

## Case study 1 - BELGIUM

### PRACTICE EXAMPLE OF OUTREACH, EMPOWERMENT, DIVERSITY - A

*Projects can empower people by including them creatively in the co-design of the learning process, by engaging them in determining the activities and by providing guidance throughout the whole course.*

#### Objectif Ville

*Objectif Ville is a project carried out by the Lire et Ecrire branch of Charleroi-Sud Hainaut in cooperation with the Open University of Charleroi (FUNOC). Its aim is to help young unemployed low-educated adults get ahead in life. Within the framework of the project, eight free of charge courses are organised in the 2.5 years. Each course is 12 weeks long and targeted to young adults from 18 to 24 years old, who often have not completed formal education. The main goal of these courses is to engage participants to create an interactive map of the cities of Charleroi and Châtelet for their peers, but the competences that learners get are many. The project, which is financed with the support of the European Social Fund (ESF), is a great example of how the Outreach, Empowerment and Diversity guidelines can be implemented.*

#### Aspects of the guidelines covered

The **first contact** with potential learners is done through flyers and posters in the city, open days and the cooperation with other key actors (like the employment services).

The **pre-development work** that the trainer does is very impressive: she starts by analysing the learners' needs, experiences and expectations. At the beginning of the course learners create a coat of arms, which is useful to boost the group's identity.

Another very interesting feature of the classes is the presence of a former learner who is now studying to become a trainer herself and also volunteering in the project. The volunteer serves as a link between the trainer and the group, acts as a role model for the learners and provides constant support to the trainer.

The **learning situation** is very positive: learners felt safe in the classroom and had a trustful relationship with the trainer. The atmosphere in the classroom is relaxed and joyful.

The **content** of these courses is varied and tailored. Learners do not only strengthen their basic skills, but also develop civic, personal and inter-personal capabilities through different hands-on activities, workshops and study visits. The creation of the interactive chart itself is a way to allow learners to explore their cities, develop their ICT skills and learn from other people's lives and experiences.

The courses being only 12 weeks long, learners cannot afford to rely on this opportunity too much: they are encouraged from the very beginning to look beyond the course and take control of their future. In order to do so, the learners are guided to reflect on their learning and working paths and supported to create their CVs by the local employment service, which cooperates with the course providers. This approach ensures a positive transition after the course and encourage learners being protagonists in their lives and willing to take part in their society.



## Case study 2 - SWEDEN

### PRACTICE EXAMPLE OF OUTREACH, EMPOWERMENT, DIVERSITY - B

*It is important to achieve a balance between all the elements of outreach, empowerment and diversity, combined of necessity with the outcome of increased active citizenship. The example is in the context of welcoming refugees.*

#### Färnebo Folk High School welcomes refugees

*Successful learning creates change at the individual level and at the societal level.*

With outreach, empowerment, diversity as vital elements in learning for active citizenship Färnebo Folk High School in Sweden could play an active role in the process of welcoming 200 newly arrived refugees to the small village Gysinge where the folk high school is placed.

The school managed to engage the local inhabitants, the local civil society organisations, the teachers and the learners in different activities such as parties, a second hand shop and language cafés (diversity). The asylum home where the asylum seekers stayed was visited by staff from the folk high school with an invitation to participate in language cafés (outreach). The language cafés were organised by professional teachers. They planned the activities which also were led by students in the folk high school as a part of their learning (empowerment) and in addition volunteers, often retired teachers from the local village. Some refugees offered simple language training activities in their own language for Swedes (empowerment, diversity).

#### Impact

The local activities turned local opinion from a negative to a positive attitude towards the refugees. The refugees quickly became a part of the local society life and could begin their learning journey in the new country immediately. And for the ordinary students the welcoming process became a part of their own learning process.

As part of the ImplOED project, this and other initiatives were disseminated and discussed in national seminars with providers, teachers and scientists.

These initiatives impressed the Swedish government. Therefore, it created new funding for the folk high schools for organising more regular courses with newly arrived refugees called "Swedish from day one", since August 2016.

