



OUTREACH
EMPOWERMENT
DIVERSITY

IMPLEMENTING OUTREACH,
EMPOWERMENT AND DIVERSITY (IMPLOED)

INFLUENCE, INVOLVE AND TRAIN

What works and how can you implement it where you are?

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SUMMARY

The Implementing Outreach, Empowerment and Diversity (impLOED) project offers policy-makers and adult educators tools to engage socially and educationally disadvantaged adults in lifelong learning. It aims to ensure learning opportunities are available for marginalised groups, such as migrants, minorities and adults that are caught in the trap of low-skills, and helps to make adult education more inclusive.

The project contributes to:

- Better awareness of policy-makers of how to increase participation in adult learning;
- Stronger outreach capacity in adult education institutions;
- Enabling more empowered and active citizens through learning and development.

The role which adult education can play in supporting an ameliorated society is well-documented¹ but it is important to keep innovating to ensure that policies and practice remain relevant. Adult education, along with youth work, advice and guidance, and vocational and higher education, must deploy the best practice to fulfil its inclusive mission. The impLOED project has added to our knowledge and experience and we hope that others will join us to take our work further, improving on it all the time, and contributing to an adult education sector which can continue to thrive and achieve its high ideals in what are often very challenging environments.

This impLOED manual aims to help policy makers and practitioners, in the field of adult education and beyond, to improve the practice of outreach, empowerment and diversity. The aims are to achieve increased social justice, emancipation, integration and inclusion. As such, both the education sector and society will benefit from the long-term positive impact of implementing the approaches detailed in the impLOED manual.

¹As just a few examples: See:

Marjorie Mayo and John Annette. (2010) Taking Part?

Active Learning for Active Citizenship and beyond. Leicester. NIACE

Sue Jackson (editor). (2011)

Lifelong learning and social justice. Leicester. NIACE.

Alan Tuckett (editor). (2007) Participation and the pursuit of equality. Leicester. NIACE



The manual:

- Presents the practice of inclusion - focusing on outreach, empowerment and diversity
- Shows that these models can be tailored to fit all adult education settings
- Builds a dialogue between policy makers and practitioners
- Informs and supports collaboration between all in this field.

The adult education sector is broad in scope and includes:

- Teachers, trainers, practitioners in adult education and vocational training;
- Other people-centred work e.g. youth and social workers, employment support services and careers advice;
- Education/training providers and managers;
- Policy-makers and funders whose work affects education and the other related sectors.

The manual encourages us to be active in whatever part of adult education practice and policy we engage with. This means we should:

- Improve practitioners' skills as adult educators
- Involve learners in self-determination of their learning
- Find out what makes a difference at policy level.

It is not easy for many adults to learn, grow and participate fully. The approaches recommended by the impLOED project can help them to do so. The project partners are already committed to the constant improvement of their work, and now it is time for others to join them.

We hope that colleagues will join EPALE communities of practice to share their learning and work so that this area of educational development, which, by its very nature is interactive, will continue to engage interest, excitement and collaboration.

The impLOED project grew from the previous Outreach, Empowerment, Diversity (OED) project which explored and experimented with the concepts and investigated how to enhance their use in adult education. The many resources generated during the original project are still available, and we strongly advise making full use of them.



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INTRODUCTION

The Implementing Outreach, Empowerment and Diversity (implOED) project grew from the previous Outreach, Empowerment, Diversity (OED) project which explored and experimented with the concepts and how to enhance their use in adult education. The many resources generated during the original project are still available - and we strongly advise users of this manual to make full use of them.

The ImplOED – Implementing outreach, empowerment and diversity - project offers policy-makers and adult educators tools to engage socially and educationally disadvantaged adults in lifelong learning. It aims to ensure learning opportunities are available for marginalised groups, such as migrants, minorities and adults that are caught in the trap of low-skills, thus making adult education more inclusive.

The project contributes to:

- A better awareness of policy-makers on how to increase participation in adult learning;
- A stronger outreach capacity of adult education institutions;
- More empowered and active citizens based on their learning and development;
- A stronger involvement of learners in education structures and in society.

This manual was developed as part of the Implementing OED (implOED) project. The manual is about influence, involvement and training and focuses on both policy and practice in outreach, empowerment and diversity in adult education.

We aim to influence all the stakeholders in adult education to engage in work which reaches everyone, including those at most disadvantage, involves people in active citizenship and embraces and celebrates diversity of all kinds. It shows the benefits of learning for all.

