

A blue door with a silver handle and keyhole. The door has a classic panel design with recessed lines. The handle is a horizontal bar with a circular end, and the keyhole is a circular inset below it.

Opening Doors to Adult Education for Migrants

*Guidelines for working with Education Ambassadors –
Grundtvig “Learning Community” Project*

Recommendations

Recommendations – How to open doors to adult education for migrants

The following recommendations are directed towards the three levels in which the Learning Community project found barriers which limit the equal access of migrants to adult education opportunities: the individual, institutional and structural level. Therefore the target audience includes several actors:

- ▶ The recommendations for sustainability in working with volunteers address actors who plan or who are working with multipliers.
- ▶ The recommendations for intercultural opening address staff and decision makers in adult education institutions.
- ▶ The recommendations for the structural level address policy makers and other stakeholders.

Some of the recommendations are overlapping – both as far as actors are concerned and in terms of the different levels. This illustrates the complex reality of the situation. Furthermore, the contexts vary greatly amongst the countries that participated in the LC project. Depending on the country and its conditions and frameworks, different recommendations may apply. For specific country recommendations, see the country chapters. Nonetheless, following are some similar approaches and general recommendations that have been proposed by the LC partners.

1.1 Individual level – Recommendations for working with volunteers

1.1.1 Migrant Volunteering

To improve participation and access to adult education for migrants on an individual level, a peer-to-peer approach with multipliers who work on a voluntary basis was used (see chapter 3). When dealing with (migrant) volunteers, it is important to consider the country context in which volunteering takes place. The panorama of situations in different countries shows that there are many facets to the integration debate, and that the concepts and realities of volunteering vary greatly from country to country (for example, see the results of the European research projects MEM-VOL and INVOLVE on migrant volunteering; for the situation in Austria, see Reinprecht 2009). Migrants are far from being a homogeneous group.

The following recommendations regarding working with volunteer Education Ambassadors were developed on the basis of the experience with the Learning Community project and IQRS. At the beginning of the project, the partners from IQ Roma Service (IQRS) in Brno/Czech Republic shared their expertise concerning working with volunteers. IQRS has extensive experience working with volunteers and they assembled this expertise into a written manual. See the manual on the CD.

1.1.2 Arrangements at the beginning of the project involvement

Initial meeting between the coordinator and the applicant: The main aim of the initial meeting is to find out about the applicant's motivation, expectations and his/her ideas about volunteering. At the same time, the

coordinator provides information and feedback on the nature of and principles involved in volunteering. The goal of the first meeting is to unify the applicant's expectations with the needs and possibilities of the organisation/project.

Written agreement: After the initial meeting, the applicant has time to consider being involved as a volunteer. If the applicant decides to become a volunteer, a volunteer agreement is signed. The agreement defines the scope of the work, its content and the project duration as well as the rights and duties of both the volunteer and organisation. A written contract is signed by the volunteer and a representative of the organisation.

1.1.3 *Motivation and commitment*

The methods of motivating volunteers are based on the individuals' intrinsic and extrinsic motivation. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself. It takes place within the individual rather than relying on any external pressure. Intrinsic motivation is based on taking pleasure in an activity rather than working towards an external reward. Extrinsic motivation refers to the performance of an activity in order to attain an external outcome. For examples, see the interviews with Education Ambassadors in the country chapter.

Taking into consideration the fact that volunteering in general can be demanding, stressful and time consuming, in addition to being rewarding, it is important to consider the tasks and activities that the volunteers/Education Ambassadors should engage in maintaining high standards of quality in their work in order to remain beneficial to and supportive of the members of the target groups. It is for example motivating for the volunteer to witness the changes (preferably positive) which his/her work caused in the target group.

Sustainability and stability of the volunteer base is equal to the effort which is invested in them by the organisation and to the capacity of the organisation to resolve any possible difficulties which the volunteer will surely encounter while working.

There are similar motivational tools for employed staff and volunteers. Some of the tools are, for example, coaching by a more experienced colleague, supervision, intervention, continuous guidance concerning methods used along with evaluation. Beyond that, there is a general need for an open and comfortable environment that is inviting in terms of expressing one's opinions, suggestions, points of view, and articulating one's needs and possible doubts – so that every volunteer/staff person knows that every idea will be heard and listened to with respect and an open mind.