#### Lessons learned:

For the institution and the teachers

- Arrange activities where locals can meet and learners in the institution can play active roles.
- The inclusive concept is to make it as simple as possible to participate for all at an initial stage.
- Engage in and learn more about what happens in the society where the institution is placed and/or, if possible, where the learners live their daily lives. Use that in the learning situations.
- Cultivate good relations with local civil society organisations and the local authorities.
- Be a positive force in the local society based on the UN Human Rights



## Case study 3 - UK

### **PRACTICE: HOW DO WE ENGAGE PEOPLE IN IMPLEMENTING OUTREACH, EMPOWERMENT and DIVERSITY?**

*Whoever you are working with - all the stakeholders (learners, practitioners, organisations/businesses, communities, policy makers) will have their own context for Outreach, Empowerment, Diversity. The following case study illustrates how you can build a session on OED into something which is already happening; in this way a broad range of people could be reached and the discussion was able to reflect a wider perspective and therefore have a greater impact.*

Capacity building and community cohesion remain vital ingredients.

#### **Lessons learned:**

- Focus on respect as the key principle
- Introduce OED principles clearly within initial teacher training as well as in continuous professional development
- Co-production/co-design of curricula and methods with adult learners is important.

#### *Practitioners' workshop*

At an EPAL workshop in Belfast there was a broad understanding of the concepts of outreach - and its varying definitions. Practitioners were present, including those not necessarily from organisations whose sole focus is adult learning. This gave rise to some interesting small group work - with people thinking about 'reaching out' as a concept as well as discussing the different possible definitions.

Discussion in Belfast focused on inclusion and diversity - specifically about minority ethnic groups and also on the inclusion of disabled people. Self-determination was a key topic.

There was a brief discussion of intersectionality - the importance of recognising that people are not just identifying with one 'characteristic' or type of equality.

Conclusions focused on the need for respect - the concept of respect drives this work and the need to place the learner at the centre of all that we do. This drives OED by making all the work safe, respectful and relevant for all. It enables us to widen our learning offer and the kinds of learners we work with and also to widen the horizons of all learners.

The importance of introducing this work around inclusion in initial teacher training for adult educators was raised. Although in theory diversity and inclusion are covered in training, it was felt that this is not done a sufficiently deep level and that this has not supported improving practice level work.

It was felt that outreach today should be part of an overall approach - including co-design with learners as well as with stakeholders of curricula, accessibility and language.



## Case study 4 - ITALY

### PRACTICE IN EDUCATIONAL SETTINGS: THE LEARNING PROVIDERS

*While the adult education providers are key to the whole process of outreach, empowerment and diversity, they cannot do this on their own. They need to work together with others, in effective partnerships.*

*In addition, adult education providers need to take time to develop their staff so as to achieve good levels of outreach, empowerment and diversity and spend time reflecting together to determine what works best for them and their students.*

#### Meeting adults' training needs

Learning providers took part in a meeting organised along World Café lines. Discussions took place on the training needs of adults, how to engage different kinds of adults and which strategies work, all using the lens of OED.

The results showed that it is important to have a good understanding of the adults and their training needs, and to put on courses that include 'moments of socialization and targeted advice'. This knowledge is obtained through dialogue, mediation, and collaboration. It is important to provide choice through providing information on training and / or work-related proposals and supporting the person in making their choice and implementing orientation paths so that the adult can reflect on skills acquired.

**The following ideas were suggested for making the training proposal for adults attractive and engaging:**

- proposing experiential paths
- supporting trainers and operators through continuous training
- improving the overall (Italian and European) system of certification of skills learned by adults in formal, non-formal and informal contexts
- proposing online or blended courses
- promoting a collaborative and cooperative atmosphere in learning groups to lower the affective filter
- making personal experience a source for learning
- linking what has been learned to the activities carried out in real life
- recognizing and enhancing the adult in its specificity

(tailor-made training / education paths)

- providing, where possible, a small financial contribution from adults to the activities carried out to make them more involved in the choice of the training path

**What are the strategies that can best realize adult education?**

- to propose non-fragmented paths
- to promote strategies of tutoring to support the adult in the lifelong learning paths
- to develop flexible and diversified training proposals
- to increase formal and non-formal places of knowledge
- to identify, at legislative level, the body that can make a technical coordination of the network of public and private subjects engaged in adult education (at regional and national level).

What emerged seems to us to be able to broaden and enrich the European debate on the themes of permanent adult education.



