons with low levels of education are less likely to have access to information on learning possibilities compared to people with higher educational levels. Therefore, when trying to increase the participation of educational disadvantaged people in education and training, a key question that needs to be tackled is, how this target group can be reached.

New multipliers as a link between adult education institutions and educationally disadvantaged people

As a result of this, the first phase of the project *in.education* focussed on the systemic level. It did this by developing a model to reach educationally disadvantaged people through new multipliers/intermediaries. In this context, "new multipliers" are understood to be persons from the social environment of educationally disadvantaged people e.g. parents, family, non-family caregivers, works council members or social workers.

In this phase of the project, workshops in Austria, the United Kingdom and Ireland were organised to sensitise potential new multipliers by establishing these persons as a link between adult education institutions and the educationally disadvantaged.

This paper presents and analyses:
- The new multipliers that were identified in the 3 partner countries (Austria, the United Kingdom and Ireland);
- How they were reached; and
- Whether workshops are an appropriate method to prepare the participants for their new role as multipliers for the educationally disadvantaged.

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[1] Please see Annex 1 for a short description of the project *in.education*.

Methodology: How were this study's results achieved?

8 interviews and the analysis of additional documents were used to answer the research questions

To evaluate which new multipliers were identified in the 3 partner countries, how they were reached and whether workshops are an appropriate method to prepare them for their new role, ZSI conducted interviews and analysed additional documents provided by the partner organisations.

Interviews with one person from each partner organisations were conducted at two points in time:
- After the first weeks of outreach activities to new multipliers; and
- After the implementation of the workshops.

In total, 8 interviews were conducted. All interviewees were directly involved in the organisation and implementation of workshops for new multipliers.

A content analysis of the interview transcripts and the additional documents produced the results discussed in the following chapters.

Definitions: What is "outreach" and who is a "new multiplier"?

Disadvantaged people often face barriers in accessing education and training

People with social and educational disadvantaged backgrounds often face barriers in accessing education and training. These barriers can range from a lack of information about training offers, to language barriers, unsuitable locations at which trainings are held, barriers of a personal nature such as the personal or cultural value attached to education, low self-confidence or poor experiences with education institutions in the past. As the OED-network states: "non-participation is not necessarily a shortcoming of the non-participating person. Rather, it is the education providers who might be hard-to-reach in different ways."[2] In addition to these barriers at personal and institutional levels, barriers at structural level (such as funding possibilities, the availability of childcare facilities, etc.) are also considered.

Against the background of the various barriers educationally disadvantaged people can face, traditional concepts of public relations (like the distribution of advertising materials) are of little value when trying to reach this target group. It is rather necessary to develop alternative strategies and "outreach activities" to get this target group interested and engaged in education and training.[3]

'Outreach' in adult education means trying to get people at risk of social exclusion involved in learning activities

Outreach can be understood as interventions "to reach out and to involve targeted groups that are not in contact with or do not make use of available services."[4] In the context of adult education this means: "reach[ing] out to target groups of adults who are not involved in learning activities but who are at risk of social exclusion."[5]

The Irish 'Back to Education Initiative' distinguishes three strands of outreach activities:
- Engaging with, consulting and listening to those who are targeted with the outreach activities and to their advocates, to identify and understand their circumstances, motivations, needs and interests in relation to learning;
- Physical relocating of trainings and education programmes into local settings; and
- Adapting methods of provision of training and programmes as well as of the programme designs to the learners' needs.

Finding appropriate ways of communication is time consuming and requires establishing trust

The first strand, which was dealt with in this phase of the *in.education* project, is described as especially challenging due to the fact that finding appropriate ways to communicate with potential learners is time-consuming as it involves building relationships and establishing trust.[6]

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[2] OED-Network (2013), p. 11.
[3] Bremer, H. (2010), Krenn, M., Kasper, R. (2012), National Institute of Adult Continuing Education (2001).
[4] Hake, B. (2014), p. 255.
[5] ibd.
[6] BTEI (n. y.), p. 6f.