The whole process of volunteering is guided and regularly evaluated; this can also be a handy tool in working with volunteer motivation.

See also the other sections which deal with motivation and commitment.

1.1.4 *Expectations*

As was already stressed above (see 1.1.2), it is important to harmonise the applicant's expectations with the possibilities of the organisation/project. One expectation very often voiced by prospective volunteers is that their voluntary position will lead to full-time paid employment. It is very important to make clear from the beginning that this expectation cannot be fulfilled as it is usually not within the capacity of or sphere of influence of projects. Despite these reservations, through volunteering competencies and skills are acquired which can improve both practical skills and chances on the labour market.

1.1.5 *Volunteers are simultaneously members of the target community*

In the project a peer-to-peer approach was used which means that the multipliers themselves are part of the target group. Some special considerations are needed. One point of reflection might be considering the multipliers social status within the community. Through their affiliation with the project, the social status of the volunteer might

change. Furthermore, the multipliers need to be able to be self-reflective concerning their roles as multipliers, and also the boundaries involved.

The support system developed for the Education Ambassadors is varied: the Learning Community project staff offer advice and support (see section below regarding professional volunteer coordinator) and at the same time the Education Ambassadors support each other. It is considered to be very important that the volunteers recognise and make use of their own strength, skills and abilities.

1.1.6 *Long-term support for volunteers*

In all three countries it became apparent that the participants needed additional support from the LC project staff after the completion of the training. In particular some of the multipliers needed advice and guidance for the realisation of their activities in the pilot activities. For this reason, steering and supporting volunteer involvement needs to be planned on a long-term basis. Working with low-threshold offers especially, the time factor is of utmost importance. In low-threshold and resource-oriented offers and educational programmes for disadvantaged target groups, time is needed for the development of mutual trust and social interaction. Mutual trust is required between the volunteers and the organisation, amongst the group of Education Ambassadors (EAs), between the EAs and the target group and last but not least between EAs and the (adult education) institutions. Furthermore, decision makers on the political level are key stakeholders for several reasons: regarding financial and personal support for the project and also for information and dissemination activities.

1.1.7 *Professional volunteer coordinator*

We strongly recommend that there be a professional volunteer coordinator who has sufficient time resources to support the volunteers. It is very important that the volunteers are not left on their own and that there is professional assistance which answers their questions and listens to their needs; discussion of their suggestions and points of view is very important. Experiences during the project show that a continuous and trusting contact is of significant relevance; this is also true regarding motivation, perseverance and willingness to be involved. The assistance of the coordinator is as complex as the work of the volunteers and is dependent on the local conditions. Summing up, the following areas might be of relevance:

- ▶ Support regarding the conception and design of activities
- ▶ Support regarding networking
- ▶ Provision of opportunities to exchange, supervision and individual empowerment

Assistance for the coordinator might take the form of follow-up meetings which are organised in a variety of settings. One facet is further training modules for the volunteers on topics they choose; another option is more informal meetings for exchanging experiences.

1.1.8 *Excessive participant workload*

We would like to point out the danger of “overwhelming” already busy people with additional tasks. Sometimes there are so-called key persons in a target group, people who act as representatives for their community in various positions. The big advantage of their inclusion is that they are already known and trusted. Furthermore, they know the needs and resources of the target group. They are also familiar with the communal structures in place and thereby have more chances to deepen need-based cooperative efforts or to develop new ones. On the other side, there is a risk that such key individuals take on too many tasks and get involved in too many projects. Therefore a self-reflective approach is necessary and should be promoted by the project staff/volunteer coordinator.

1.1.9 *Rewarding and recognising volunteer work*

The involvement of the participants who were trained and act as Education Ambassadors was on a voluntary basis. In return for their involvement, the participants received a training course, supervision and follow-up meetings organised by project staff. Monetary rewards were only provided in the form of expense allowances (travel costs, photo copies, etc.).