## Case study 5 - AUSTRIA

### PRACTICE IN EDUCATIONAL SETTINGS: THE TEACHERS AND TRAINERS

*Adult education providers need to take time for training their staff to achieve good levels of outreach, empowerment and diversity and spend time reflecting together to determine what works best for them and their students. Some of the challenges and contradictions of introducing new ways of working are explored in this Austrian case study.*

#### What actually happens

The most interesting aspect of the Implementing Outreach, Empowerment and Diversity workshop was the apparent contradiction between the principles and method laid out in the OED guidelines (from the first project) and the actual situation of refugees in Austria. The former stresses empowerment and a concentration on the need of the individual, whereas the latter aims at disempowerment and the neglect of the individual and her or his needs.

The teachers present at the workshop saw the need for more empowerment work clearly, but, at the same time, recognised the limits imposed by the legal framework of both the agencies dealing with refugees and the job centres.

But it was agreed that empowerment work always has to deal with contradictions of this kind (or others) and that these are no reason not to concentrate on empowerment, individualisation and a critical perspective on both cultures of the countries of origin and the new country of (intended) residence.

Additionally, it is interesting to observe that a political situation such as the one in Austria at present not only blocks developments in education by not providing funds but also puts a strain on adult education through long-term insecurity. In the end, it turned out that funds for adult education were not cut, with the exception of job centre related training programmes and programmes targeted at refugees, but the standstill in the first half of 2018 which encompassed all of adult education was triggered by insecurity. On the whole, we can observe that adult education as such seems to perceive itself as very vulnerable to cuts and restrictions.



## Case study 6 - UK

### PRACTICE IN EDUCATIONAL SETTINGS: CURRICULUM DEVELOPMENT

*The learners need to be involved in determining their own learning and there are many good ways to achieve this inclusive aim. This case study illustrates the importance of involving learners, using participatory methods and their impact on the empowerment of learners.*

#### *English for Action (EFA) - using participatory methods in the Citizen's Curriculum*

English for Action (EFA) - using participatory methods in the Citizen's Curriculum

English for Action (EFA) is a third sector charity which provides adult education opportunities for migrants in communities across London. They also deliver training to tutors and volunteers working with English for Speakers of Other Languages (ESOL) learners.

EFA take a fully participatory approach to the delivery of ESOL using their own "making meaning – going deeper – broadening out" pedagogical approach. This approach has no set learning outcomes and the course is not pre-written or structured by tutors. Instead, learners are encouraged to take ownership of their own learning by focussing on a generative theme of their own choosing.

In their training for tutors, EFA explores how their approach can empower learners to take action and make changes in their lives. They show tutors the different activities and approaches they use to encourage learners to share their experiences and explore topics collaboratively. EFA also explain how the structure of their programmes support the empowerment of learners. The initial "making meaning" sessions explore where learners' interests lie, their current knowledge of their chosen theme and their skills gaps. The "going deeper" sessions then explore specific topics within the theme in more depth, involving critical literacy activities and discussions which build learners' language skills and developed their critical awareness of issues. The final, "broadening out" sessions of the programme enable learners to relate what they have learnt to their own context and take action to address an issue.

EFA's training supports tutors to develop their active listening skills and engage with the topics and issues that learners raise in a meaningful way. This enables tutors to establish the

important topics for all of their learners, not just those with the "loudest voices", thereby making lessons more inclusive and relevant to the group. EFA's applied pedagogical approach enables learners to develop the language skills needed to improve a situation in their lives, thereby empowering them to continue learning and participate in further civic activities.

#### Lessons learned:

- Training tutors to use the learner-led approach of EFA's "making meaning – going deeper – broadening out" delivery model ensures that learners are motivated to learn and empowers them to take ownership of sessions.
- Supporting tutors to develop their active listening skills can enable them to tailor sessions to learners' needs and make them inclusive.
- Taking an applied approach to delivery means that learners develop language skills to take action, which empowers them to participate in further civic activities.



## Case study 7 - GREECE

### PRACTICE WITH VOLUNTEERS

*Adult education has always relied on the good services of volunteers, either working alongside paid staff or working in community groups, for example. An increasing number of volunteers has become involved in lifelong learning, sometimes as a means of progression into teaching and sometimes professional teachers and others offer this activity in their 'spare time'. It is recommended that volunteers are trained and supported.*

#### Training migrant volunteers

DAFNI KEK staff implemented OED by introducing its methodology as the roadmap for a Modular Training Course within an Erasmus+ partnership entitled 'MAV' (Multidimensional training of adult volunteers to foster migrants' integration), which aims "to motivate adult migrant volunteers promoting the learning of other migrants".