New multipliers are persons from the social environment of educationally disadvantaged people who are trusted by the target group

Activating disadvantaged people through their social networks is reported to be a successful approach in this regard.[7] Therefore, the project *in.education* tried to establish a link between adult education institutions and disadvantaged people through "new multipliers". In the project, new multipliers are understood as persons from the social environment of educationally disadvantaged people who are trusted by them. They can be private persons (e.g. peers of the target group), reference figures with a certain standing in a community of the target group (e.g. members of migrant self-organisations, travellers movement) but also persons who work or are engaged in organisations that are in contact with educational disadvantaged people (e.g. local charity organisations, Home-School Liaison Officers), churches (e.g. protestant community) etc.

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[7] Krenn, M. (2013), Kuwan, H., Baum, D. (n. y.), OED-Network (2013).

Background information: Who has access to information and participates in education and training?

European policies focus on increasing adults' participation in lifelong learning and on reducing imbalances in participation

For the last one and a half decades key questions that sought to be answered by European policies in the field of lifelong learning were how to increase adults' participation in lifelong learning and how to reduce imbalances in participation between lower and higher skilled adults.[8]

In the Memorandum on Lifelong Learning published by the European Commission in 2000 one of six key messages was 'bringing learning closer to home'. In this regard also the role of civil society organisations and associations was stressed.[9]

The need to increase participation in adult learning and to address imbalances in participation was again underlined by the European Commission in its communication "Adult learning: It is never too late to learn" in 2006. In 2007 an action plan on adult learning "It is always a good time to learn" was published. One of the objectives of the action plan is to remove barriers to participation. Measures to achieve the action plan's objectives should bring "high quality information and guidance closer to the learner."[10]

In the EU27 a gap of 40 percentage points in participation rates in lifelong learning between the high and low qualified can be observed.

Despite efforts at national and European level, data on the participation of adults in education and training show that inequalities in participation between the lowly and highly qualified adults exist. At European level (EU 27) 61 % of adults with tertiary education (ISCED levels 5 and 6) participated in education and training in 2011. This was the case for 38 % of adults with secondary and post-secondary education (ISCED levels 3 and 4) and for 22 % of adults with lower secondary education or less (ISCED levels 0 – 2).

Although the participation rate in education in Austria is generally higher than in the UK and Ireland, the gap between persons with tertiary education and those with lower secondary education or less in Austria was 48 percentage points in 2011 and therefore significant. In Ireland and the UK where the participation rate in education is generally lower than in Austria, the gap between persons with tertiary education and those with lower secondary education or less was 27 % and 28 % respectively in 2011 (this information is captured in figure 1 below). [11]
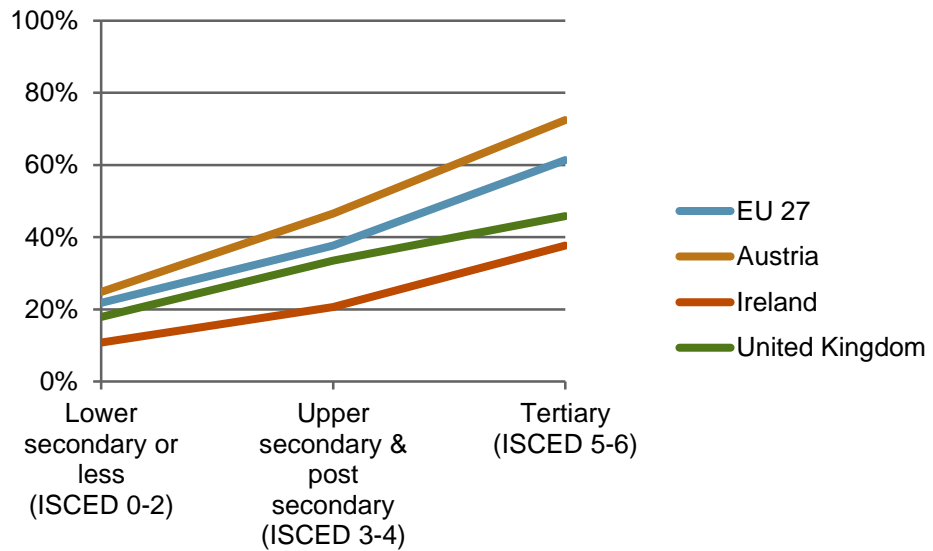
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[8] Hake, 2014, p. 252.
[9] European Commission (2000).
[10] European Commission (2007), p. 6.
[11] Eurostat (2011).

