



MULTIPLUS+

Migrant Multipliers Build Bridges

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MULTIPLIER DIDACTIC METHODOLOGY IO1

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1. Introduction

The overall aim of the Multiplus+ project is to contribute to migrants' societal integration and socio-cultural inclusion by promoting means of dialogical communication and transfer of **A)** basic societal insight into resources, needs and requirements in migrant/minority communities, **B)** basic insight among migrant/minority citizens into societal and socio-cultural affairs and **C)** dialogical communication and recognition of democratic values and participatory practices.

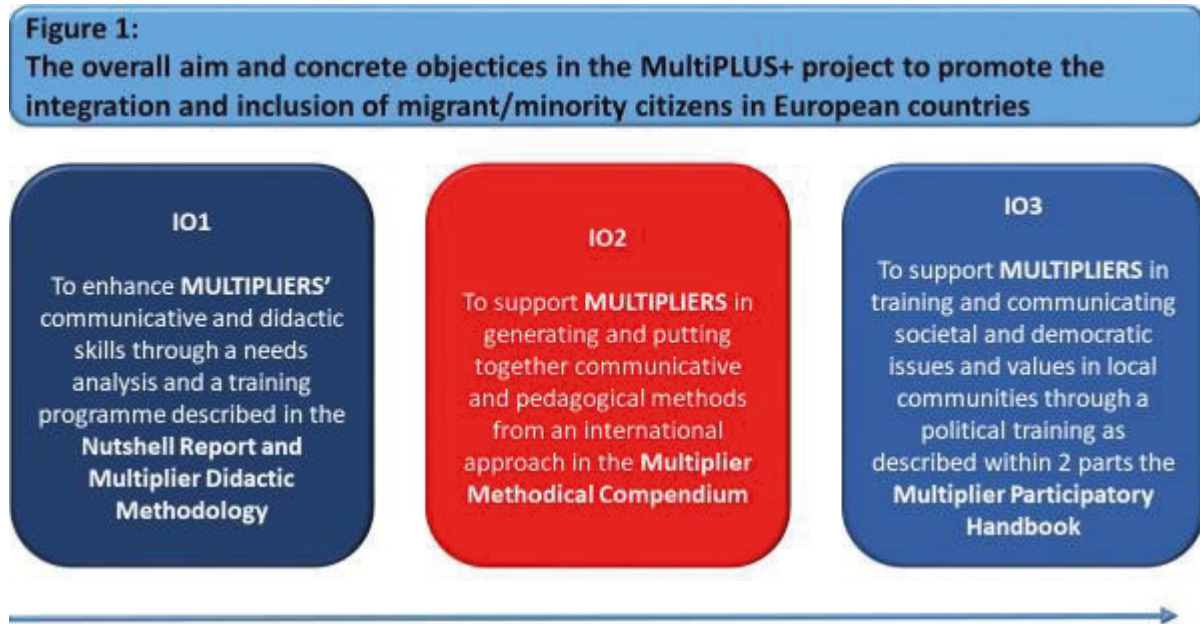
FIRSTLY, for these main purposes, the MultiPLUS+ project focus on the development and testing of innovative didactic methods and tools to improve and qualify dialogical communication as an efficient way to **build bridges** across the majority society and minority communities in Europe.

SECONDLY, in addition to the methodological innovation, the recruitment and special training of **Multipliers** represents the central and innovative element in the project. The concept of Multipliers is a new approach to and perception of individuals who act as bridge builders and intermediaries between institutions and authorities in the majority society on the one hand – and migrant/minority communities on the other hand. Multipliers are supposed to have special prerequisites for handling this communicative and intermediary role, because they themselves have roots – and may very well still be anchored – in local migrant/minority communities. This affiliation implies that Multipliers have an in-depth knowledge and self-experience in terms of norms, taboos, unwritten rules, needs and requirements in relation to communicative practices in the communities, while they at the same time are well-informed about societal, political and cultural conditions in the majority society. Thus, the very **concept of Multipliers** indicates a communication process which helps to spread relevant and necessary societal knowledge like rings in the water. However, an important point is also that the Multiplier function rests on the principles of **equality** and mutual exchange of information through the communicative power of **dialogue**.

THIRDLY, the MultiPLUS+ project aims to combine a multi-faceted upskilling of Multipliers with a testing of the new communicative and dialogical methods in Multipliers' mediating practice in local migrant/minority communities as well as towards local and national stakeholders in the majority society. In these testing activities the Multipliers may face and facilitate a variety of needs and requirements in terms of mutual knowledge, be it in relation to local minority associations, local citizen-oriented services or other expectations related to communicative practices, mutual orientation and open-minded dialogue.



The MultiPLUS+ project unites these three aspects in a coherent development process, as illustrated in Figure 1:



As the **FIRST STEP**, the project's IO1 activities have included an initial **needs analysis** among potential Multipliers with a view to clarifying their actual knowledge and methodological needs in relation to educational, communicative and dialogical methods. Based on the results of the needs analysis, a first development of such methods has been carried out for implementation and evaluation in an initial **training programme** for a group of Multipliers, as recruited by each partner organisation. Resources from this preparation and first development phase are:

- The initial research and needs analysis report, the so-called **Nutshell Report**, which processes and summarizes the findings from the **local research reports** that each partner prepared. The transversal Nutshell Report presents a comprehensive research analysis including specific results and general conclusions from the local Multiplier recruitment processes, furthermore descriptions of similarities and differences in Multiplier profiles across the partner countries as well as all national findings in terms of educational needs and requirements among the participating Multipliers. T
- The **Multiplier Training Programme** as planned and implemented on the basis of the documented findings and results from the Nutshell Report.

- The present **Multiplier Didactic Methodology**, which re-views all working processes and methods used in the IO activities.

As the **SECOND STEP**, the IO2 activities will involve Multipliers in a comprehensive methodological workshop process, aimed at further developing, collecting and documenting of suitable educational, dialogical and communicative methods which together will form the basis of the main IO2 resource:

- A **Multiplier Methodical Compendium** for Multipliers and other actors, who play a similar pedagogical-communicative role as bridge-builders and intermediaries in intercultural encounters and contexts. The Compendium will be structured from a thematic- methodological approach, thus to facilitate Multipliers' selection and use of relevant methods.

As the **THIRD STEP**, the IO3 activities have their focal point in a comprehensive testing of the knowledge, methodological and mediating learning processes that the participating Multipliers' have undergone during the previous project phases in IO1 and IO2. Resources from the IO3 activities will be:

- Brief **testing reports** from all local testing activities, performed by the participating Multipliers, including workshop programmes and audience evaluations and learning points from the testing process.
- A transversal **Multipliers' Handbook** for future Multipliers as well as for future trainers and other stakeholders in integration efforts around Europe. The closing handbook will summarize, update and thematize all methodological development results and resources from the total MultiPLUS+ project.

1.1 The structure of the Didactic Methodology

From this background, the Multiplier Didactic Methodology is structured according to the working phases that have characterized the IO1 activities:

- The preparation phase
- The development phase
 - The implementation phase
 - The evaluation phase
 - The literature collection





The chapter 2) contains an overall and detailed presentation of the goals and development ideas that formed the basis of the original application, and which have guided the implementation of the project's IO1 activities.

The preparation phase:

The chapters 3-6 present methods and tools which were used in connection with the recruitment and profiling of local Multipliers and furthermore structured and facilitated the research activities across partner organisations in terms of focus group questionnaires, methodical guidelines and reporting structure.