MAV is strongly committed to achieve "take-up and effective outreach" of the targeted migrants: the conceptual orientation of the project is based on integration to be promoted through involvement of migrant volunteers acting as mentors of other migrants. "Guidance and motivation strategies" are conceived as relevant objectives in order to achieve integration in a smooth but immediately effective manner, to stimulate the migrant volunteers to become propagators of the awareness, soft skills and competences learnt within their wider migrants' communities.

#### A Pedagogical Approach inspired by the OED Methodology

The MAV project takes inspiration from the OED approach to teaching and learning and which appears a good match to the pedagogical needs of trainers and migrant volunteers acting as educators of new migrants. The OED methodology is particularly suitable for adult educators working with marginalized groups and individuals. The framework can be applied in the context of inclusion policies aimed at building an attitude of awareness and active citizenship among new migrants. OED is not a specialist knowledge tool, but an open and accessible tool kit inspired by a humanist approach that supports education for disadvantaged groups. Therefore, OED will enforce the MAV outputs as a holistic approach of didactics where the following aspects will be

included:

- The training needs of the practitioners working with migrants as educators, social workers or consultants (life, job consultants) as resulting from the Survey conducted by the MAV partners in the respected countries (Dimension)
- The OED methodology will offer a ground of practices and tools selected by Adult educators all over Europe. We will try to apply strategies which have been identified in a complex approach of Outreach –Empowerment – Diversity while the same time assist Educators and other Adult Learning Practitioners, named MAV volunteers, to evaluate their Learning Plans in steps (from initial contact, pre development work, learning situation and Transitioning).
- Learning tools and cases that support the content development and assist the practitioners in identifying their cooperation with migrants in a two-way integration (identified by OED and beyond)





## Case study 8 - SPAIN

### PRACTICE: IN THE COMMUNITY

*This area can also include work which involves people outside the adult education sphere, often working in partnership with educators.*

#### YOUNG VOICES for Social Inclusion of Roma Women

YOUNG VOICES is a visionary Erasmus+ Project based on the OED principles of Outreach, Empowerment and Diversity. The project builds on already existing relationships, networks, projects and political support.

The project aims to build a strategic partnership of organisations from Spain, Romania, Bulgaria and Greece, which are working towards the advancement of the Roma community, in particular Roma women and young people, with a horizontal approach and employing a dialogic communicative methodology in order to encourage them to be part of the design of the project activities at local level and taking into account their point of view in developing the project results.

YOUNG VOICES intends to empower this particular youth group including their voices in order to enrich the diversity of the communities where the participants live, and eventually, by including their voices in a variety of spaces where they were historically invisible. The transnational factor is fundamental for increasing the representativeness of the outcomes and thus to gain political influence, as well as for promoting networking among young grassroots Roma women from diverse countries and cultures.

It was during the project learning activity: "Young ideas! Active participation for social inclusion", held in Barcelona on March 2018, were 25 young Roma women (5 of each country and 10 from Spain) met in Barcelona to be part of a one-week training course. The young women debated and selected what good practices are or may be the most successful for Roma women in the following areas: education, employment, health and feminism, and including the "other young women" in a space of equal dialogue about how to overcome barriers to improve their social inclusion. During that week they could also share their ideas, get to know each other through celebrating the diversity of Roma identity.

#### What's next:

The opinions of these young women will materialise in

national manifestos and a collated European manifesto. These documents will be exploited and disseminated to stakeholders and policy-makers with recommendations about how to guide public services and public policies which will improve the social inclusion of young Roma women.

#### Lessons learned:

1. Participants feel much more empowered after being part of a group that share problems but are focussed on solutions. This makes them feel that their voices count and that there is hope for change and for a better future for them and their communities.
2. The trainers and the participants agreed that to have the opportunity to participate with Roma women from different cities of Europe made them feel proud to be Roma and also to value the diversity within the community, this can be transferred to their daily lives.
3. Reference points are very important when working for transformation; this approach encourages and empowers participants, because they can reflect themselves and come to believe that they can also accomplish their goals.