Persons with a lower level of education participate less in education and training than higher educated people

Figure 1: Participation rate in education and training, by highest level of education, 2011 (Eurostat)

Persons with a lower level of education have less access to information on learning possibilities than higher educated people

A large imbalance between persons with different educational levels is also observed with regard to access to information on learning possibilities. While the access to information on learning possibilities is generally better in the UK than in Austria and Ireland, what all countries have in common is that higher educated people have better access to that information than lower educated people. A comparison of the gap between persons with tertiary education and persons with lower secondary education or less shows that this gap is especially pronounced in Austria with 31 percentage points compared to UK (28 percentage points) and Ireland (15 percentage points) as can be deciphered in figure 2 below.

Figure 2: Access to information on learning possibilities, by highest level of education, 2011 (Eurostat)
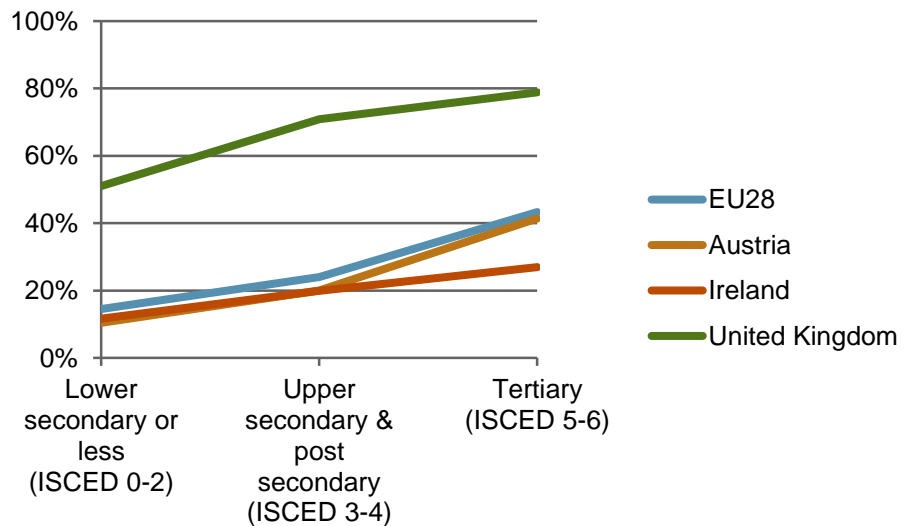
Against the background of this unequal access to information about learning opportunities and to training, the following chapters describe the *in.education* project's attempt to overcome some of these inequalities and therefore increase access of education possibilities to educationally disadvantaged people.

Outreach: What works and what doesn't work when reaching out to new multipliers of educationally disadvantaged people?

"New multipliers" identified were e.g. (self)-organisations working with migrants / minorities / vulnerable groups / families, people working in churches, rural development, probation services, local charities and stakeholders from trade unions/works councils

This chapter describes the most fruitful channels in reaching new multipliers as has been ascertained by the implementing partners[12] in the *in.education* project. It focusses only on the channels used to reach those multipliers that are regarded as "new multipliers" according to the project definition of new multipliers: private persons, reference figures, persons working in organisations that are in contact with educationally disadvantaged people who would be considered to be in the social environment of educationally disadvantaged people and as such are trusted by these people. The implementing partners in the *in.edcuation* project tried to recruit the following stakeholders that would fall into the "new multiplier" category: people in the context of churches, people involved in trade unions and works councils, migrant self-organisations or official migrant representatives, people working in regional/rural development, people or organisations representing the traveller community, organisations that work with young people in crime, local charities dealing with disadvantaged people in the community, people working in the probation service or people who liaise between children, families and schools e.g. (Home School Liaison Officers or voluntary learning coaches).

However, some target groups reached in this phase of the project cannot be regarded as new multipliers as per the project definition of "new multipliers" as they are already working in the field of education and training or whose main focus is education are not going to be included in this report. These include for example (adult) education providers in and outside workplaces, people working with unemployed adults and (migrant) associations that primarily or to some extent provide clients with information on education.