The development phase:

The chapter 7 gives a brief account of the general considerations attached to the structure of the Multiplier Training Programme and also reviews the contents of the programme.

The implementation phase:

The chapter 8 continues with a brief description of the challenges which, due to the Covid-19 situation, have characterized the actual implementation of the Multiplier Training Programme. In chapter also briefly presents the local versions of the final completion of the Training Programme.

The evaluation phase:

The chapter 9 summarizes the results of the evaluations conducted locally with the participating Multipliers. In addition, the chapter includes a summary of the most significant learning points that the partners have derived from the local training processes.





2. The Multiplier Didactic Methodology – from information to communication through dialogical methods

2.1 Introduction

“IO1 fosters MULTIPLIERS’ training and teaching skills; it will give them the basis to include didactical and methodological principles and techniques in their Workshops they regularly carry out in migrant communities...MULTIPLIERS are in many aspects professional in their activities. We consider the approach of providing the MULTIPLIERS with even more tools to enhance their knowledge and finally the sustainability of their actions as a worth innovation with high impact. The transferability is very much given, as this Guide can be used in many other contexts when a didactics and methodology training is required. Questions of associated partners have occurred already to make use of the Guide and to receive the training for own MULTIPLIERS...” (Quoted from the Application).

As described above in the quotation from the original and approved Application, the core point of the IO1 activities is the development, implementation and evaluation of the Multiplier Training Programme. It should, however, be noted in this context that the guide mentioned in the quote refers both to the Training Programme itself and to the methodological descriptions included in the present Didactic Methodology. Although the Training Programme has been at the heart of the IO1 activities, it is worth emphasizing that the training is closely linked to a number of other development activities, as they also appear in the present Methodology. This applies to the preparation phase, which in total has formed the framework for the initial recruitment of participating Multipliers and furthermore included the important research and needs analysis among Multipliers as well as the range of methodological tools associated with this process.

In summary, the Multiplier Didactic Methodology produces an overview of all IO1 activities and resources, supplemented by a comprehensive Nutshell Report. Thus, the purpose of the Multiplier Didactic Methodology is in its final structure to serve as methodological and practice-oriented guidelines for trainers, Multipliers and other actors, who want to launch bridge-building activities with a focus on the unique **Multiplier approach**, as briefly introduced in the following sections.



2.2 The Multiplier approach – what is new?

The MultiPLUS+ project puts the qualifying of Multipliers on the agenda. Pedagogical-didactic upskilling of certain target groups is not in itself a novelty. Therefore, it is worth highlighting the special approach that has guided the objectives and activities of the MultiPLUS+ project.

The innovative perspective stems from the methodological approach in the project. The key point is to construct and implement a training concept, which aims to strengthen Multipliers' competences to carry out effective dissemination of societal information. However, the new perspective is that the training should not solely focus on **what** information Multipliers are passing on to migrant/minority communities. The Multiplier training concept first and foremost emphasize **how** information is communicated and disseminated from Multipliers to migrant/minority communities as well as to other stakeholders in the integration process, for instance municipal authorities. Thus, the innovative point in the MultiPLUS+ approach is that many previous initiatives in the general integration efforts have primarily been interested in **what** is conveyed. Traditionally, the aim was to ensure that certain societal information reaches migrant/minority communities, thus for society to ensure that all citizens **formally** have equal access to relevant societal information.

In contrast, the MultiPLUS+ approach focuses on the **how** perspective of the communication process, thereby introducing a methodological dimension thus to ensure that societal information is not just a formal handover, but instead engages in a real communication, carried by mutual understanding through dialogue, discussion and feedback mechanisms.

In addition, the considerations **why** some communication and didactic tools are more efficient and relevant than others should also be in focus. By focusing on both the how- and why dimensions, the MultiPLUS+ approach exceeds the purely informative level in a one-way communication to migrant/minority communities. Instead, the new MultiPLUS+ approach introduces the dialogical communication based on Multipliers' training, development and testing of didactic and dialogical methodologies that can strengthen the inclusive and integrative communication between minorities and majority society.

IN SUMMARY, from this overall integration perspective, the Multiplier Didactic Methodology in interaction with all the other activities and resources in the MultiPLUS+ project builds on the innovative and dialogical ideas that:



- Multipliers with a migrant/minority background are themselves primary sources in terms of knowledge and experience of how the communication of important societal affairs generally takes place and is perceived by migrant/minority citizens in intercultural encounters and contexts, where the majority society from a one-way view communicates information to migrant/minority communities in the partner countries and probably all over Europe.



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- From these communicative experiences and practices, Multipliers may be used to communicate preferably at the **what** level without reflecting so much on the **how and why** level - i.e. the reflection on how migrant/minority target groups perceive societal information, and why the understanding is sometimes rather poor and insufficient.
- Consequently, the basic idea in the IO1 activities has been to deliver a Multiplier Training Programme that highlights the how level through a didactic-communicative methodology, thereby providing the important link between **information, dialogical communication, perception, understanding and learning** among recipients in migrant communities.

In the final and total MultiPLUS+ methodology the initial Training Programme is expanded and fulfilled through the Multiplier Methodical Compendium and the final testing of a Multipliers' Handbook.





3. The **preparation** phase: To establish a solid recruitment basis

3.1 Introduction

From an overall view, the recruitment process has varied depending on whether the partners have access to make contact and recruit Multipliers in-house in their own organisations - or whether the partners had to establish contact to other organisations and networks in order to reach out to the target group of potential Multipliers.

This difference in prerequisites implies that some partners had greater challenges in the recruitment process than others. However, the differences are not generally reflected in the recruitment results, where there is largely uniformity in the number of Multipliers in the initial recruitment to focus groups. In summary, as can be seen in the Table 1 below, the partners in total managed to recruit **30** Multipliers for the focus groups in full compliance with the expected number of 30. Seen in this light, a most solid result has been achieved in terms of recruitment of Multipliers in the first project phase.

Due to the varyin conditions, the partners from the very beginning foresaw a need to prepare a common material to facilitate the recruitment of Multipliers. That is why The Didactic Methodology also includes a supporting material in form of a joint introductory letter that can be adapted to the local recruitment channels. Thus, the MultiPLUS+ standard invitation letter was one of the first preparatory activities in the IO1 section with a view to the partners' initial needs to gain contact with relevant migrant/minority communities and potential Multipliers. The aim is to provide the communities and potential Multipliers with **1)** the background and reason for the contact and **2)** some general information about the MultiPLUS+ project. In addition, partners were encouraged to supplement with newsletters and refer to the project's website, where more information could be found. Furthermore, partners would need to bring additional materials about their organisational profile and transnational cooperation in the project etc.





3.2 The introductory letter – a model

The standard letter is meant to be a general starting point and a guideline for any local adjustments and versions of an invitation letter in the MultiPLUS+ project as well as in other



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similar contexts. It is important that to underline the importance of the adaptation to the specific circumstances that may apply locally. In the MultiPLUS+ context some partners preferred to disseminate knowledge about the Multiplier methodology and the project activities via face-to-face encounters, even though the Covid-19 situation hindered or directly prevented face-to-face meetings during the actual recruitment period.

In the general perspective, other actors may find it preferable to adapt the letter to either a very formal or a very informal tone in the letter, if they are already familiar with the communities they are addressing. Or it may be a completely new acquaintance that needs to be established and supplemented with other organisational materials as well. Experience shows that the traditions for such inquiries can differ quite a lot from country to country, from context to context and from culture to culture.