It is the nature of voluntary work that no substantial monetary compensation is given. Nevertheless the project team reflected the danger of reproducing the structural disadvantaged position of migrants. Some migrants groups are socio-economically disadvantaged, and in some cases only have restricted access to the labour market. A lot of people in the target groups live near or below the poverty line. This needs to be taken into account when involving migrants from these backgrounds in volunteer work. Migrants can certainly become involved in low paid or voluntary work, but at the same time they need to earn a living.

The issue of financial rewards became apparent even at the beginning of the project, e.g. during the recruitment of potential multipliers. Some of the people interested in participating dropped out when it became clear that there was no monetary reward for their participation. Considering the often precarious situation of migrants (low paid jobs, unemployment, etc.), this is understandable. Here a gender dimension became apparent as well: while all the interested males declined participation, the females agreed to being involved.

Furthermore their personal circumstances (e.g. unemployment) might lead to an expectation that involvement in the project will lead to a paid job at some time in the future (see section 1.1.4). Therefore it is essential that the expectations of the volunteers and the possibilities of the project are compatible. This tuning process should start at the beginning (see 1.1.2), but it is nonetheless a continuous process.

Recognition

Continuous recognition of the accomplishments and efforts of the volunteers is crucial. For example, the follow-up meetings are essential in showing the Education Ambassadors that they are being supported and taken seriously (see section 1.1.6 regarding long-term support).

If no monetary rewards can be given, other forms of recognition need to be part of the programme. These might include an invitation to lunch or dinner by the major stakeholder or others involved, well wishes for birthdays or other important holidays or invitations to project excursions. In the city of Berlin, a “volunteer pass” (Freiwilligenpass) was introduced in 2006. The volunteer pass should contribute to the recognition of volunteer work. In the pass the actual volunteer work done (tasks, accomplishments) and the acquired competencies and skills are documented.

Another issue regarding recognition is the formal recognition of the training. In Berlin the document presented to the Education Ambassadors at the end of the training was called “confirmation of participation in a course”. Due to legal requirements, the term “certificate” could not be used. Certificates can only be issued by formally recognised institutions and therefore have a higher value on the labour market. This is an important aspect which should be taken into consideration regarding recognition and the further practical use of the training for the participants.

1.1.10 *Working as Education Ambassador under an “official” framework*

In addition to the aspect of recognition the volunteer contracts and coaching also emphasised the feeling that they are part of an organisation. The Education Ambassadors found it very useful to have business cards printed particularly for their work as Education Ambassador. Furthermore flyers with information on the project (in different languages) were used during the pilot actions. Provision of a work space with access to telephone, computer and the internet is very helpful as well. Furthermore, in the case of the Netherlands, third-party liability insurance was taken out for the volunteers.

1.1.11 *Sustainability after the end of the project*

A crucial topic is the issue of the time-limited project duration and sustainability. During the project people were trained, they became active as Education Ambassadors, and professional structures were offered to support their engagement (see sections on long-term support, professional coordination and working under an official framework). What happens after the end of the project? This was one of the first questions we asked ourselves; it is very important to develop ideas and actions to take after the end of the project.

Different measures were developed in the project countries. In the case of Berlin, most of the participants were already active as multipliers in other fields. They were given additional training in the field of adult education, and they can therefore use the knowledge gained in their field of engagement. In the Netherlands and Greece, the project staff, through networking with adult education institutions and other stakeholders, tried to explore the possibilities for cooperation between the institutions and Education Ambassadors (see the country chapters for details). See also section 1.2 on recommendations for the institutional level regarding possible forms of cooperation.

1.2 *Institutional level – Recommendations for Intercultural Opening*

When trying to open doors for migrants to adult education, the respective barriers on the level of adult education institutions also need to be considered. The aim of intercultural opening is equal access for and participation of migrants. However, most of the requirements are not specific to migrants but apply to all hard to reach groups and persons with low social status or educational disadvantage; the key are target groups and approaches specific to existing needs.

In this process of intercultural opening, all areas within the adult education institutions are important to consider.

