



# Dissemination Potential

## 3rd Report of the Pro-SAL Project

Professional Administrative Support for Adult's Learning  
225279 - CP-1 - DE - Grundtvig - G1

# Poland

EST Education Centre

Author: Alexander Schejbal

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

### 3rd Report of the Pro-SAL Project - Poland

---

#### 1. Recruiting participants for a Pro-SAL training course

The marketing strategy and the actual recruitment measures were addressed to the target group identified in the Report on the prerequisites as in need of training in communication skills, intercultural competence and quality improvement of administrative work. The Report pointed out a difficulty in a precise definition of “administrative staff” and proposed a detailed list of functions performed by the staff of adult education centres which fall under the heading “administration”. The campaign was thus run with a view to recruit employees of such centres who are in charge of the following (at least some functions, not necessarily all of them):

- answer telephone and personal callers
- make and record appointments
- file correspondence and other records
- receive and process incoming and outgoing mail
- draft letters and reports on behalf of the organisation
- store and retrieve data on computers
- prepare agendas or programs for meetings
- maintain budget and account records
- organise and conduct recruitment procedure or course booking
- arrange course schedule
- formulate and design procedures to determine if program objectives are being met
- prepare narrative and statistical reports to school administrators
- conduct full information service concerning annual courses and training program
- prepare budget requests for education programs and prepare records and reports
- keep the record of students’ performance, fees and institution’s income
- administer EU structural funds and other European projects

The recruitment of participants for the course in Sofia was preceded by an extensive marketing campaign: updated Pro-SAL course leaflets as well as emails introducing the course with a link to the project website were sent to organizations identified as offering adult education courses. They were both informed about the detailed course program as well as

## 225279-CP-1-2005-1-DE-GRUNDTVIG-G1.1 Pro-SAL

the objectives of the Grundtvig action. The following organizations were contacted with the above information:

- Polish Training Providers Association (umbrella organization with 230 members) - 1
- Training organisations offering informal courses for adult learners - 36
- Lifelong learning centres - 21
  
- NGOs working in the field of adult education – 16

### 2. Feedback of relevant organisations to the Pro-SAL course

The marketing campaign was followed up by telephone calls with a view to recruit participants for the course. The telephone calls provided feedback on the prospective participants' views in connection with the forthcoming course and brought the following results:

- Most of them were already aware of the possibilities of the Grundtvig programme. Some have participated either in learning partnerships projects (4) or multilateral projects (3), some have sent staff to Grundtvig courses before (3). The majority of those who have not directly participated in the programme had a general knowledge of its objectives and availability of funding (46).
- The eligibility of the administrative staff for a Grundtvig course was however acknowledged as something new by most the respondents which prove that the Grundtvig programme is mainly perceived as an opportunity for educators.
- The course programme was perceived as relevant for administrative staff by those organisations who took the effort to acquaint themselves with it in more detail (at least 16). However, some recognised only certain modules as interesting; those who were interested in documentation and statistical issues were not necessarily interested in the communication and intercultural competence modules, and vice versa.
- The Pro-SAL course concept was welcomed with definite interest only by three institutions (declarative willingness to take part in the course). The majority of the organisations contacted either did not give any response or it was indefinite (words best reflecting the answers: *perhaps, next time for sure, have to talk to the boss, we'll contact you later*, etc). This can be explained not so much by the irrelevance of the

Pro-SAL course concept but rather by the crowded work schedule of administrative staff in adult education centres.

- Of those three organisations two were unable to send staff to the course for the following reasons: low level of English competence of the personnel interested (1), other commitments of the prospective participants at the time of the course (1).
- One organisation with extensive experience in EU programmes agreed to delegate two employees – one in charge of educational programmes of the institution and the other dealing with documentation and financial issues. All the course modules were perceived as valuable by them and relevant for their present work at the time of submitting the application to participate in the course (especially in the light of a new Grundtvig project just started by them – the organisation wanted to take the opportunity to learn from the experiences of other Grundtvig coordinator and trainers). The participants answered the evaluation questionnaires

during the course in Sofia which document their comments on the course content, effectiveness and validity.

The conclusions which can be drawn from the recruitment campaign can be summarised as follows: the crowded work schedule of administrative staff seems to be the key factor for the target group availability for Grundtvig courses. In Polish adult education organisations administrative personnel is very small and the management is rather unwilling to delegate them to longer training sessions (one week off work is considered a very long time in this respect). This explains the fact that only two participants were recruited and took part in the course. Accordingly the possibility of taking over the course concept by a Polish organisation is limited perhaps to the institution which delegated the participants to it. It is more likely however that the modules (especially communication and intercultural competence modules) will be adapted to suit the target group for which the organisation offers most of its courses, i.e. socially disadvantaged learners, school teachers and educators. There is a definite possibility that the course experiences will be directly applied and adapted even in the short term within a new Grundtvig project called *CVE – Cultural Vehicles in Education* coordinated by the two Pro-SAL course participants.