Using personal contacts regardless of target group is the most reliable channel for reaching new multipliers

Regardless of the target group, country or partner organisation, the most successful channel of reaching new multipliers was personal contacts. These are contacts of people that the implementing organisations have worked with before or had somehow crossed paths with in the past. These people are not necessarily the new multipliers although they can be.
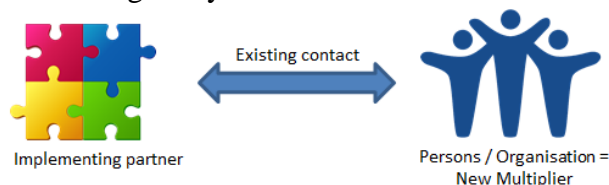

Figure 3: Existing personal contacts between implementing partner and new multiplier

Figure 4: Existing contacts of implementing partners acting as intermediaries between the implementing partner and new multiplier(s)

Nominating a person whom you know personally and who falls into the target group to help you bring together similar persons works well in reaching the target group

In Ireland for example, some direct contacts existed between the implementing partner and some new multipliers. Here, what proved invaluable was nominating one person directly who was himself or herself a new multiplier and had previous contact with the implementing partner. This person would in turn invite other persons in his or her organisation or other organisations that were similar to his or her organisation to attend the workshops that succeeded the outreach phase. For example a person working for the Galway Rural Development Company (GRD) was nominated by the implementing partner in Ireland. This person can be considered a new multiplier as the GRD is a government funded company which provides services for the rural communities for example transportation, sporting facilities and employment workshops. Through the different projects and activities they implement, they come across educationally disadvantaged people. The implementing partner together with the nominated person selected a date for the workshop. The nominated person then contacted other people at GRD.   This also worked for other people who were nominated and then contacted other relevant stakeholders outside their organisations.

Exploiting existing contacts who have direct and trusted relationships with new multipliers to initiate the communication works

In most cases however, these intermediaries acted as the connection between the implementing organisations and the new multipliers. They themselves were not the new multipliers. For example in Austria ISOP contacted educational coordinators with whom they had dealt with in different capacities in the past. Educational coordinators are migrants who have undergone training to become contact persons for education-related questions in their respective migrant contexts. They provide members of these organisations with information and support and where possible, they organise and coordinate internal training courses[13]. As such, following the definition of "new multipliers", they in themselves are not new multipliers as their main task is to inform on education-related matters. However, they formed a great stepping stone for ISOP as they were able to identify people in the migrant communities they are active in, who are new multipliers for example young adults active in their peer groups.

To recruit new multipliers, it should be clear how they fit in. Arguments for being new multipliers need to be clear from the onset and must be clearly

Staying with this example, the attempt to recruit the education coordinators themselves as participants of the workshops in this phase failed. As they were not new multipliers in the strict sense, it is very probable and has in general been observed with regard to other groups targeted in this phase of the project that educational coordinators failed to see how they fit into this role. This problem of not understanding where one fits in as a new multiplier was noted even with persons or groups which would otherwise be considered new multipliers according to the *in.education* definition of new multipliers. An example is the migrant advisory committee which is an interest group that represents the political interests of migrants in Graz with which ISOP has cooperated with in

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[13] nowa, 2015

communicated	the past. During their different activities, they come across people in the migrant community who are potentially educationally disadvantaged. In their position as representatives of migrants, they are potentially trusted by the people they represent and as such they can be considered as new multipliers. However, even after numerous attempts to recruit them for the workshops in this phase, they failed to see their role as new multipliers and failed to understand what is expected of them in this new role. As a result, before starting the outreach process it is highly recommended suitable arguments for taking up this role are thoroughly thought out and suitably communicated.
Enough time should be planned to win over those stakeholders that have never identified themselves with the topic	At the same time, it should be noted that if the target group one is trying to reach out to are quite distant from the subject from the very beginning as they may never have identified themselves with the topic, more time and personal meetings would be required to win them over. Therefore, enough time has to be planned from the onset not just by the implementing organisation, but also by the intermediaries where these are activated. Hand in hand with personal contacts, the channel that proved quite important in mobilising new multipliers was emails. This channel had two-fold effects depending on whether it was used dependently with other channels or independently of other channels.
Emails work when people are addressed in their official capacities	It was deemed very successful when emails were used in addition to face to face meetings or telephone calls. It worked when the implementing partner contacted these people in their official working capacities for example Mr. John Smith as "Home School Liaison Officer" and not to Mr. John Smith in the social context. This channel was relevant in cases where the implementing partners already had existing relationships with new multipliers for the educationally disadvantaged, or with an intermediary who formed the connection between the implementing partner and the new multiplier.
Emails are successful when implemented as a complimentary activity e.g. to provide additional information	In the case of the latter, for example, an intermediary from ISOP who is the manager of Café Palaver[14] which among others, provides an intercultural breakfast with migrant women[15] and who has dealt with ISOP in the past, was initially personally contacted[16] by ISOP and informed about the project. The intercultural breakfast is a social gathering where women from different countries and of all ages have the opportunity to meet, talk, interact and have breakfast together. This women's breakfast is a great way for the women to socialise, exchange ideas and perhaps even launch new initiatives and small projects. Therefore, this manager according to the definition of a new multiplier would be considered as one due to the fact that during the course of her work at the Café, she is in contact with people who may be educationally disadvantaged. However, it was thought that she would be better off as an intermediary since among the women who gather during these breakfasts, there are women who are in a more trusted position in the group and who would therefore be more suited as new multipliers. The manager of this Café informed the women who she