Depending on the context, specific conditions - for example fees or special qualification requirements can either be mentioned or excluded. In such cases, cultural customs can play a role and such conditions should be considered. In the MultiPLUS+ project, for instance, the question of payment was deliberately not specified in the invitation letter, as partners preferred to clarify the final information about the payment framework before further agreements.

In summart, the following standard invitation and introductory letter is to be considered as a proposal for organisations and trainers etc, who are responsible for the outreach and recruitment of Multipliers, be it internally within their own institutional framework or externally in collaboration with migrant communities or other organisations with integration tasks etc. The letter is just a model for inspiration and facilitation. Consequently, the standard letter is structured in different parts for further descriptions thus to make visible what sections and information the letter is generally recommended to contain.

Heading: to whom this may concern

Introduction: the organization..... hereby has the pleasure of inviting you to take part in a European educational project which is co-financed by the EU Commission. Under the title "**MultiPLUS+ - Migrant Multipliers Build Bridges**", the project offers a comprehensive pedagogical and communicative training programme to community members who are already experienced in imparting knowledge and facts on societal topics to other members of the community or in other contexts.

Brief reference: our organisation.....is located in.....and specialized in As part of our services, we participate in European projects, where we collaborate with similar organizations in other EU countries.

A little more information about the project: the main goals of the MultiPLUS+ project are to:

Firstly to provide experienced bridge builders/mediators/supervisors with a migrant background with a further upskilling in terms of pedagogical, didactic and communicative skills that can enhance their knowledge and methodical competences in their future tasks as bridge builders between migrant communities and the surrounding society. The focus is especially on methods and tools in adult education and training. In the Multiplus+ project they will be trained and skilled with a diploma as so-called **Multipliers**.





Secondly to take part in the building of a new methodical compendium, which will merge pedagogical methods from European traditions with pedagogical and communicative traditions from other part of the world. The idea is to pave the way for a better dialogue between migrant communities and the surrounding society in terms of societal issues with a relevance for all citizens, regardless ethnic-cultural background.

Thirdly to test the new methodical materials in workshops with local community members or similar target groups.

The MultiPLUS+ project has a duration of 2 years from autumn 2020 to autumn 2022. There may be a small fee for participants who take part in the development activities in the three phases of the project.

The main message: as the first activity, we would like to invite 6 community members to participate in a focus group in order to learn from their experience in terms of disseminating socially relevant knowledge to members of your own community or target groups in other migrant communities. The input from this focus group will form the basis for the development of the final pedagogical training course which will be offered to the focus group participants and to other community members as well in the first quarter of 2021.

Specific information and further steps: the focus group will be conducted in November or December 2020. The focus group will last about 2 hours, and all participants are, of course, guaranteed full anonymity.

We sincerely hope that you will join us in this innovative project that is actually focusing on some of the most well-known and unresolved challenges in the general communication between the majority society and migrant communities.

Final words: we will return in the near future to discuss the possibilities for a future collaboration in the Multiplus+ project. Please, do not hesitate to obtain more information by contacting:

....contact information.





4. The **preparation** phase: To diversify the Multiplier profile

4.1 Introduction

“The integration of migrants is a complex term that challenges individuals as societies very much. One persisting question is how to reach migrants with information of societal importance, e.g. about health topics, schooling, waste management, gender equity, or others. The project MultiPLUS. Migrant MULTIPLIERS build Bridges centers a group of persons that contributes to filling this gap – the so-called Multipliers. Migrant Multipliers are migrant women, seldom men, well integrated in the host countries and at the same time in their community of origin; they speak the national language, e.g. German, very well, and are often role models and bridge-builders between the two communities or, wider, societies. For that reason, organizations, e.g. community centers, often hire them for conveying information about specific topics to migrants...”

In the original Application, the Multipliers are described as quoted above. So, it has been clarified from the very start of the MultiPLUS+ project that Multipliers perform an informative and bridge-building function in order to provide migrant/minority communities with relevant and important information about societal issues, thus to comply.

However, as stated and documented in the Nutshell Report, the participating Multipliers differ in various aspects from the original description in the Application. First and foremost it turned out in practice that there is a gender discrepancy, since several Multipliers in the project are actually male. Furthermore, some Multipliers are formally spoken descendants, who were born and raised in the partner country in migrant families.

In summary, the participating Multipliers in the MultiPLUS+ project are characterized by a greater diversity in terms of both gender, language competence and immigration status.

However, as concluded in the Nutshell Report on behalf of the Multipliers' own statements, the Multiplier role has been the starting point for their commitment to the project and corresponds to their actual experiences and continued desire to contribute to a better dialogue across migrant/minority communities and the majority society. Perhaps gender does not play a significant role in the performance of the Multiplier





Against this background, all Multipliers filled in the common information sheet in connection with the performance of the focus group research. Thus, the participating Multipliers cover a variety of differences ranging from their countries of origin to their length of stay in the partner country, their family background etc. But despite this diversity, they all agree to show the same commitment to the overall promotion of societal integration and to the strengthening of both knowledge and communicative methods in their local communities.



Artem Podrez - pexels.com

4.2 The information template – a model

The information sheet shows a proposal for the registration of background information about Multipliers. This sheet was used to gather uniform information across partner countries, thus to ensure the comparability across borders. It should be noted that this sheet is merely a model that can be expanded and adapted according to the context and the specific need for information in other projects. However, the structure itself can serve as a guideline for general collections of background data.




Table 1:
The information sheet for Multipliers

Name (optional)	
Age and Gender	
City of residence	
Civil status	<input type="checkbox"/> Married/cohabiting <input type="checkbox"/> Living alone <input type="checkbox"/> Living with family <input type="checkbox"/> Divorced <input type="checkbox"/> Widow/widower <input type="checkbox"/> Other, what:
Parenting	<input type="checkbox"/> Number of children, aged: <input type="checkbox"/> Number of home residents <input type="checkbox"/> Number of nonresidents
Country of origins / family's country of origins	
Immigration status	<input type="checkbox"/> Migrant <input type="checkbox"/> Descendant <input type="checkbox"/> Refugee
Resident time in host country	
Education after primary school in country of origins	Keywords:
Education after primary school in host country	Keywords:
Years of work experience from country of origins	Keywords:
Years of work experience in hos country	Keywords:
Voluntary experience from country of origins	Keywords:
Voluntary experience from host country	Keywords:

Further information on the first Multiplier groups is available in the **MultiPLUS+ Nutshell Report**.





5. The **preparation** phase: To clarify methodical needs among Multipliers

5.1 Introduction

“The first project task will be to accomplish in-depth discussions with MULTIPLIERS; Subjects will be their needs when planning, organizing, and accomplishing workshops in their communities of origin, and the appropriateness of preparation so far. Guidelines & report structure for the in-depth discussions will be drafted before the meeting by the IO-lead and decided while the 1st Transnational partner meeting. All partners accomplish these in-depth discussions afterwards in their countries and report the results alongside the defined structure...” (Quoted from the Application).

One of the main activities in IO1 consisted of an initial needs analysis among the recruited Multipliers. The aim of this analysis was clearly to uncover the didactic-methodological qualifications and qualifying needs among the Multipliers in the light of the specific approach in the MultiPLUS+ project. With the strong and innovative focus on communication and dialogical methodology - the **how** level - it was important to gain insight into the Multipliers' actual experiences and their own assessments and demands in relation to the further development of the Multiplier Training Programme.