### 3. Dissemination of experiences, findings and training course concept

The project dissemination campaign was run in line with the course marketing and recruitment procedure. The EST Pro-SAL team created a set of dissemination material in

Polish based on the approved English versions of the project summary, promotional leaflet, website and PowerPoint presentation. This material was available in the main part after the pilot course in Bonn in June 2006 and accordingly the dissemination campaign started in the following September at the beginning of the academic year. In order to disseminate the project's experiences, findings and training opportunities the following actions have been undertaken:

- A database of Polish adult education providers was created through the Internet search, catalogues of courses and a network of EST's contacts. The target was to create a database of at least 70 organisations active in the field of adult education whose administrative staff might be interested in the Pro-SAL course concept.
- Before each of the planned courses (Barlaston in May 2007, Sofia in July and November 2007) the database was used to disseminate the project information. Mailing, emailing and telemarketing were used as the main means to ensure widespread knowledge of the Pro-SAL training concept among administrative staff of AE institutions.
- The EST team also made an effort to present the project at seminars attended by other AE representatives. In particular it was introduced to participants of the following seminars and conferences: 1) seminars organised by WUP, Krakow (regional authority in charge of the
- implementation of the European Social Fund, Human Capital Development Programme) for the Malopolska adult education providers. Four such meetings were attended (March - December 2007) and 250 leaflets were distributed among the seminar participants (English original version + an  insert in Polish with additional information for Polish institutions). 2) training course for non-public educational providers in the AE management, Wisla, February 2007. Forty promotional packages were distributed (content as above). 3) conference on e-learning in education, Krakow, September 2007. Seventy promotional packages were distributed among educators and management staff participating in the conference (content as above).

- The Pro-SAL concept was introduced to AE institutions on the European level. At least sixty organisations working in the similar field were approached through the emailing campaign with a view to establish partnership for future cooperation. In result EST is in touch with six foreign institutions who expressed a direct interest in such collaboration. It is expected that this will result in a new Grundtvig learning
- partnership or a multilateral project taking up Pro-SAL's original targets. In particular, synergies with a former Italian Grundtvig1 project called SPICES seem very promising and might bring about a new bid under the LLP 2008 call for proposals.

To summarise the dissemination campaign run by the Polish partner it can be stated that the information on the Pro-SAL Project was communicated to a large audience of actors working in the field of adult education. This was mainly done in Poland, with particular focus on the Malopolska region. In addition, a networking effort was made on the European level to establish new contacts for the purpose of creating new course opportunities for administrative staff of adult education institutions. It is expected that the actions undertaken will have a direct impact on the sustainability of the Pro-SAL concept.

#### 4. Strategies for sustainability

The Pro-SAL training concept has a potential for further use. It is expected that this will be ensured on two levels:

- The project developed, tested and delivered three distinct training modules. Each of the modules, i.e. on communication skills, intercultural competence and documentation and statistics has a potential of its own and can be applied to training needs of other groups. EST was responsible for the communication skills workshops and would like to develop the programme further to meet the needs of its local beneficiaries. With this end in view the team is planning to propose two new European Social Fund projects targeted at young people at a disadvantage in the society and to educators working with them. Communicative skills are a
- key competence for these groups and the Pro-SAL workshop experiences can be valuable in this field as well. EST recently completed an ESF project in which a group of administrative staff of local authorities was taking part. The course focused on

- teaching English as a foreign language but the participants expressed an interest in a broader training in communication skills as such. This identified need can be met through the application of the Pro-SAL training concept (similar target group of administrators). The question of funding for such a course is still open and EST is looking for available sources of funding. As far as the two other modules are concerned, they were developed and taught by other partner organisations. EST
- does not have expertise in these fields and will not be able to teach these modules on its own. Only further collaboration with the partnership would assure the provision of these modules to EST's beneficiaries in Poland.
- Prospects of such further collaboration open up with the new Lifelong Learning Programme. As mentioned above EST has already made an effort to disseminate the information on the Pro-SAL Project results and opportunities to develop similar courses. The feedback from other European adult education providers is very promising and it is believed that the information campaign will result in setting up a new broader partnership too meet the targets of the Pro-SAL Project. The most likely scenario is the creation of a Grundtvig learning partnership for the exchange of experiences in training administrative staff of AE institutions with a view to both refining the Pro-SAL modules and adding new content by new partners. The
- 
- involvement of the key Pro-SAL partners would definitely add value to this new initiative and strengthen the established contacts. Such cooperation would allow to organise national training sessions in the countries involved taught by international team with complementary expertise. If additional funding was secured from national sources (in view of limited resources available for learning partnerships) administrators of AE institutions could be presented with an unmatched training offer.



The statement which best concludes the Pro-SAL Project sustainability potential as seen from the perspective of the Polish partner reads as follows: in order to sustain the developed training provision for AE administrators new sources of funding are needed. Both the European Social Fund as well as the new LLP open such funding possibilities. They can be

best exploited if the project partners find new ways to both strengthen and broaden their cooperation.