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[14] http://www.frauenservice.at/internetcafe-palaver/internetcafe-palaver-connected
[15] (Frauenservice, 2015)
[16] In this report, „personal contact"refers to contacting people with whom one already has a relationship with by phone or through face to face meetings.

thought would fit into the role of new multipliers best about the *in.education* project through face to face contact. She followed up this personal contact with emails (developed by ISOP) providing the new multipliers with additional information about the project and what their role would be.

Email contact as a complementary outreach channel should still be followed up with face to face meetings or phone calls for it to be successful

However, even after following up personal contacts with emails, these contacts still need to be cultivated to ensure that these people are won over as new multipliers. This became clear with regards to the example of Café Palaver. Shortly after sending out the information email, the intermediary at Café Palaver left for sabbatical leave meaning that she could no longer follow up with the people she had identified and spoken to about becoming new multipliers. As a result, the attempt to win over new multipliers from Café Palaver unfortunately did not bear fruit. The implementing partner in this case, believes that this would have turned out differently, if the intermediary was able to continue acting as the 'middle man'. Where this proved to be successful was in Ireland whereby the implementing partner tried to identify people in organisations like Galway Rural Development or the Galway Traveller Movement who are in essence potential new multipliers and nominated a person with whom they already had existing contacts. After informing these persons about the project and what their role could be, the partner sent them the overview of the project as well as the core elements to be discussed in the workshops for new multipliers by email. A couple of days after sending the information per email, the new multipliers were contacted by phone to ask if everything was clear or whether there was need for clarification after which the workshop appointment was arranged. This proved successful as all the people contacted in this way also attended the workshop.

A general mass email as the outreach channel independent of other channels only works when: in the first instance, not a lot is asked of the participants; when the recipients of these emails have had some contact with the organisation sending the email before and when the content of the email is relevant to them

Email contact used independent of other outreach channels only seem to work when: too much is not expected of the participants in the first instance; when the emails are sent to people who know the organisation and when the information in the email is relevant to them. This is demonstrated as in the case of the implementing partner from the United Kingdom, who instead of requesting the potential new multipliers to attend either two 3 hour workshops or a 6 hour workshop like the other partners, requested them to attend an hour long webinar as the first step (this would then be followed by more intense individual meetings for those interested). By way of example, to get participants for the webinar with community organisations working with disadvantaged families, the implementing partner in the United Kingdom sent an email to contacts that were already included in their database. This was a general email inviting them to join the webinar providing the date and time of the webinar as well as the contents that would be delivered. To decide on the content that would be deemed as interesting to the recipients, Campaign for Learning also negotiated with some organisations that work with them most closely to determine what content in connection with the core elements, is most relevant and useful to this target group. As a result of this single email, 41 interested people took part in the webinar. From the onset, all the partners from the implementing organisations expressed their concerns of using generalised mass emails as the only channel of reaching the target group as their own past experiences had shown low feedback rate from such communications. This has also been largely confirmed by a number of publications. In fact, at the beginning of the outreach phase, Campaign for Learning sent emails to union learning representatives and workplace learning advocates but there was a very low feedback rate.