To this end, it had already been stated in the Application that the needs analysis should be based on the implementation of structured in-depth discussions with Multipliers in each partner country. From the very beginning, partners decided to use the methodology of focus groups to this initial data collection.

As thoroughly described in the Nutshell Report, one of the key conclusions across the partner organisations pointed to the importance of establishing a common pedagogical-didactic platform that would offer the Multipliers the opportunity to introduce migrant/minority communities to dialogical and participatory methods, thus to start a process, where the dialogical communication and the active participation step-by-step becomes a customary and common way of dealing with information encounters and other forms of learning arrangements.



At the same time, this conclusion reflected the Multipliers' own learning and training needs, where both verbal and non-verbal communication methodologies were paramount among all Multipliers. The conclusion was that Multipliers called for a Training Programme which they could subsequently use **not only** to improve their own communication - but **just as much** could use to strengthen dialogue and participatory communication within the communities.

Furthermore, the Multipliers generally linked the need for the dialogical communication methodology to the broader intercultural perspective and the mutual integration principle, thereby emphasizing the connection between dialogical and participatory competences on the one hand - and an openminded and responsive communication between migrant/minority communities and majority representatives on the other hand.

In summary, the needs research and analysis gave rise to both a broad and in-depth insight into the Multipliers' competences and qualification needs, because the research was based on structured and comprehensive focus groups, which provided an opportunity to compare findings and results quite closely across partner countries. Against this background, the following sections firstly present the structured interview guide used in all local focus groups. This also includes the reporting manual, which would ensure a consistent reporting from partner organisations, thereby guaranteeing the necessary comparability. Finally, the interview- and reporting guides were accompanied by a series of methodological guidelines for the steering and completion of the focus groups, as shown in the next chapter.

The aim is that these materials in total can inspire both Multipliers and other actors in a future performance of focus groups on a professional basis.

5.2 The thematic guide for focus groups - a model

The common interview guide was structured from three overall themes, which again is divided into a few sub-questions, as shown in the table 2 below:

- The experience perspective
- The intercultural and integration perspective
- The pedagogical-didactic perspective

These themes will, of course, not be relevant to all projects and focus groups. However, the thematic structure itself can hopefully serve as a methodical example and model of how to build an interview guide for focus groups, which both maintains a tight structure





and at the same time provides space for the participants' associations, active interest and flow of consciousness. Therefore, the interview guide should not necessarily be treated as a step-by-step process. The most important thing is ensure through the steering process that the themes are all carefully addressed and reflected during the group process.

In summary, the thematic structure is chosen in order on one hand to ensure a structured and comparable output – and on the other hand also a free, associative and narrative approach to the discussions. As a guideline it must be recommended that the focus groups are planned to no less than 2 hours. Further guidelines are given in the next chapter.

Table 2:
Interview guide for the initial multiplier focus group session – a model

Theme	Questions and themes of common reflections
The experience perspective:	<p>1. Let´s start from your personal perspective and previous experiences in terms of communicating factual information or other communication situations in your local community / other circles of acquaintances:</p> <p>1A) Did you previously take part in courses and training regarding adult education, pedagogics and/or communication?</p> <p>1B) What activities would that be? What would be the most important outcome of these training activities?</p> <p>1C) What target groups did you approach – what would be the contextual framework?</p> <p>1D) How did you act and communicate – what methods and tools did you use?</p> <p>1E) What did you experience in these communication encounters – and what did you learn?</p> <p>1F) What knowledge, methods and tools did you miss in previous training and/or in previous communication tasks?</p>
The intercultural and integration perspective	<p>2. Culture and different cultural traditions in communication and pedagogical-didactic approaches are central to the Multiplus+ project. Let´s reflect a little on such cultural diversity. What are your views on this issue – and what did you learn from previous experience:</p>





	<p>2A) Do you see significant differences in terms of cultural traditions within communicative and pedagogical-didactic methods, when comparing your country of origins with European traditions?</p> <p>2B) What differences and similarities would you point to?</p> <p>2C) How would you explain such differences, and what impact do they have on adult educational efforts towards migrants in your present country? Please, give examples.</p>
The pedagogical-didactic perspective	<p>3. Let's consider your experiences from a pedagogical-didactic perspective:</p> <p>3.1) From your experience and reflections: how does educational efforts towards migrant – and also children and youth from migrant communities – affect the general integration and feeling of belonging in migrant communities?</p> <p>3.2) Do you see special challenges in the majority learning/teaching approaches, principles and practices in terms of integrating both young children and adults with other cultural backgrounds in educational activities?</p> <p>3.3) What may be solutions in a future perspective?</p>
Conclusions and learning points	<p>4. One central point from each participant:</p> <p>4.1) Please, let's us end this common reflection with a round, where each of you summarize one important conclusion and learning point from the discussion.</p>



Katerina Holmes - pexels.com





5.3 Reporting focus group results

The reporting structure for the analysis and description of focus groups findings, results and learning points closely follows the interview guide. The close conformity serves 2 purposes:

Firstly, this procedure should ease the analysis and reporting process, as the structured findings in the interview guide can easily be transformed to a similar structure in the reporting phase.

Secondly, the consistent structure helps to support that there is coherence and uniformity in the use of concepts throughout the focus groups and training programmes for multipliers. This will furthermore apply to the literature collection and description of references, as presented in the next sections.

Table 3:

Reporting structure for analysis and description of focus group findings, results and learning points

Chapters	Analysis and reporting themes
The experience perspective:	<p>1. Summary of personal experiences for all local participants of the questions below. Anonymous individual examples may be given, thus to make the reporting text as vivid as possible, without breaking the rule of anonymity:</p> <p>1A) Did the participants previously take part in pedagogical courses/training settings? What kind?</p> <p>1B) What target groups did the participants previously approach and what would be typical situations and contexts?</p> <p>1C) How did the participants communicate, and what methods and tools were generally used in these situations? What would be the interplay between situation/context/methods used?</p>





The intercultural and integration perspective	<p>2. Summary of experiences and considerations on the questions concerning differences in cultural traditions in communication and pedagogical-didactic approaches:</p> <p>2A) What differences of significance were mentioned in the focus group in terms of cultural traditions within communicative and pedagogical-didactic methods, when comparing your country of origins with European traditions? What similarities were underlined?</p> <p>2B) What explanations and analyses of such differences and similarities were suggested from the participants?</p> <p>2C) According to the participants: what impact do such differences have on adult educational efforts towards migrants in your present country? Please, give examples.</p>
The pedagogical-didactic perspective	<p>3. Summary of experiences and considerations on the pedagogical-didactic perspective:</p> <p>3A) According to the participants: how do the present educational efforts towards migrants affect the general integration and feeling of belonging in migrant communities? In terms of adult education and, if relevant – in terms also of educational efforts towards children and youth from migrant communities?</p> <p>3B) According to the participants: what challenges in the majority learning/teaching approaches, principles and practices should be highlighted? What solutions may be mentioned in a future perspective? This may also include the future perspective of the Multiplus+ project activities.</p>
Conclusions and learning points	<p>4. Please, summarize central conclusions and learning points from the local focus group from all perspectives.</p>



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6. The **preparation** phase: To plan and facilitate a focus group

6.1 Introduction

The guidelines and awareness points for the implementation of focus groups would probably be of common knowledge among experienced trainers and researchers. In the MultiPLUS+ project they were, however, summarized prior to the completion of the focus groups, thus to make sure that partners would agree on the procedures as well as to the presented awareness points. In addition, there is good reason to believe that such specified guidelines may be of great benefit to Multipliers and other actors who may not have similar experience in arranging focus groups and conducting them successfully.