- ▶ Staff
- ▶ Arrangement of the courses (organisational)
- ▶ Instructional methods
- ▶ Organisation

For further information and examples regarding implementation measures see e.g. Bauer/EQUAL-Entwicklungspartnerschaft "qualifikation stärkt" 2005 (in German).

1.2.1 *Staff development*

On the level of personnel development in the adult education institutions, the employment of staff with a migration background is important. In this way access barriers are lower and a better representation of minorities amongst employees of social and education services is established. A diverse workforce is actively supported in working in their team and with the customers. Moreover, the further training of all employees regarding intercultural competence is necessary.

In this area regarding employment of staff with a migration background, cooperative work with the Education Ambassadors might be explored.

1.2.2 Arrangement of the courses (organisation)

- ▶ Information and guidance services: (low-threshold) information concerning the offers should be made available (e.g. user-friendly webpages, information material in different languages, clear description of the courses). Furthermore some potential learners might have difficulty with bureaucracy and they might need assistance with application procedures for course enrolment. To facilitate accessibility, educational guidance services made available by the institutions for personal orientation regarding how and what learning involves can be beneficial.

In this area, in consideration of the importance of socially embedded information, cooperation between adult education institutions and Education Ambassadors might be very beneficial.

- ▶ Location of the adult education institution: here the actual and also the symbolic dimensions play a role. In what environment is the institution located? Is the place considered to be open and accessible for all? Furthermore mobility patterns in relation to the social background need to be considered. Institutions that are located near the places of residence of the target group are at an advantage. In addition, accessibility via public transportation needs to be taken into account as well as the cost of transportation.
- ▶ Costs: how high are the fees for courses? Another financial factor is transportation costs. Also important is how the payment system is organised, for example is assistance available, is it possible to pay in instalments.
- ▶ Time of the courses: do the times of the classes match with work and family responsibilities and the working hours of schools, kindergartens, etc. In low qualified jobs, employees often have irregular working hours (e.g. shift work) which do not match well with courses which take place at a regular times once a week.

Another aspect is customer-friendly hours of the (enrolment) office.

Length of the courses (connected to teaching methods): if courses are characterised by having a tight time budget, this might prevent learners from asking questions or learning through exercises. Participants with the local language as a second language are more affected because they might need more time to work through the teaching material. A balance between content and duration of the course are of particular importance for the learning process and a positive learning experience (see also teaching methods).

- ▶ Availability of child care.
- ▶ Temporal and thematic discontinuity of educational opportunities offered (e.g. in Greece in the province of Ilia, only two of the four levels of the Greek language learning programme are available, which means there are no courses for the more advanced levels).

1.2.3 Teaching methods

When working with heterogeneous groups, there are particular requirements which need to be taken into consideration. One particular aspect to consider are the needs of second language learners.

- ▶ Sensitivity regarding the educational needs and experiences, language, cultural and social background of the learners
- ▶ Learning methods and materials according to the needs and capabilities of the participants
- ▶ Flexible course layout (e.g. modular courses)
- ▶ Courses taught in the native languages or allowing more time for interpretation
- ▶ The social and intercultural competencies of the trainers are other important aspects; this means for example competence in dealing with learning situations with learners with the national language as a second language and not over or underestimating the significance of “culture”
- ▶ Socio-paedagogical tutoring

1.2.4 Organisational

Implementation measures on the structural level of the organisation regarding interculturality, anti-discrimination and gender mainstreaming need to be put into practice in several areas. Based on the experiences in the LC project, the following measures have been proposed:

- ▶ Establishment of responsibility at the management level: Targets regarding interculturality, anti-discrimination and gender mainstreaming are set and are committed to by the leadership.
- ▶ Public relations: Measures for addressing multilingual clientele are put into place (e.g. informational material, signage, course catalogues and events are presented in multiple languages; interpreter services are provided). Here also the importance of socially embedded information needs to be considered.
- ▶ Planning: When planning courses, the specific educational and/or training needs of migrants are surveyed in the run-up and introduced in the planning. The results might lead to the adaptation of already existing offers to make them more accessible for all; this might also lead to the introduction of tailor-made new courses.
- ▶ Outreach work: One important result of our project is the realisation that outreach work might be a very successful tool in gaining access to hard to reach groups. This includes visits by adult education staff to neighbourhood centres, migrant organisation meeting places, mosques and churches as well as kindergartens to introduce and explain the educational offers. Another possibility is "going local" which means that adult education institutions conduct some of their courses outside their usual venues, for example locations such as those noted above.