From the experience of the *in.education* project's attempt to recruit new multipliers of educationally disadvantaged people outlined above, it can be deduced that the most successful strategies are those that involve personal contact, either through face to face meetings or phone calls with existing contacts. The existing contacts themselves do not have to be the new multipliers but can also act as the stepping stone, or intermediaries, between the organisation looking to recruit the new multipliers and the new multipliers themselves. Emails as an outreach channel best works as complementary channel to personal contact (to send additional information). However, emails can also work if the output of the outreach process does not ask too much of the participants in terms of resources such as time; when the recipients of the email can identify with the sender and when the content of the output is clear and considered useful in the participant's line of work.

Workshops: Was the goal to sensitise and educate new multipliers of attachment figures of educationally disadvantaged groups reached? Which methods proved important in reaching this goal?

As explained before, the main aim of output 1 of the *in.education* project was to "develop an offer for the sensitisation and education of attachment figures of people who are disadvantaged in education." The first part of this project phase, as described in the chapter above, outlines how these attachment figures or otherwise referred to as "new multipliers" were successfully reached and recruited. The idea of the second part of this project phase was to develop an offer to sensitise these potential new multipliers so that they can identify with their new role as multipliers and also act in their new capacity. This offer was to be delivered in the form of workshops with the new multipliers. For these workshops, core elements were decided on by the partners which were to be included in the workshops in one way or another. These include:

1. Attitudes to education (personal level, social environment, gender, …)
2. Barriers to education and how to overcome them (real and perceived barriers) e.g. discrimination, stigma, gender
3. Raise sensitivity of disadvantaged groups by defining "educational disadvantage" and how people become educationally disadvantaged (causes)
4. Highlighting benefits of education (providing the new multipliers with arguments for their outreach work)
5. Show concrete offers of education for educationally disadvantaged people considering the mentioned barriers (educational programmes, training offers)

Workshop format

A workshop works best when it is split into two sessions with some time in between. "Homework between the two parts allows:
- **To reflect on what they have learnt**
- **To put what they have learnt into practice**
- **To clarify difficulties during the second part**

The three implementing partners integrated the core elements differently and also to different degrees in their workshops. One method that clearly worked and with which the success of sensitising and educating new multipliers can already be affiliated to, was the 6 hour split workshop used by ISOP. Here the workshops for new multipliers were divided into two 3-hour sessions, with the 2 sessions being a week apart. Between the first and the second session, the participants were given "homework". This homework involved among others, the participants identifying and speaking to people in their social environment who were possibly educationally disadvantaged and using their gained knowledge from the workshops in these conversations. Such a split workshop also had the advantage that the participants were able to reflect on what they have learnt and could put what they have learnt into practice and in case of any difficulties or questions, they were able to discuss and clarify these in the second part of the workshop. All the workshops carried out by ISOP took this form, and in all except the workshop with the people from churches, this idea of "homework" proved successful as each of the participants talked to at least 2 people in their social environment who were

educationally disadvantaged. For the workshop with students from the trade union school, the effect of the split workshop and "homework" was especially visible. During the first session, it was noted that the participants knew little about educational disadvantage especially in the context of their companies and they could also not identify themselves with the topic in general. They were given the homework of having a closer look at the training activities of their colleagues in their companies. By doing this, on their own, they came to the realisation that there are many different barriers, other than personal barriers as they had thought in the first session, that prevent some people from taking part in further education including structural, political and social barriers.

A single workshop of 6 hours doesn't work well because it is difficult for people to commit to such a long time and also because they lose concentration during the workshop

This splitting proved successful in comparison to a single 6 hour workshop as this was attested to by the Irish partners in some of its workshops with new multipliers were criticised for being too long; owing to the fact that in the first place it is generally difficult to get people to commit to such a long time and it is also difficult to keep the concentration of the participants up for such a long time.

In general the workshops turned out to be only a first step in developing new multipliers. Follow-up activities are essential to establish lasting links between potential multipliers and adult education providers.

Experience from these workshops has shown that workshops of 6 hours in total are too short to really educate and sensitise new multipliers; they are rather a first step to the education and sensitisation of new multipliers. For example for groups of people that "have a lot to say" (ISOP, 2015) like the people who attended the workshop with migrants in Graz, the time was too short as they brought in a lot of information from their own experiences. Furthermore, for participants that take a while to identify with the topic such as the workshop with the students from the trade union, the second 3-hour session seemed too short as they were just getting to grisp with the topic and more discussion seemed possible.