In summary, the guidelines and awareness points are intended to be a pedagogical and dialogical support for the thematic planning, steering and performance of focus groups in terms of appreciative communication, facilitation of group discussions etc. The guidelines should merely be perceived as recommendations for the facilitation of the focus group process, thus to ensure that all themes are addressed and exhausted, that all participants have a say, and that the atmosphere is open, safe and appeals to active participation and engagement among all participants.

6.2 The guideline template

In summary, the guidelines and awareness points are divided into the phases of:

- Preparation
- Beginning phase
- Process
- Ending
- Data analysis

Each phase is thoroughly described point by point in the table 4a-4e below:




**Table 4a:
 Guidelines and awareness points for conducting a focus group**
Preparation:
The practical preparations:
To provide the necessary papers:

- All administrative and also illustrative materials such as attendance sheet, consent form, name tags/tent cards, interview guide with a few lines of the objectives of the focus group should be in place from the very beginning of the focus group.
- The interview guide with objectives should possibly be distributed in connection with initial contact and pre-meetings etc.

To choose the mode of recording:

- Audio-recording may be the best option with a small group. But this method requires a clear permission from the participants in advance.
- Video-recording has the advantage of recording the body language too. However, it may be perceived as very intrusive by the participants, and some may not be comfortable with this option. Anyway, it will be necessary to require a clear permission in advance.

To choose the mode of note-taking:

- Partners may be well experienced in simultaneous note-taking and therefore prefer this method instead of recording.
- Simultaneous note-taking may require a team of a focus group leader and an assisting note-taker.

**Table 4b:
 Guidelines and awareness points for conducting a focus group**
Beginning:
The opening of the focus group:
The presentation round:

- The initial presentation round may include only names and possibly the multipliers' affiliation with organisations etc. However, the more comprehensive introduction and review o
- The background information should generally not be included in the presentation round, thus to avoid that the participants become distracted and onfocused.




The objectives and "code of conduct" for the focus group:

- The brief presentation round should be finalized by a repetition of the focus group objectives and furthermore by a review of the "code of conduct" for the interaction in the focus group. This would be rules such as:
 - One participant talks at a time.
 - It is not okay to interrupt, unless a participant is about to take over the whole conversation.
 - All participants are encouraged to make their points and take actively part in discussions.
 - It is forbidden to frown, to express displeasure at contributions to the debate or in other way to act disrespectful or without recognition of the other participants. But everyone is, of course, welcome to express other views and attitudes in an appreciative way.
 - Differences in experience and point of views are important to register, as long as nobody is feeling uncomfortable or excluded.
- A focal point in the conversation and discussion is the right of every participant to stay anonymously. This indicates that the initial review of background information will also be conducted and later on reported anonymously.
- The focus group lead and facilitator is responsible to the compliance with the code of conduct – indicating also the awareness of the participants' well-being and security to take actively part in the discussions.

**Table4c:
 Guidelines and awareness points for conducting a focus group**
In process
The focus group process:
The facilitation and steering needs:

- Ideally, the discussion should regulate itself, and the interview guide should be covered by the participants without much steering from the lead and facilitator. The participants freely express their different perspectives and also respond to the other members of the group and may reformulate and enrich their views during this exchange.

Following and yet steering the conversation flow:

- If the participants thereby move the discussion to aspects of the topic that are of relevance to them, the facilitator should follow the flow of the





discussion and adapt the interview guide accordingly, taking care that all questions still are covered during the meeting.

In summary, the facilitator's role is to:

- Maintain a balance between structure and flexibility, thus to ensure a free-flowing discussion. Have an open mind for the participants' associations and flow of consciousness.
- Be aware of new and unforeseen themes of importance that the participants may add to the interview guide.
- Ensure that the discussion always returns to the main themes of the interview guide, without ignoring or cutting off the participants in the process.
- Ensure that the discussion is inclusive of everyone (the facilitator must intervene gently and sensitively if a participant is too dominating and draw in shy participants).
- The facilitator should be able to clarify more comprehensive and complex comments by paraphrasing and summarizing.

**Table 4d:
Guidelines and awareness points for conducting a focus group**

Ending:

To phase out the process and summarize:

All themes and questions should be touched:

- At the end of the focus group session, the facilitator makes a summary of the main input generated by the participants and invite to additional comments
- The facilitator also ask the participants to be open for supplementary questions, if some issues are not fully illuminated during the focus group
- The facilitator finally make a statement on the further process and involvement of the participants.

**Table 4e:
Guidelines and awareness points for conducting a focus group**

Data analysis:

Extraction of central learning points:

The follow-up analysis:

- The notes /transcripts will afterwards the subject of an analysis, where the main themes and central statements from the participants are extracted, categorized and described in accordance with the reporting structure.





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7. The **development** phase: To build a needs-oriented Multiplier Training Programme

7.1 Introduction

"The lead partner will then develop a draft of the training concept and will circulate it to the partners who will contribute with concrete feedback and suggestions, e.g. for exercises, or tools. The lead partner will adapt the training concept alongside discussed questions and common decisions. Then the training concept is sent to all partners and they have to carry it out and have the freedom to change one or the other exercise or series. Subsequently, the training for MULTIPLIERS will be carried out. Also further MULTIPLIERS are invited to participate. The training should last 9 hours, will be evaluated – and therefore evaluation-questionnaires will be designed. The final evaluated training concept and used material in each country needs to be translated back into English..." (Quoted from the Application).

As mentioned and in accordance with the original application form, the main objective of the IO1 activities was to contribute to the upskilling and qualifying of Multipliers in terms of didactic approaches and methods within the general field of adult education - with a special attention towards intercultural settings. Furthermore, the aim was to develop, implement and evaluate a needs-oriented and tailored Training Programme for Multipliers in the frame of the MultiPLUS+ project as a starting point, and then subsequently make the programme available as an open resource for a wider range of trainers, bridge-builders and facilitators in integration efforts throughout Europe.

It was a clear condition for the development of the Multiplier Training Programme that the partnership should take thoroughly into account the feedback on learning needs and expectations that Multipliers themselves across the partner countries had advocated in the initial focus groups, as later described in the Nutshell Report. Therefore, the results of this research have played a crucial role in the development and designing of the first draft of a joint Training Programme as well as for the local versions, which, based on the joint programme description, have subsequently been adapted and implemented in the individual partner organisation.





As is evident from the Nutshell Report, there was a clear consensus across national borders among the Multipliers on the need to focus the training on **communicative** methods and communicative perspectives in mediating tasks and situations.

In this context, it is important to emphasize that the communicative focus goes closely hand in hand with the didactic focus. Thus, the broad desire among Multipliers to be introduced to communicative methods has not diverted attention from the original goal of introducing Multipliers to adult educational and didactic methodologies. But the emphasis on the communicative perspective, in turn, points to the actual experience among the Multipliers. Thus, through the focus groups they claimed to have a more **holistic** need, where didactic exercises are closely linked to their overall appearance and - not least - to their ability to appear authentic in situations, where they have to convey important messages. Be it in relation to migrant/minority communities or in relation to local authorities and other majority stakeholders etc.

At the same time, this reflects the need and interest in **dialogical** methods and tools that can help to create reciprocity, mutual exchange of experience and communication rather than a one-sided transfer of information.