This manual aims to:

- Present a collection of models and materials of practice of inclusion - focusing on outreach, empowerment and diversity
- Show that these models can be tailored and included in formal and non-formal, learning / training and in all adult education settings.
- Build a dialogue between policy makers and practitioners



- Inform those who support the adult education and related sectors, helping them to collaborate across the sectors.
- Influence, involve, and train the teachers / trainers / practitioners in adult education, vocational training; practitioners in other people-centred work e.g. youth and social workers, employment support services and careers advice, teacher training / trainer training providers including networks of existing trainers or trainers/teachers; training for practitioners or volunteers in other sectors e.g. youth work or social pedagogy, community workers, health workers, careers advisors amongst others; learning / education providers and specifically managers; umbrella organisations; policy makers whose work affects education and other related sectors.

Use this manual to:

- Improve practitioners' skills as adult educators
 - o embed these approaches into teacher training
 - o improve equality and diversity practice in a range of people-focused practice across sectors
 - o build dialogue between professions, across sectors and between types of organisation
 - o build dialogue between professionals and policy makers
 - o share useful resources and case studies
 - o share innovative practice
- Find out what makes a difference at policy level.



DEFINITIONS AND EXAMPLES

OUTREACH

Outreach has been used in adult education to describe a range of activity, all of which is designed to bring people into education who might not get there by themselves.

- Delivery of programmes in community settings, including village halls, pubs, faith-related buildings, community centres, and so on, rather than in learning establishments / classrooms.
- Working with a range of people/groups in communities to bring them into community learning / outreach sessions as above or to course in colleges / learning centres
- Engaging with people / groups in communities to plan and design their own learning - for all kinds of purposes but also or even particularly around improving communities.

EMPOWERMENT

Empowerment is about finding ways which increase personal, interpersonal, or political power so that individuals, families, and communities can take action to improve their lives or circumstances.

DIVERSITY

Diversity encompasses a commitment to recognise, accept and appreciate the variety of characteristics that make individuals. The concept itself doesn't require only tolerance, but needs a mutual respect of each person's individuality. It is important to support and protect diversity by valuing individuals and groups free from prejudice, and by fostering a climate where equity and mutual respect are intrinsic.

ACTIVE CITIZENSHIP

Outreach, empowerment and diversity are important parts of creating learning for active citizenship. It means to learn not only to strengthen yourself at the individual level but also to develop your role as a citizen in a democratic society.

Full definitions used during the projects can be found in the ABOUT US session of the project website (www.oed-network.eu).

See case studies 1 and 2 to get practice examples of Outreach, Empowerment and Diversity.



“Education for all is a basic human right and it is also a powerful tool to strengthen our democracy.” Lars IgelandV, älkommen i gemenskapen (Welcome to the community)

PRACTICE

This section provides hints on tips on engaging a range of learning providers, teachers and trainers, and what works in curriculum development, working with volunteers and other professionals, and community settings.

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.

What works

- Involve learning providers in influencing the policy makers as well as each other
- Ensure that everyone is seeing learning in broad terms
- include both formal and non-formal learning within the discussion
- Focus on what can be done rather than on difficulties, without minimising any current resource issues, such as lack of funding or narrowing of opportunities. For example, some of the examples here are low cost or show the benefits of working together.
- Bring education (and other) providers of services together to explore outreach, empowerment, diversity and other key issues, for example to discuss specific target groups.
- Using a World Cafe or other workshop / small group discussion format can help to stimulate discussion and reach conclusions. A good facilitator is needed to do this well.

See case study 4

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.

What works

- Engage with teachers and other practitioners where they are
- they have little time available so everything must be practical, attached to continuous professional development events or another meeting where they need to be and especially one which focuses on the learners and learning.
- Develop discussions and resources so that teachers and educators can relate the experience to their particular target groups - for example, refugees, migrants and other new arrivals were frequent examples.
- Offer resources and model behaviours of best practice in equality and diversity. Teachers are busy - so they need things that they can 'take away and use' such as lists of inclusive resources/materials or methods.
- Webinars can work to bring people together who are not geographically close.
- Discuss examples of good practice - such as 'equal classroom' or 'inclusive language'.
- Ensure that learners are represented here too.
- Sometimes professionals are keen to try out new methods and ways of working but, for example, in Austria, the practitioners were sceptical about how these methods could work in their specific contexts - sometimes due to 'cultural or social dependencies'. This would need more time for discussion, working through and resolving over time to find ways of working which would suit a wide range of situations and were experienced as flexible as they are.
- Encourage participants in discussions, workshops, on-line or in training to identify the issues for themselves - as they have experienced them either personally, in different contexts or as education professionals. For example, in the UK example from Belfast, participants were familiar with a range of issues which

they wanted to use as examples which then included disabilities of many kinds, minority ethnic groups and new arrivals. It was agreed that the need for true respect and placing the learner at the centre of the work would result in improved inclusion, with outreach at the heart of the approach to the work.