## Case study 9 - UK

### **PRACTICE: WORKING IN PARTNERSHIP WITH OTHER PROFESSIONALS - A**

*The impLOED partners have found ways to work with others to support the implementation of outreach, empowerment and diversity, at both practice and policy levels. This section looks at working with others in practice. Elsewhere, the policy relationship is explored. But there is a link between the two activities - as practice experience can lead to policy influence.*

#### *The Workers' Educational Association*

Founded in 1903, the Workers' Educational Association (WEA) is a charity dedicated to bringing high-quality, professional education into the heart of communities. With the support of nearly 3,000 volunteers, 2,000 tutors and over 10,000 members, it delivers friendly, accessible and enjoyable courses for adults from all walks of life.

Assessed 'Good' by the inspection service in 2018, the WEA has classes in almost every area of England and Scotland. The WEA has a mission to raise aspirations and develop educational opportunities for the most disadvantaged. This includes providing basic maths, English and IT skills for employment; courses to improve health and wellbeing; creative programmes to broaden horizons and community engagement activities that encourage active citizenship.

A core part of the WEA's activity involves outreach. This includes delivering engaging activities in communities – such as taster sessions – to encourage 'reluctant' or new learners to have a go at education. However, it also includes working with strategic and delivery partners to raise awareness of the importance of adult education and secure their support. Across the country, the WEA has partnerships with local universities, colleges, community groups, local and health authorities, arts and heritage organisations, and private companies. These partnerships help the WEA to reach many more disengaged communities than they could as an individual organisation.

Examples of partnerships are with Age UK, De Montfort University, Vista (sight loss charity), Turning Point and Shama Women's centre which enable courses and outreach activities to take place in the most disadvantaged communities. This strategy of providing programmes in communities with partners has been very successful in engaging adults in education courses.



## Case study 10 - PORTUGAL

### **PRACTICE: WORKING IN PARTNERSHIP WITH OTHER PROFESSIONALS - B**

KERIGMA in cooperation with IEFP (Professional job and training institute) reached out to disadvantaged learners who haven't had the same access to education or have had difficulties in following the traditional educational path. These include people from disadvantaged groups like Roma people, people with learning disabilities, problems with addiction, people with mental health problems.

*Implementing Good Practice -  
highlighting the importance of working  
with employment support organisations.*

In this workshop we talked with people about how learning has impacted their lives and how being able to start learning again has influenced their life and what their expectations are for the future impact of said learning.

#### **KERIGMA'S ROLE**

Kerigma has the responsibility of educating and validating the skills of these learners to give them a better chance of getting a job in the future. Kerigma has invited trainers from multiple areas, such as Psychology, Foreign Languages and Information Technology to validate the skills and help filling the knowledge gaps where needed. This is done through the RVCC process (recognition and validation of skills). After going through this process of validation the learners can attain a certain qualification, either professional (validating a professional skill if the person in question has 3 or more years of experience in a profession but has no formal validation of skills for it) or school qualification (9th grade and 12th grade).

#### **WHAT WE AIM FOR**

This kind of training and education is aimed at people that most in need of education and an upgrade of their skills. This is a good example of Outreach in action. Kerigma will organize more courses like this in the near future. As an institution that is rooted in Social Development this is one of the best ways to contribute to a better future, by giving power to people through the means of education.



## Case study 11 - FRANCE

### POLICY: BUILDING A DIALOGUE BETWEEN POLICY MAKERS AND PROVIDERS - A

*Throughout the OED projects it has been established that all the stakeholders need to develop common understandings of the issues of inclusion so that the educational needs of all adults are met.*

#### *Building a common advocacy strategy on training policies in a heterogeneous environment*

As partner, la Ligue de l'enseignement (la Ligue) took part in the cluster 2 on the Policy recommendations of the project Outreach, Empowerment, Diversity. What could be seen a great result is the collaboration of various VET stakeholders. Indeed, the challenge was to adapt the spirit of OED to French context. Training policies are regulated at regional scale in France and training programs differ from one region from another. Besides, the framework is an ever-evolving process: the policy has often changed over the last 50 years.