7.2 The framework for the Training Programme

Based on such experiences and considerations, a joint Multiplier Training Programme was constructed in the development phase, thoroughly taking into account the needs, wishes and expectations that were the results of the initial needs analysis. In accordance with the original Application, the common Training Programme has been structured as training sessions covering 3x3 hours, even though the opportunity was given for partners to cover the 9 hours programme within another schedule, if convenient. All sessions were partly evaluated through a so-called "warm" evaluation in direct extension of each training day and partly consisted of a so-called "cold" evaluation, where the participating Multipliers in a follow-up e-survey has assessed the individual training days according to the courses themselves. All partners involved external trainers in the training or made use of colleagues from their own organisations who were not affiliated to the MultiPLUS+ project. The aim was in all cases to ensure the most suitable and qualified teachers and trainers for the various parts of the overall Training Programme, for instance teachers with special experience in terms of non-verbal communication etc.





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7.3 The structure of the Training Programme

The Multiplier Training Programme is divided into 3 training themes, each of them covering a number of training subjects and learning objectives with associated contents.

In the original MultiPLUS+ application, the Multiplier Training Programme was described as a short and intensive 3-hour course for the first group of Multipliers. This course would be evaluated by the participating Multipliers and then repeated in the revised and adapted form for the same group of Multipliers. After a further evaluation, the final and adjusted training would be offered as a 3-hour course for both "old" and new Multipliers.

After a thorough discussion, partners agreed that the repetition might reduce the motivation to participate among some Multipliers in the first group. Some may feel that this would be a lot of time to spend without having new learning/training inputs. Therefore, the structure was changed a bit, by offering the first group of Multipliers a more comprehensive Training Programme which would instead cover 2 x 3 hours - and in addition use the Multipliers as **peer trainers** towards a new group of Multipliers for 1 x 3 hours according to the original plan in the Application, thereby to give the first Multipliers a greater benefit from the training in accordance with their own wishes as proposed in the initial focus groups. Furthermore to offer them the opportunity to act in practice as peer trainers. Furthermore, this revision would make partners able to meet the original plan of reaching a number of at least 10 trained Multipliers through the short training process.

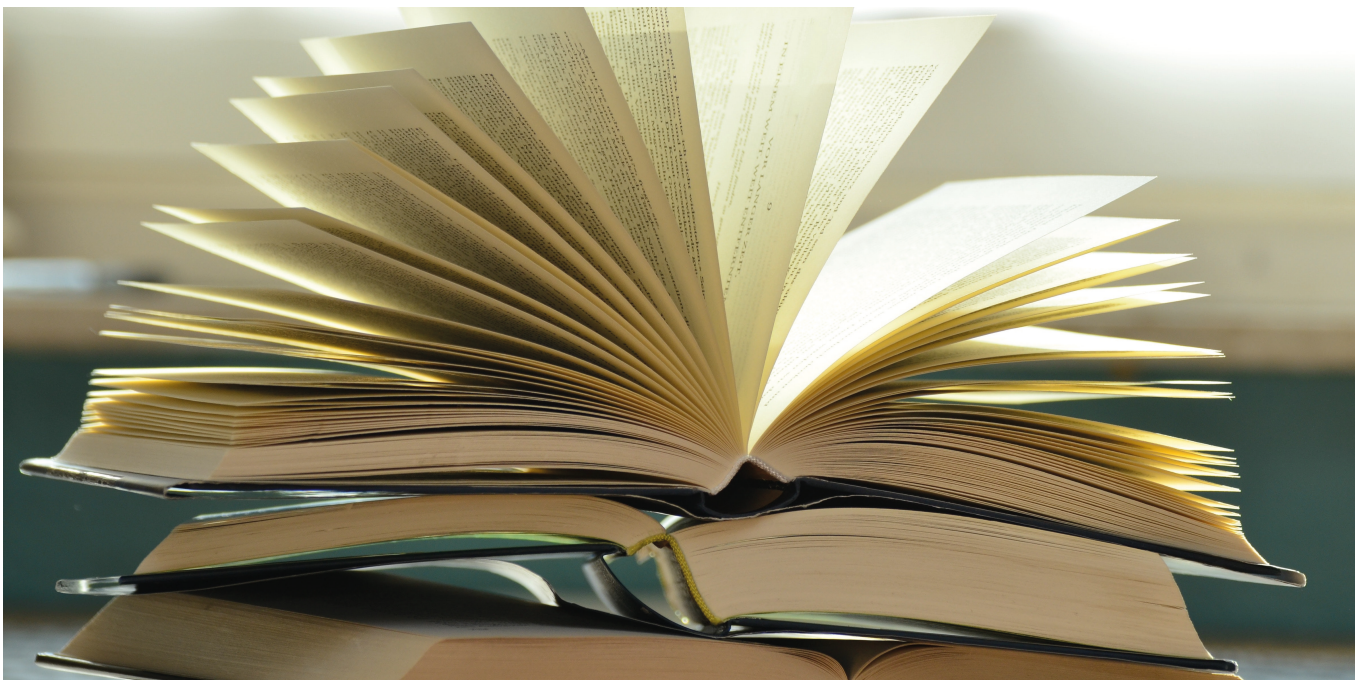




However, in practice, it became clear from the contact with the first Multipliers that their training needs and training motivation extended beyond the very short course. Therefore, all partners chose to dedicate all 9 training hours to the first Multiplier group against an expectation that a peer training of new Multipliers will be included in the later phases of the project with special emphasis on the IO3 activities.

Nevertheless, the following Multiplier Training Programme shows a structure where the last training day is scheduled for a peer course, where "old" Multipliers take an active part in the training of "new" Multipliers. This is due to the fact that the peer perspective plays a prominent role in a project where **peer-based communication and learning processes** via Multipliers or other similar bridge-builder constellations constitutes a basic methodology.

Once again, it is important to stress that the Multiplier Training Programme is meant to be a model that should be adapted in accordance with local circumstances. As will appear in the following chapters, the model programme has also been adapted to local preconditions among the partner organisations in the MultiPLUS+ project.



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Tabel 5a:
The common Multiplier Training Programme – training day 1)

TRAINING THEME A) COMMUNICATION FROM A METHODOLOGICAL PERSPECTIVE	TRAINING SUBJECT AND TIME SCHEDULE	CONTENTS
<p>Training: 160 minutes Breaks: 20 minutes Evaluation: 30 minutes</p> <p>The training programme may be organized in accordance with local needs and preferences, for instance for theme A):</p> <p>1 training day with 3 training subjects 2 training days split into 1 x 2 subjects and 1 x 1 subject 3 training days split into 3 x 1 subject</p> <p>Evaluation may also be conducted as a separate event.</p>	<p>1) Communication in Adult Education and Adult Education in Communication – a general Introduction: approx. 50 minutes</p> <p>Learning objectives:</p> <p>To provide the Multipliers with an overview of communicative theories and their significance for practical communication.</p> <p>To provide the Multipliers with a knowledge about communication that provides them with a basis for critically reflection on their own ways of communicating.</p> <p>To provide the Multipliers with a knowledge about communication that enables them to reflect critically and constructively on their own role and function as Multipliers and bridge-builders in the communication between the majority society and minority communities.</p>	<ul style="list-style-type: none"> • Brief introduction to the main concepts of communication and adult education as well as the concepts of pedagogy and didactics – what do they mean, and how are they mutually linked from a communicative practice and the role and tasks as multipliers? • Presentation of a number of communication models and methodologies, where key words would be dialogical/ participative/ presentative/bodily/online communication. • From a critical and reflective perspective: how do they correspond with your own communicative experience and practice? • How can you relate them to your needs and requirements in your general communication/dissemination tasks and target groups?
<p>As above</p>	<p>2) Contextual and Intercultural Communication: approx. 50 minutes</p> <p>Learning objectives:</p> <p>To provide the Multipliers with a more in-depth communication knowledge and practical methods which adapt to specific target groups and situations.</p>	<ul style="list-style-type: none"> • Brief introduction to contextual communication theory with practical examples and with a special focus on the contextual and intercultural importance of language in communication. • Brief introduction to some intercultural communication models and target groups from both minority communities and majority society. • Why and how is online communication especially a challenge for the contextual and intercultural communication?