See case study 5

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.

What works

- Involve the learners in deciding what they will learn and how
- Use inclusive and participatory methods (this is good practice anyway) so that learners are fully included and share the ownership of the curriculum - and the approaches through which it is developed.
- Enable teachers and others to share resources so that they don't have to start from scratch.
- Be transparent about the goals of the curriculum - and make use of the formal requirements to describe learning outcomes for this purpose too.
- If working with a formal and perhaps inflexible curriculum develop teachers and trainers so that they are skilled in developing materials and methods which embody inclusive practice.

See case study 6



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 have 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.

What works

- Volunteers can be vital in supporting adult education efforts to include learners fully - especially when the learners may need extra support beyond the 'class' which is funded.
- Volunteers need both training and support to do this work - and particularly in the area of outreach, empowerment and diversity as some of the ways of working may be new for them.
- Inclusive practice can be modelled during the training so that volunteers are immersed in this good practice.
- Volunteers may need training in the methods and approaches of, for example, non-formal learning.
- Sometimes learners feel a close affinity with the volunteer tutor - who might share some of the same experiences and background.
- Finding out which approaches will work to support the empowerment of disadvantaged or vulnerable groups.

See case study 7

PRACTICE IN THE COMMUNITY

This area can also include work which involves people outside the adult education sphere - often working in partnership with educators. Teachers and volunteers in the community are short of resources including being short of money and time.



What works

- Learn from each other, adapt and borrow each others' ideas and materials - adapting them to your target group or local circumstances.
- Raise awareness - encourage people to reflect on and discuss outreach, empowerment and diversity - take away the principles and build them into each person's own work in their own context.
- Ask someone to share their own experience as a presentation - showing how they do outreach, empowerment and / or diversity work. This makes it more real for anyone attending training or a workshop.
- If you are working in the community, you are probably already working in partnership with other organisations.
- Just the fact of bringing people together at workshops enabled people to meet each other and new partnerships were forged there and then, as we can see from the UK case study from Belfast (see case study).
- Work with others to explore what outreach, for example, means and then to implement it. Working across a range of providers means that the learners will be able to find things which suit them if all the providers work together and include informal or non-formal education.
- Meet the learners - whoever they are - on an equal basis
- Avoiding unequal approaches in unequal situations is essential to stimulate empowerment and active citizenship. (See Swedish case study.)
- Learners should be involved as much as possible in the direction of the learning. This may sometimes be uncomfortable for the teacher/trainer, who might not like what they hear!
- Adult learning centres can support community cohesion and, for example, a welcome for new arrivals (see Finnish case study) or inclusion of disabled people (see Belfast example).
- This requires principled and highly trained practitioners and facilitators, but can serve to turn negative attitudes into positive attitudes because of the strong influence of the adult education centre.

See case study 8



WORKING IN PARTNERSHIP WITH OTHER PROFESSIONALS

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.

What works

- Look for opportunities where people are coming together for other but related purposes. For example; an EPALE forum meeting, a meeting of a national stakeholder group and a more general webinar enabled the UK partner to reach many different types of practitioner and policy makers. In this way we could reach far more people at once. They included educators but also youth and community workers, faith community representatives, people from housing or other projects.
- Who else interacts with the same groups of people that you do? Can you work more closely together with them? For example: the Italian partner brought together a wide range of different kinds of practitioner for a discussion.
- Invite people to an open day with a purpose – they need to have a clear purpose which suits their needs to attend.
- Specific and targeted invitations work well if people are to participate in an event.
- OED as an area of work is hard to describe in the abstract – much easier to explain with good visuals and case studies and in face to face discussion if you can get people to spend the time to attend an event, discussion or training session.
- Engage people in discussion – and focus on the real-life experience of learners – as well as the people in the room.
- Webinars can get a greater reach – and can enable discussion if everyone has adequate connectivity.
- Be prepared to have to explain lots of issues about lifelong learning at the same time as general awareness might not be high.
- Tap into what people are interested in; they will be more interested if you answer dilemmas they are facing. Create a link between their policies and strategies and yours.

- Make sure you work with or alongside:
 - * job and training organisations, employment centres
 - * careers services
 - * vocational training providers
 - * employers and businesses
 - * youth services
 - * social services
 - * non-governmental organisations / charitable organisations
 - * social partners
 - * governmental authorities and agencies

See case studies 3, 9 and 10



POLICY

This section provides hints on tips on working with the many stakeholders who can both influence and change policy and practice and sometimes provide funding. The stakeholders' influence can improve the inclusive nature of adult education and its reach by ensuring that policies are aligned across a range of policy areas and within the development of improved practice.