To transcribe the reality on the ground, a group was constituted by representatives of training centres of its local branches and with Infrep (National Institute of training, research and education) as well as some experts (academics and vocational training fund). The Department "Laboratoire" of la Ligue - in charge of policy monitoring - as well as an expert Robert Baron- former President of the vocational training fund Uniformation, helped the participants to build common arguments/a common argumentation. It focused on the current training policy conducted by the government of President Macron. As actor of the civil society, we advocated for individual's personal development and for the promotion of non-formal education. In line with OED recommendations, the major issue we want to tackle is the access of vulnerable groups (NEETs, migrants, unemployed persons for instance) to training and in fine to employment. As a result, a major claim came up: an enforceable right to training to all individuals regardless their place of residence. This right could guarantee the access to basic skills such as mathematics, speaking and writing in the national language and digital skills.

The current policy change tends to foster the monetisation of training programs and to focus on the employability in a short-term vision. La Ligue advocates the OED recommendations on the French territories and this common plea serves as a stepping stone for our network to negotiate with local authorities.



## Case study 12 - ITALY

### POLICY: BUILDING A DIALOGUE BETWEEN POLICY MAKERS AND PROVIDERS - B

*It is necessary to identify appropriate strategies for inclusion of (disadvantaged) target groups in the training pathways and it is also important to report on the political and institutional scene the importance of promoting and supporting lifelong learning programmes.*

methodologies as peer to peer, cooperative learning and cultural mediation (useful to contact women and man who came from other culture)

- Recognition of formal and non-formal capacity and ability in an individual training agreement
- Adult Education begin stronger than before if there is a trust agreement between adult and providers.

#### Meetings with Policy Makers

Implementing and innovating pre-orientation, orientation, professionalisation and life-forming paths is a cultural priority for dealing with social exclusion and social marginality. The strong interweaving between the world of classroom training and the environments of training and social engagement (e.g. the world of volunteering) can be an appropriate strategy for informing people of the opportunities offered by lifelong learning.

The elements that emerged contain a contribution to further comprehension, a large number of suggestions for changing and innovation in lifelong learning policies.



#### The main achievements are:

- indicate a "to do list" in respect of adult policy issues;
- think of a general system on Lifelong learning (Teaching and Education) involving the different parts of work with adults: formal education (MIUR - CPIA), training (REGION - VET institutions), non-formal education (Municipality - Non formal education/Voluntaries/Third sector);
- exchange, share and streamline more existing materials and products (e.g. in the field of competence certification and self-evaluation) produced at national and European level;
- increase the participation of disadvantaged groups in lifelong learning;
- Increase cooperation and learning between policy, practice and research.



#### Policy Recommendations agreed:

- It is necessary to strengthen services for tutoring, mentoring and advising
- It's important to develop places of sociability where people can meet, train and develop themselves
- It's necessary to reinforce in adult education some

## Case study 13 - UK

### **POLICY: WORKING IN PARTNERSHIP WITH POLICY MAKERS**

*Learning and Work Institute is working with local partners in Leeds, Devon and Somerset, Lincolnshire, Stoke-on-Trent and the West Midlands to design and support a range of outreach and cost pilots.*

#### *Career Learning Pilots*

In England, the Government is investing £40m in 'career learning pilots', which focus on increasing demand for skills training and learning. Increasing participation in technical education which meets the skills needs of employers in local areas is a particular focus.

Each pilot explores different ways of engaging adults in learning, and tests ways of overcoming financial barriers to learning. In each area, the pilots have identified relevant target groups, for example self-employed people and those working in the 'gig economy' needing to upskill, and parents returning to the labour market after a childcare break. Using local labour market intelligence and economic data, the pilots are also focused on increasing participation in learning in particular sectors of the local economy, for example; low wage, low skilled sectors such as hospitality and social care, and sectors identified as growth areas in the local economy.

Examples of outreach strategies which the pilots will test include: marketing campaigns in print and social media, interventions delivered by intermediaries such as careers advisers, trade union learning representatives and community-based outreach workers, and engagement with local employers. The findings from the outreach and cost pilots will inform the development of a new National Retraining Scheme.