Campaign for Learning, the implementing partner from the United Kingdom, did their workshops quite differently altogether. They carried out 2 webinars and 3 face-to-face workshops; all of which were just an hour long and are planning on some individual "follow-up" activities with some participants who have expressed interest. Due to the very short duration of the workshops and webinars, it could not be determined whether the goal of the workshops to sensitise and educate new multipliers was reached. The implementing partner believed that the goal "started to be achieved in some of the contexts but we haven't gone far enough down that line to be able to say we've done that. But I'm hoping if we follow-up some of those individuals who have expressed interest we would be able to say yes (CfL, 2015)." Therefore, the webinars can rather be understood as a method for identifying new multipliers and as a first step in awareness raising. The main part of awareness raising and preparation of the intermediaries for their new role starts afterwards.

Workshop content

When working with new multipliers that don't know much about the topic, then provision of information or content coupled with discussions is invaluable.

Just like the length and format of the workshops differed in the different countries, so did the delivery of the 5 core elements defined above. In Ireland, these took the form of brainstorming in the group; while in Austria and the United Kingdom, the core elements were covered both by content provided by the implementing partners as well as discussions with the participants. From these methods, it is not quite clear which were more successful and to what degree. However, what is clear is that when trying to sensitise and educate new multipliers who are not aware of the topic altogether or who have never identified themselves with the topic, it is quite important to provide them with information and at the same time, give them a podium to discuss this information and share their own experiences or realisations. This is demonstrated for example by ISOP in trying to educate the students from the trade union school as well as people involved in churches. With regard to the former target group, the workshop worked well as the implementing partners provided this target group with a lot of information for example concerning educational barriers which was quite new to them. Together, using an exercise with different pictures depicting education, they were also able to come to a consensus on the meaning of education. It was noted that in the first session the participants were not able to bring themselves into the discussions as the topic was unfamiliar, but after receiving a lot of information in the first session and going through a lot of reflection before the second session, they were able to engage in discussions during the second session; to the extent that it was even noted that more time would have been necessary.

The organiser is the expert and therefore should try to stick to his/her planned agenda to ensure information transfer

With regard to the workshop with people affiliated to churches, the importance of providing the participants who did not identify themselves with the topic was noted. This workshop was described as the one that least worked as at the end of the workshop sessions the participants still did not consider themselves new multipliers in their environment. This was largely because during the first session, the implementing partners did not deliver the content they had planned because the discussion was steered in a different direction by the participants from the very beginning. As a result, although there was an attempt to cover those elements that were planned for both sessions in the second session, the time was too short to achieve the goal of sensitising and educating the participants as new multipliers. In hindsight, the implementing partner should have gone into the workshop with their expertise.

For people that can't identify with a topic, it might be helpful look at the topic from a personal point of view

In particular it was realised that had the workshop started by looking at "my education experience" from the beginning; which makes the topic more personal or enable the participants to gain a more personal feel of the topic, they would have probably been able to win over these participants who do not identify themselves with the topic.

In order to keep the new multipliers engaged, it is important that their long-term role is clearly defined from the start

A regular meeting of multipliers from different backgrounds, increases their motivation and knowledge in this new role

Reaching the potential new multipliers and educating and sensitising them through the workshops alone may not be enough. After some of the workshops, the participants still seemed unresolved, "what now?" This issue had not been raised, discussed or clarified within the project consortium before the implementation of the workshops. However, after the first workshop the Austrian implementing partner noticed that this would have been important so as to ensure that after educating the new multipliers, they have a long-term vision of what their new role entails. ISOP was able to salvage this by organising a networking workshop.

The idea of a networking workshop is for all of the participants from the different groups to regularly meet and exchange their ideas and experiences. Such a regular meeting could ensure that the new multipliers stay motivated and continue to learn from other people in the same role on how they could carry out their tasks as new multipliers better.

All things considered, it can be construed that sensitisation and education of attachment figures of people who are disadvantaged in education can start to be achieved through such 6 hour-long workshops as implemented in the *in.education* project. However, this is just a starting point and follow-up activities need to be implemented to establish lasting links between adult education providers and the new multipliers.