See e.g. Moser 2006 about the cooperation between adult education institutions and migrants' organisations.

- ▶ Cooperation with Education Ambassadors: A low-threshold measure to reach migrants would be to establish cooperative efforts with the Education Ambassadors who would act as bridges between the adult education institutions and potential customers.

1.3 Structural level

Legal frameworks and social conditions are important influencing factors in the lives of migrants in general and also in the field of education. During our project, issues regarding access for migrants to adult education in several areas became apparent. Some are directly related to the field of adult education, some concern broader areas but nevertheless have a direct impact on participation in adult education and in society in general. The recommendations presented are neither entirely new nor unique. Some of the recommendations have already been implemented in some European countries or correspond with policy strategies on the European, national or local level. Building on the experiences and insights gained throughout the project, the LC partners propose to draw special attention to and underline the importance of follow-up in the following areas and issues regarding the equal access to and participation in adult education for migrants.

The recommendations are grouped into activities on the individual and institutional level. Furthermore, we would like to point out measures regarding sustainability for working with volunteer multiplier structures. This grouping is mainly for analytical purposes. It is important to keep in mind that the identified areas of action are closely interlinked. Naturally, the measures taken in all areas need to work together harmoniously.

1.3.1 Measures to improve equal access and participation on the individual level

Issues

Employment (working schedule), **family obligations and financial limitations** were identified as the three most important obstacles to participation in education and training in the European Wide Adult Education Survey. Another important obstacle to participation in education and training is **lack of (low-threshold) information** about adult education opportunities and offers; for recommendations regarding this topic see the section covering the institutional level below.

- ▶ Migrants are affected by discrimination, racism and exclusionary practices in many areas of life. In our project it became apparent that the **(socio-economically) disadvantaged** situation of migrants in society in general, and in the labour market in particular, has an important impact on participation. All too often migrants find themselves in an unfavourable position on the labour market. Many migrants work in low-skilled jobs (even if they are skilled) where access to education and training is restricted.
- ▶ The issue of **recognition** became apparent during the project. Migrants are in many cases affected by the lacking recognition of their qualifications, skills and competencies. This applies to their degrees and training qualifications gained in their countries of origin, and similarly also informally acquired competencies and knowledge are in many cases not recognised by the destination society.
- ▶ **Gender dimension:** The results of the Adult Education Survey show that for men work scheduling is the major obstacle to participation, while for women the most important issue that inhibits participation is family obligations. There are major differences in the participation patterns of men and women in different areas of society. These differences have been and are being shaped by the varied conditions in society for men and women, for example the unequal distribution of paid employment, providing of unpaid care and domestic work.
- ▶ **Financial aspect:** Legal regulations have an impact on such things as the availability of grants and support (e.g. support schemes may be for citizen only).
- ▶ The **legal status** of the individual is important regarding formal access to adult education offers. Furthermore, **(legal) security** is an important prerequisite regarding the ability to learn.

Recommendations

- ▶ **Improvement of legal status (security) for migrants and asylum seekers**
 - With regard to the focus of the project, we would like to emphasise that measures to improve the residence status and associated rights also have an impact regarding formal access to adult education offers (and social services).
- ▶ **Improvement of the (structural) position of migrants on the labour market**
 - Improvement of (legal) access to the labour market.
- ▶ **Promotion and validation of formal, non-formal and informal learning for all citizens (also for migrants from third countries)**

Such measures might include the following:

 - Establishment of a national system which will enable the skills and qualifications of migrants from third countries to be assessed, recognised and utilised.
 - Free access to and guidance about such assessment systems for refugees and migrants at an early stage following their arrival, including the involvement and the assistance of the different social services concerned.