## Case study 14 - FINLAND

### POLICY: OPPORTUNITIES FOR POLICY MAKERS AND LEARNERS - A

*The following case studies from Finland and Estonia illustrate the principles of involving all the key stakeholders, including learners. It is important to create opportunities for learners or beneficiaries to meet with policy makers so that each can gain a better understanding of the other and that learners' authentic 'voices' can make an impression.*

*Bringing together the learners, the organisation's staff and policy makers.*

Kansanvalistusseura (KVS) was part of a group targeting policy makers in the impLOED project. However, to transfer the context and principles of OED to the Finnish reality, it was crucial to first bring together the different practitioners working in the adult education sector as well as those working with migrants and refugees. The aim was to acknowledge the common ground, identify the needs and set objectives for engaging migrant learners in adult education. We noticed that while there are many different actors working in the field of migrant education, the lack of co-ordination and information about the different opportunities, especially from the migrant's point of view, can make it difficult.

Based on the discussion held together with the practitioners, common arguments for policy makers were formulated. For example, it was agreed that among different actors working in the field, co-ordination between the different ministries and organisations should be improved. The need for having one place where a migrant or a refugee could get all the information and services they are entitled to was identified. The importance of guidance throughout the education pathway was underlined. These common points were presented and discussed with policy makers in seminars.

At the same time as the impLOED project, at a policy level big steps were being taken towards the better inclusion of migrants in adult education. The state funding for adult education for migrants increased. From 2018 liberal adult education providers became eligible for full state funding (100%) for education provided to migrants when it is part of the migrant's integration plan, which means that the studies are free of charge for the attendees. The role of liberal adult education providers has also been strengthened in providing literacy education for migrants. These changes are an example of bottom-up advocacy and implementation which have started from the grassroots level -

from the needs identified by adult education providers - and through co-operation with the adult education public officers and policy-makers creating real changes in policy. The importance of co-operation between different levels of implementation and policy making, grassroots, public officers and policy makers should not be underestimated.

#### Lessons learned:

- Importance of formulating clear arguments that have common ground that can be voiced together to the policy-makers
- Importance of considering the national context of the OED principles: what are the main issues and obstacles when it comes to implementing OED?
- Providing good examples and scientific evidence from the grassroots level and bringing them to policy-makers in a compact form
- Bottom-up approach: grassroots level can provide information about practice and reality to public officers and policy level – cooperation important between all levels when possible
- Systemic and also informal connection with the policy-makers is essential to enable bottom-up approach and cooperation
- Listening to the learners themselves: the importance of giving space and voice to the learners and their needs the importance of having them as actors, subjects in the discussion, not just as objects.



## Case study 15 - ESTONIA

### POLICY: OPPORTUNITIES FOR POLICY MAKERS AND LEARNERS - B

#### *Importance of Non-Formal Adult Education for Stakeholders- Panel Discussion*

The panel discussion was organised to understand the importance of non-formal adult learning for stakeholders like policy makers, education providers and learners.

The participants in the panel discussion were three representatives of education provider organisations, three representatives of local community authorities and two learners. Participants were from different parts of Estonia.

Three questions were put to the panel – importance of non-formal learning; barriers of learning and expectations to innovation in adult learning.

It was important for us to get in one room three actors in the field – local governments, education providers and learners. For us is important to hear learners voice also.

#### Conclusions from the panel:

- The learners prioritised the availability of information about courses to make the best personal choices.
- Local government speakers considered the effectiveness of learning to be significant.
- They want to see the impact of learning on the local community and the efficiency of their investments.
- Providers emphasised that learning requires time and motivation. Learners need support from both the community and the family. learning has to be rated in the community.

The key result is to have dialogue between these three sides – policy makers, providers and learners.

Challenge for us is how to go further to keep contacts and to have common interests in non-formal adult education field and to have continuous communication with policy makers, providers and learners.

#### Lessons learned:

- Pay attention to the interests of all stakeholders (learners, providers, policy makers)
- Find a competent moderator who understands learners, providers and policy makers
- Be respectful to different opinions even if these are contradictory
- The end of the debate finds a common understanding of the learning. This gives a platform for further discussion.



## Case study 16 - EUROPEAN LEVEL

# POLICY AT DIFFERENT LEVELS: GETTING MORE PEOPLE ON BOARD - A

### *The European Association for the Education of Adults' advocacy work*

The implOED project has attempted to involve a far wider group of stakeholders than is usually the case. This is because the project partners have found that to achieve a high level of quality outreach work, empowerment of participants and really inclusive practice with diverse learners requires a high level of engagement from all possible partners and learners in their communities.