However, the workshops with the following characteristics seemed the most successful in starting the sensitisation and education process of new multipliers:
- Workshops split into sessions with some time in between
- The assignment of "homework" during the first session and the reflection on the results during the second session
- In such workshops involving possible new multipliers who are not knowledgeable of the topic and do not associate themselves with the topic, an input from the organisers is necessary coupled with discussions with the participants.
- Because the new multipliers should be in the social environment of the educationally disadvantaged people, they are able to identify with the topic better when it is dealt with from a personal point of view
- The role of the new multipliers should be clearly defined before the workshops and clearly communicated during the workshop
- Knowledge exchange between multipliers of different backgrounds could increase motivation and expand knowledge on the topic.

Shorter workshops or webinars should rather be considered as new innovative outreach strategy for identifying new multipliers than an appropriate method for the sensitisation or education for new multipliers. Intensive follow-up activities with the participants are essential to ensure that these participants are educated and sensitised about their new role and afterwards they will be able to act in their new capacity as new multipliers.

Outlook: What's next?

This paper has discussed good practices in reaching different groups of new multipliers of educationally disadvantaged people and some of the challenges that were faced in the *in.education* project. It also discussed how these (potential) new multipliers were sensitised and educated in order to take up their new role and how far this was successful. The success of this project phase will be confirmed in the course of the following project activities of the project which involve the development of an education offer for educationally disadvantaged people. At least 40% of the participants taking part in this offer should be reached through the new multipliers. The success of this goal will largely depend on the follow-up activities.

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Annex 1: Project description *'in.education - inclusion & education'*

Development of strategies to increase the enrolment of educationally disadvantaged people, especially those with basic education needs, into relevant educational programs

Existing data as well as practical experiences show that educational programs - including those that specifically address educationally disadvantaged people - are not utilised enough by "all potential" target groups and sufficient diversification of participants groups is achieved only rarely. The reasons for this phenomenon are many and varied. They arise as a result of mixed organisational patterns, educational behaviour of individuals and are caused by structural, procedural and individual initial conditions, which have a common relevance to adult education. The often-mentioned structural change facing Europe in general and specifically each Member State, which particularly refers to its migration and diverse society, can only be dealt with by providing equal and suitable conditions for accessing educational opportunities to people, who because of their personal situation, for example due to lack of educational qualifications, have difficulties in accessing education . The responsibility of the provision of these fair and adequate conditions for the participation in education should also be borne by adult education providers. They must be empowered to develop solutions to reduce barriers and offer educational programs that address diversity to especially those people who may not yet have found a satisfactory entry route into education or for those who have "finished" with education; so that they can reopen the education window for them.

In.education focuses on the development of strategies to increase the enrolment of educationally disadvantaged people especially those with basic education needs into relevant educational programs. The project therefore develops strategies to reduce possible barriers by focussing on system, individual and institutional related levels.

Systemic level: Following the hypothesis that people are deeply influenced by their socio-economic environment, methods and strategies are developed that proactively raise awareness and motivate enrolment in education. This will result in the activation and expansion of multipliers. Besides the identification of relevant target groups, application-oriented settings (pilot workshops) targeted towards stakeholder groups are developed. From this experience, *in.education* develops an application oriented curriculum.
<u>These activities are evaluated in this report.</u>

Individual level: The hypothesis that that the enrolment rate in education increases when informally acquired educational qualifications are collected, described and recognised, leading to the admission of those concerned into the education system, emerges from a cycle of transnational cooperation in the collection and validation of informally gained educational competences of educationally disadvantaged people with basic education deficits. This is implemented by the provision of formal compulsory education measures in each partner country in order to validate whether shorter possibilities of accomplishment of compulsory education for adults can be yielded from this cooperation.

Organisational level: Starting from the presumption that adult education institutions have not yet adjusted sufficiently to the challenges generated from a diverse society and based on the implementation experience of *in.education* specifically derived from the learning outcomes and the competence-based training events in the systemic and individual levels, implementation competences that organisations dealing with educationally disadvantaged individuals must have in order to increase enrolment and guarantee the quality of results for

this groups of persons is extracted. From these defined implementation competences, training are designed in which educational managers and trainers can participate.

As a consequence, three curricula for three target groups (new multipliers, educational disadvantaged people, and educational managers and trainers) are developed and tested. The products are user-oriented, prepared to be self-explanatory and include information on the process, content, methods used and allow a glance into the used materials.