- Such assessment and recognition systems should be able to accommodate skills and knowledge gained through formal training and informal experience – the recognition of previous educational and professional backgrounds is important; this applies both to the different social service providers and the adult education centres (the aim is achieving better outcomes from the educational programmes).

▶ **Strengthening of anti-discrimination laws and policies**

- With regard to the focus of the project, we would like to emphasise measures to improve equality in the labour market and in education.

▶ **Strengthening of laws and policies for improvement of gender equality**

- This applies in particular to measures to improve the balance between family, vocation and education. An important factor in participation in adult education is needs based course schedules for employed as well as persons with a care responsibilities at home. Furthermore adequate childcare availability (free of charge, flexible scheduling) is essential.

▶ **Financial support for individuals wanting to make use of adult education offers**

- An important measure would be the introduction of grant systems (also for residents who are non-citizens, e.g. educational allowances, vouchers, promotion of vocational training) or free of charge offers.

[Link with existing policies and measures](#)

Recognition and validation of all forms of learning: On the European Union level, measures regarding validation of formal and informal learning and the processes involved in the development and implementation of the European Qualifications Framework (EQF), the European Credit System for Vocational Education and Training (ECVET) and the Bologna Process in the national contexts need to be strengthened, also taking into account the situation of migrants from third countries.

Anti-discrimination laws and policies: At the EU as well as at the national levels, anti-discrimination legislation and other strategies have been implemented in the past in order to combat discrimination and racism, for example “Race Equality Directive 2000/43/EC”, implementing the principle of equal treatment of persons irrespective of race or ethnic origin and “Employment Equality Directive 2000/78/EC” which aims to combat discrimination in the workplace. Additional policies and activities need to address these issues.

In the Netherlands, discrimination can be reported to special anti-discrimination checkpoints. Germany also has various organisations where discrimination can be reported. Furthermore the “European Coalition of Cities Against Racism” established a network of cities interested in sharing experiences in order to improve their policies to fight racism, discrimination and xenophobia.

Gender equality: At the EU and national levels, anti-discrimination legislation and other strategies have been implemented in the past to fight discrimination based on gender, for example the “Equal Treatment Directive 2006/54/EC” implements the principle of equal treatment of men and women in EU labour law. Future policies and activities need to address these issues and contribute to the improvement of equality.

Financing: An example is the Austrian initiative for adult education entitled “Initiative Basisbildung” (Initiative for Adult Education). Its objective is to enable adults who lack basic skills or did not graduate from a lower level secondary school to continue and finish their education. The programmes are free of charge for young people and adults. In the Netherlands the local authorities offer special stipends to social support recipients.

1.3.2 Measures to improve equal access and participation on the institutional level

Issues

Several considerations need to be taken into account on the level of the institutions to improve access for and increase the participation of hard to reach groups, and in particular migrants. Based on the LC project experience, we would like to raise awareness of the importance of the following:

- ▶ **Intercultural opening:** Measures to improve the equal access of migrants (and other disadvantaged groups) need to consider all areas within the adult education institutions, i.e. staffing, course scheduling, teaching methods and organisation.
- ▶ **Target group oriented approach:** In order to combat access barriers to adult education, a target group oriented approach is necessary. When planning course offers, it should be kept in mind that this procedure is a multifaceted process and many factors have to come together for it to work. The content of the programmes and the methods used have to fit together in the reaching of realistic goals.

It is important to consider the need for a differentiated approach concerning the personal and occupational conditions as well as the needs of each migrant. In many cases, there is a focus on adult education offers for low skilled migrants only, but since the migrant population is heterogeneous (e.g. regarding their educational level and learning experiences), multifaceted provision to cater to diverse needs is necessary.

Therefore the specific education and training needs of migrants need to be surveyed in the run-up and introduced in the planning of adult education offers. The results could lead to the adaption of already existing offers in order to make them better and more accessible for all, and it might also lead to the introduction of tailor-made new courses.