		<ul style="list-style-type: none"> • What do you especially notice when referring to your own experience in terms of contextual and intercultural communication with migrants respectively majority society actors? <p>In small groups of 2-3 persons, please write a "manifesto" with key words for basic rules and practical tips that can provide a functioning context-related and intercultural communication. Please, add key words for how to pass on a certain knowledge, message or methods to local target groups and also to other multipliers.</p>
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<p>As above</p>	<p>3) Body Language: approx. 60 minutes</p> <p>Learning objectives: To provide the Multipliers with insight into and practical skills in terms of bodily and non-verbal ways of communication and their implications for communicative situations.</p>	<ul style="list-style-type: none"> • Brief introduction to the concept of body language and non-verbal communication, including examples and short exercises of how it works in practice, what signals it may send unconsciously etc. • Some exercises to illustrate, how you can work with body language in order to use it consciously and thoughtfully in your communication? • In small groups of 2-3 persons: please discuss the following question: <ul style="list-style-type: none"> ○ Do you have experience from situations, where you were "lost in translation" in terms of being able to interpret and understand other persons' bodily communication? ○ How did you react in these situations? ○ What would have been a help in order to strengthen your respond and understanding? ○ What were the consequences?
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General pedagogical-didactic comments:

In principal, all multipliers across partner countries would attend the same programme. However, the importance of adapting to local conditions is one of the core points of the programme. Consequently, partners should have the opportunity to select and differentiate didactic materials and tools in accordance with their own practice and multiplier group etc within in common training subjects. At the same time, it is suggested that each partner give examples of intended or used methods and tools to a common programme toolbox, linked to the final training subjects.





Examples of local learning materials, methods and exercises are collected for further description in the Multiplier Methodical Compendium.

Table 5b:
The common Multiplier Training Programme – training day 2)

TRAINING TRAINING THEME B) COMMUNICATION FROM A PRACTICAL PERSPECTIVE	TRAINING SUBJECT AND TIME SCHEDULE	CONTENTS
<p>Training: 160 minutes Breaks: 20 minutes Evaluation: 40 minutes The training programme may be organized in accordance with local needs and preferences, for instance for theme A): 1 training day with 3 training subjects 2 training days split into 1 x 2 subjects and 1 x 1 subject 3 training days split into 3 x 1 subject</p>	<p>1) Adult Guidance and Mediation: approx. 70 minutes</p> <p>Learning objectives: To provide the Multipliers with an insight into how communication can be translated into dialogical and mediating methods in bridge-building efforts, aimed at promoting a mutual communication and dialogue across the majority society and minority communities.</p>	<ul style="list-style-type: none"> • What does adult guidance and mediation mean – a brief conceptual introduction. • A brief review combined with small exercises of practical guidance methodologies as well as mediating and coaching communication methods, using: <ul style="list-style-type: none"> ○ Appreciative Inquiry and peer approaches ○ Narrative and NLP approaches and exercises ○ The motivating communication ○ Role play ○ Video as training tool
<p>As above</p>	<p>2) Planning and performing the successful workshop: approx. 90 minutes</p> <p>Learning objectives: To provide the Multipliers with practical methods and tools to planning of various communication events, thus to equip them to carry out such communicative activities themselves – and thus to qualify their practical communicative efforts.</p>	<ul style="list-style-type: none"> • Brief introduction with some basic rules of thumb for the successful workshop and for good educational presentations such as: <ul style="list-style-type: none"> ○ Clarifying purpose and contents ○ Highlighting core issues and awareness points ○ Using illustrative drawings, figures and schemes ○ Clarifying concepts etc. • Introduction to examples of participatory organization of workshops and seminars, including the use of digital tools for online events, for instance: <ul style="list-style-type: none"> ○ Appreciative inquiry (AI) as a methodology for common development arrangements.





		<ul style="list-style-type: none"> ○ Future Workshops as methodology. ○ Open Space as methodology etc. ○ Flyers and programmes to catch attention. <ul style="list-style-type: none"> ● Presentation of examples of good/bad powerpoint presentations from a communicative perspective. What are the differences – and why may they appeal differently to audiences in different contexts? What are the learning points? ● In small groups of 2-3 persons, please organize a workshop by using the following instructions: <ul style="list-style-type: none"> ○ Describe the subject and target group for your workshop. ○ Organize your programme, time-planning and use of varied presentation methods ○ Consider your advertising methods ○ Reflect on the possibilities and challenges in case you have to conduct your workshop online. ○ Present your results.
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<p>As above</p>	<p>3) Evaluation conducted as a joint discussion and selection of training themes and subjects to be presented for new multipliers: approx. 40 minutes</p>	<p>4) Evaluation will be divided into two sections: firstly, a brief round about the day's programme and proposals for adjustments – and secondly, a more general joint reflection on the themes and subjects that the multipliers find most suitable to be presented for new participants in a third training programme.</p> <p>5) The multipliers may have to negotiate in this selection process.</p> <p>6) The crucial point is that the “old” multipliers as peers will be obliged to partly take part themselves in the presentation of subjects and exercises for the “new” multipliers – hereby using some of their new skills from the training programme so far in the communication of both concepts, methods and exercises etc.</p> <p>7) This indicates that the group have to agree on a division of tasks and plan the third training programme for new multipliers in close collaboration with the partner organization. The “old” group are</p>
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		free to select only one or a few representatives to prepare and participate in the third programme – or they may all be present from their own choice.
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General pedagogical-didactic comments:

In principal, all multipliers across partner countries would attend the same programme. However, the importance of adapting to local conditions is one of the core points of the programme. Consequently, partners should have the opportunity to select and differentiate didactic materials and tools in accordance with their own practice and multiplier group etc within in common training subjects. At the same time, it is suggested that each partner give examples of intended or used methods and tools to a common programme toolbox, linked to the final training subjects.

Examples of local learning materials, methods and exercises are collected for further description in the Multiplier Methodical Compendium.