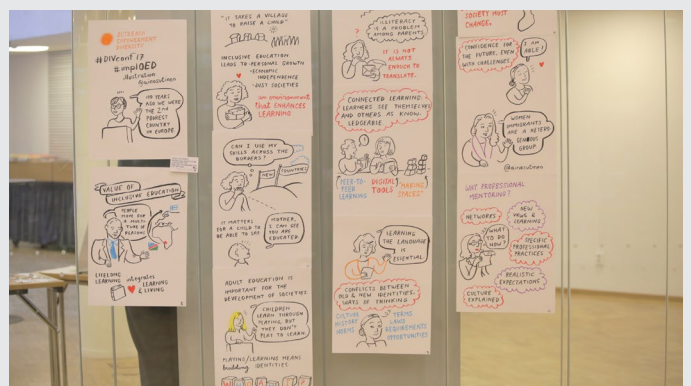
The implementation work of EAEA focused initially on two type of institutions (the European Commission and European Parliament).

The approach adopted to present the OED recommendations was based on the building of trust among EAEA and the EC officials. Two meetings were organised with different EC units to introduce the project and its principles. The participation of the EAEA Secretary General in the Working Group on Work-based adult learning also helped, because she could monitor the requests of the Member States representatives present in the working group and propose to organise a webinar on Outreach for those interested. Thanks to the trust built in the previous meetings, the Adult Education Unit of the European Commission accepted the EAEA Secretary General proposal and supported the organisation and promotion of the webinar. The webinar has been a great success, with more than 25 people from 10 different countries. Two partners were asked to present their IMPOLED work (L&W and ENAEA) and the breakout session fostered the dialogue on outreach between policy-makers.

The approach adopted with the European Parliament was on the contrary very straight-forward. The OED recommendations were presented in a meeting of the Lifelong Learning interest group (<http://www.lll-interestgroup.eu/>), which brings together civil society representatives and MEPs to discuss key issues connected to lifelong learning with strong emphasis on adult education. The meeting has been a success as both Members of the European Parliament and representatives of the civil society agreed on the need to make outreach, empowerment and diversity key principles in education policies and practices

### Lessons learned:

- Always consider who your interlocutors are and never take things for granted. Sometimes starting from the basics is needed to make people understand your point.
- Share when possible a factsheet about your project/initiative in order to explain the key points, the roadmap and some of the good practice examples, so that people can understand it more easily.
- Try to link your advocacy action to others' events/initiatives and projects so that you can gather more participants and use the synergies created by these occasions.
- Never underestimate the different interlocutors' needs, as they could serve as triggers for convincing your audience or as inspiration for the next steps of your advocacy strategy. Being flexible in that sense will enable you to recognise good opportunities and to take advantage of them.





## Case study 17 - ITALY

### POLICY AT DIFFERENT LEVELS: GETTING MORE PEOPLE ON BOARD - B

#### *Language as means of lifelong learning and of intercultural knowledge*

A discussion group was held in Napoli which illustrates the importance of bringing together a range of differing professional experiences. The participants included the project partner, a research centre from a university, vocational guidance centre, social co-operatives, non-governmental organisations and other providers of services.

Stimulus questions were proposed to the participants that produced a discussion - all focused on inclusion through language and intercultural knowledge.

#### The in-depth topics were:

- how do you cross the Adult Education needs with their strengths?
- How would you transform the training into an attractive and engaging proposal for an adult?
- What are the best strategies to use in order to enhance adult education?

#### Lessons learned:

The results of the discussion were to help migrants to become aware of their own skills (formal and informal) and to enable them to think about future through telling own migrant pathway.

a. Foreign language courses are implemented the methodologies based on: active listening to needs; comfortable and welcoming learning space; peer to peer strategy; learning by doing; games and non-formal education; ICT tools; be actively involved in local events; role playing; theatre; information on the local territory, cultural habits, opportunities.

It was agreed that it is important to learn the Italian language to promote active citizenship.

b. We should create local initiatives to promote: positive relationships, social cohesion; sense of belonging to local community; realise education courses grounded on "cooperative learning"; open educational opportunities to all adult migrants.

It was agreed that working with an intercultural viewpoint allows full interaction in second language learning processes.