- ▶ Another important obstacle to participation in education and training is **lack of (low-threshold) information** about adult education opportunities and offers. Two important results of the project are the realisation that outreach work might be a very successful tool in gaining access to hard to reach groups and that low-threshold guidance is beneficial in increasing participation. This corresponds with the need of socially embedded information (information which relates to the real world context and is readily available). Furthermore, another important obstacle – the lack of nearby facilities – is tackled through measures in these areas.
- ▶ **Financing:** Different institutional initiatives are necessary to improve the access of hard to reach and (educationally) disadvantaged groups. For the implementation of these measures, appropriate financial resources are necessary. The connections between political will and financial resources have to be in place, not only locally but also at the national and European Union levels so as to provide a better educational experience as well as encourage professional success and the improved positioning of migrants in the society.

Recommendations

- ▶ **Measures to encourage equal access of migrants (and other disadvantaged groups) need to consider all areas within the adult education institutions**
 - Staffing (e.g. staff with a migration background, intercultural and social competencies).
 - Planning of the courses (e.g. measures to address a multilingual clientele; needs based course schedules, good location and available child care).
 - Teaching methods (sensitivity regarding educational needs and experiences, language, cultural and social background of the learners; special attention to the needs of second language learners).
 - Organisation (e.g. taking responsibility at the leadership level).

▶ **Development of target group oriented adult education courses**

- Analysis of the needs of the target groups and implementation of the results in the planning of offers.

▶ **Systematic coordination and cooperation**

- Introduction of a systematic consultation and cooperation system with a multi-level and multi-stakeholder approach, including adult education providers, migrant organisations, neighbourhood centres and job centres.

▶ **Outreach work**

- Visits by adult education staff to neighbourhood centres, migrant organisation meeting places, mosques and churches as well as kindergartens in order to introduce and explain the educational offers.
- Adult education institutions conduct some of their courses outside the usual venues.

▶ **Development and implementation of low-threshold educational guidance measures**

- Cooperation between adult education institutions and migrant organisations.
- Education Ambassadors act as door openers and bridges, offering low threshold educational guidance

▶ **Adequate financing of adult education institutions for the implementation of measures to improve equal access**

[Link with existing policies and measures](#)

During the project, we came across several good practice examples in a number of European countries, for example adult education institutions conducting some of their courses outside their usual venues (e.g. in neighbourhood centres or libraries) and operating outreach services for hard to reach groups.

The Resolutions of the Education Council (2004, 2008) highlight the lifelong need for adequate guidance services and systems. Future policies and activities, for example of the European Lifelong Guidance Policy Network (ELGPN) (2010), need to better address the situation of adults who have a low level of education/training, and in particular the needs of migrants.

1.3.3 Sustainability for volunteer multiplier structures

Issues

Several considerations need to be taken into account when working with volunteers and multiplier structures. Here we would like to raise awareness of the importance of the following aspects: since multiplier structures rely on (personal) networks and cooperation, significant time is needed for building up trusting and cooperative relationships. Furthermore, volunteers need advice and guidance in the realisation of their activities. Therefore, long-term support systems for volunteers are essential. The support system should include a professional volunteer coordinator who has sufficient time resources. Furthermore, the recognition of the accomplishments and efforts of volunteers is crucial. Moreover, to be able to take part as a volunteer, an adequate level of income needs to be ensured (see connection with recommendations on the individual level to improve the socio-economic situation of migrants).

Recommendations

▶ **Quality assurance measures for working with volunteers**

- This includes the organisation of the qualification processes through joint formulation of goals and development of minimum standards.

▶ **Long-term adequate (financial) resources for multiplier structures**

- Long-term support structures for the volunteers.
- Professional volunteer coordinator.

▶ **Financial security of volunteers needs to be ensured (sufficient reimbursement)**

▶ **Improved recognition of competencies and skills acquired through volunteering**

[Link with existing policies and measures](#)

The European Union proclaimed the year 2011 to be the “European Year of Volunteering” to emphasise the importance of volunteering.

In the city of Berlin a “volunteer pass” (Freiwilligenpass) was introduced in 2006. The volunteer pass contributes to the recognition of volunteer work. In the pass the actual volunteer work done (tasks, accomplishments) and the acquired competencies and skills are documented.

In the Netherlands the volunteer agencies provide advice and support, for example a “model contract” and guidelines for good volunteer policy.

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