ESTABLISHING PARTNERSHIPS

Adult educators and policy makers need to work together to enhance the evidence base - to show what works in terms of outreach, empowerment and diversity. In this way we can influence their thinking but also learn from them; mutual exchange can be very effective in increasing understanding.

What works

- Joint projects - actually working together is always much more effective than just talking about working together. Involve the different stakeholders in setting up and delivering projects.
- Co-production of knowledge - work together to seek the new and more effective learning that comes out of genuine dialogue.
- Co-working - involve educators in policy work and policy makers in educating wherever there is a chance.
- Shared tasks - can all contribute their skills to some tasks - for example, setting up a conference where a small group drawn from all the stakeholders can work together.
- Inventive partnerships - don't just involve the 'usual suspects'. Some successful projects have involved many players in the community - including faith groups or the police as just two examples.

See case study 13

BUILDING A DIALOGUE BETWEEN POLICY MAKERS AND PROVIDERS

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.

What works

- Hold workshops which bring people together - get them to discuss how outreach, empowerment and diversity issue affect their local area, and what the best ways are to address these issues in the local context.
- Let people share their own expertise - and learn to appreciate what the others understand by using OED principles and modelling inclusive behaviours during the workshop.
- Often people don't want to attend a workshop just on this topic - so insert an OED workshop into a conference or longer event which all the right people will attend.
- It works well to bring together civil society organisations, public organisations and policy makers at the same time. For example, EAEA helped to create a better dialogue between civil society organisations and European policy makers. This is a much better way of encouraging better quality discussion of equality and inclusion issues and resulted in stronger recommendations.
- use social media and EPAL platforms to enable discussion among a bigger range of people
- When you hold a conference / day event make sure you invite a good mix of people or different specialists and policy makers or influencers for at least part of the day.
- On the agenda include some input on OED and or some working groups or a roundtable. Give this session a clear question so that you can easily report an agreement or outcome by the end of the session.
- Very helpful to use a discussion format - people have a lot in common and arrive at similar solutions.

See case studies 11 and 12

PROMOTE LEARNERS' VOICES

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.

What works

- Careful planning and preparation of any event which brings different groups of people together.
- Working with all the people involved to make sure that they are able to take part, preparing very well with learners for example, so that they know who they will meet and what those people are responsible for. People can prepare questions in advance. Equally other stakeholders should be prepared for who else will be there, what discussion topics will be raised and an understanding of the issues which might be discussed.
- Structuring events carefully, so that everyone gets a proper amount of time to speak.
- Working democratically; since the people involved in these encounters may have very differing amounts of obvious power, if the event has a democratic and facilitated structure this will help to enable everyone there to have an equal voice and for each voice to be heard - no matter which role they have to play in the session.

See case studies 14 and 15



GETTING MORE PEOPLE ON BOARD

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.

What works

- The importance of using EPALE or other pan-European communications to reinforce practice and learn from each other. This saves time and helps people to learn quickly from each other.
- Use teacher networks, social partners and networks from outside lifelong learning/adult education to reach valuable partners and co-producers of this knowledge. Bring people together in workshops or on social media platforms to reflect on current practice and develop better methods for outreach, empowerment and diversity.
- Create links between different kinds of policy makers. People with different responsibilities may interact with the same groups but be unaware of each other's work.

See case studies 16 and 17



CONCLUSION

The approaches outlined in this manual will help policy makers and practitioners, in the field of adult education and beyond, to improve the practice of outreach, empowerment and diversity. In order to achieve increased social justice, emancipation, integration and inclusion, adult education, along with related fields such as youth work, advice and guidance, and vocational and higher education, needs to deploy the best practice in outreach, empowerment and diversity outlined here.

There are benefits and long-term positive impacts to be gained from this kind of implementation for both the education sector and society. The role which adult education can play in supporting an ameliorated society is well-documented¹ but it is important to keep developing new approaches to ensure that policies and practice stay up to date. The impLOED project has been instrumental in adding to our knowledge and experience and we hope that this manual will be used by others to take our work further - improving on it all the time and contributing to an education sector which can continue to thrive and achieve its high ideals in what are often very challenging environments. It is not easy for many adults to learn, grow and participate fully. These approaches can help them to do so. The project partners are already committed to the constant improvement of their work, and now it is time for others to join them.

We hope that colleagues will join the EPALE communities of practice to share their learning and work so that this area of educational development, which, by its very nature is interactive, will continue to engage the excitement and collaboration which the impLOED project partners have brought to their work.

¹As just a few examples: See:

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