Tabel 5c:
The common Multiplier Training Programme – training day 3)

TRAINING THEME C) COMMUNICATION IN A SUMMARY VERSION	TRAINING SUBJECT AND TIME SCHEDULE	CONTENTS												
Training: 150 minutes Breaks: 30 minutes Evaluation: 30 minutes The training programme may be organized in accordance with local needs and preferences, for instance for theme A): 1 training day with 2-3 training subjects 2 training days split into 2-3 training subjects	<table border="1"> <tr> <td>1) First subject from the multiplier selection</td> <td>50 minutes</td> </tr> <tr> <td>Break</td> <td>15 minutes</td> </tr> <tr> <td>2) Secondly subject from the multiplier selection</td> <td>50 minutes</td> </tr> <tr> <td>Break</td> <td>15 minutes</td> </tr> <tr> <td>3) Third subject from the multiplier selection</td> <td>50 minutes</td> </tr> <tr> <td>Evaluation</td> <td>30 minutes</td> </tr> </table>	1) First subject from the multiplier selection	50 minutes	Break	15 minutes	2) Secondly subject from the multiplier selection	50 minutes	Break	15 minutes	3) Third subject from the multiplier selection	50 minutes	Evaluation	30 minutes	<p>The “old” multipliers will as peers use and perhaps further adapt the materials, methods and exercises from the previous training sessions.</p> <p>One example of the composition of training subjects may be:</p> <ol style="list-style-type: none"> Contextual communication (in an abbreviated form) Mediation and body language <p>Planning and performing the successful workshop (in an abbreviated form)</p>
1) First subject from the multiplier selection	50 minutes													
Break	15 minutes													
2) Secondly subject from the multiplier selection	50 minutes													
Break	15 minutes													
3) Third subject from the multiplier selection	50 minutes													
Evaluation	30 minutes													





8. The **implementation** phase: To conduct a training process

8.1 Introduction

The Multiplier Training Programme was implemented in accordance with the overall, common programme in all partner countries. In the initial training schedule, the intention was to complete the Training Programme within a relatively narrow and intensive time frame. However, this plan could not in practice be complied with due to the COVID-19 pandemic and the extensive lockdowns in all partner countries - as well as in most of the the world.

Instead, partners agreed to organize the local Training Programmes based on realistic frameworks, which in some cases included blended learning models, using combinations of online courses and face-to-face courses.

There was also agreement in the partnership that partners were free to prioritize the various themes of the overall Training Programme in line with the local Multiplier needs and requirements. Although all Multipliers across national borders had highly emphasized the need for teaching-learning activities dedicated to communicative methodologies in the initial focus groups, there could still be varieties in the priorities of topics within the overall communication theme.

Against this background, the following sections provide a brief and concise review of the local implementation of the Multiplier Training Programme.

At the same time, a reference should be made to the comprehensive training- and evaluation materials as prepared by each partner to support the present Didactic Methodology as well as in support of the ongoing collection of appropriate communicative and dialogical methodologies in the continuing project process.





8.2 The implementation of local Multiplier Training Programmes

THE AUSTRIAN MODEL

In Austria, the Training Programme was organized as three online sessions, supplied by a face-to-face workshop. Thus, the Austrian model differed from the other partner models to the extent that the Austrian programme was actually twice as long as the others by adding a full follow-up training day. Thus, the Austrian programme was planned and implemented as follows:

1st Workshop online: 7th of April 2021

Topic: Communication concept.

2nd Workshop online: 28th of April v2021

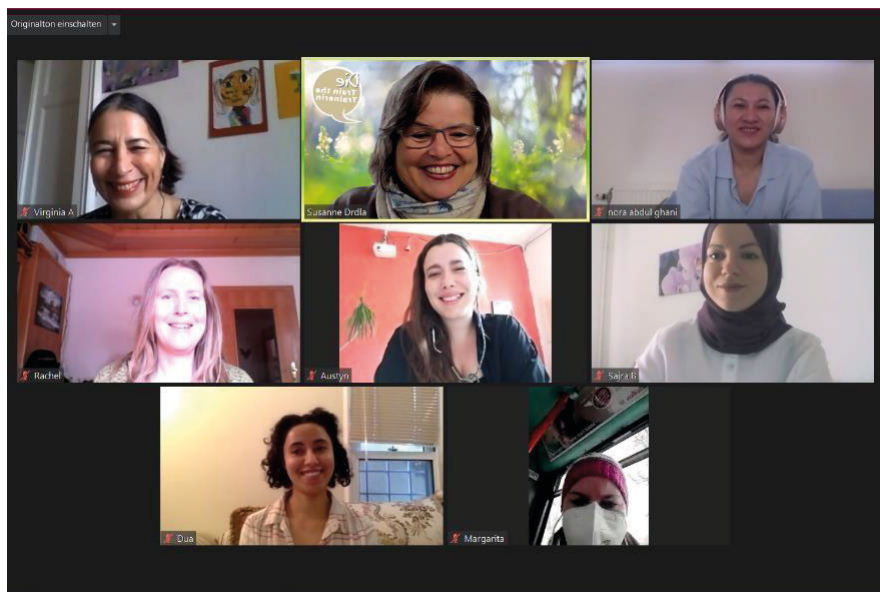
Topic: Non verbal communication.

3rd Workshop online 11th of May 2021

Topic: Intercultural communication.

4th Workshop face-to-face 2nd of June 2021

Topic: Multiplier role and presentation techniques.





As the Training Programme was largely implemented as an online activity, the organizers used the paddle (padlet) as a suitable tool to ensure the mutual communication and common learning process among the participating Multipliers. The paddle is a digital board where participants can add various post-it notes in form of text, pictures, links, documents, videos etc. The paddle can be used as a digital bulletin board and for discussions, brainstorming, notes, quizzes, planning, rehearsal and collecting feedback. The tool is suitable both for small quick activities and for thorough and long-term projects. The paddle is particularly suitable for creating and structuring collaborations, where trainers and participants can work and add content to the same board, thus to ensure the dialogical methodology in practice. The many setting options make it possible to create different forms of collaboration in the virtual classroom.

In terms of the communication models, the Austrian partner introduces so-called blind areas and sources of miscommunication especially in intercultural encounters and exchanges. Furthermore, the methodology of the **Drama Triangle** was used to exemplify how culture-related misunderstandings and miscommunication may impose on the particular roles such as persecutors and victims in a conflict escalating interaction.



In continuation of this, the participants were also introduced to the **pygmalion effect** and the special psychological mechanism that the greater the expectations attached to individuals, the better they function.





THE SPANISH MODEL

In Spain, the partner organisation decided to maintain a face-to-face training model, despite the pandemic, thus complying with all the hygienic and safety measures. The Spanish programme then was conducted from the following structure:

1st Workshop: 8th of April 2021

Topic: presentation of the project activities, presentation of the proposed structure of the workshops, word games, and knowledge among the multipliers, stories of the multipliers, experiences and discussion among all.

2nd Workshop: 26th of May 2021

Topic: methodical communication, verbal communication, multipliers interviewing each other, communicative differences between people, word games.

3rd Workshop 28th of May 2021

Topic: practical communication: The importance of gestures, the communicative look, interpretation as ways of transmitting, gestural ice breakers.

The first Spanish session consisted of an introduction to the general aims, objectives and activities of the MultiPLUS+ project, supplied by a thorough presentation of each participating Multiplier along with icebreakers and methods to conduct workshops.

The second workshop would go more deeply into the issues of communication methodologies and adult education concepts, focusing on:

- Intrapersonal communication
- Interpersonal communication
- Group communication
- Organizational communication
- Mass communication
- Cultural communication
- Institutional communication

The third workshop was completely dedicated to practical or verbal communication. This important subject was illustrated through narrative approaches along with exercises, where



the Multipliers were able to mimic and exchange experiences from practical communication contexts.



Objetivos

B) Comunicación desde una perspectiva práctica

1) ORIENTACIÓN Y MEDIACIÓN DE ADULTOS

¿Cómo creéis que puede ser la comunicación entre la sociedad mayoritaria y la comunidad minoritaria? ¿Qué métodos usaríais?

POST-ITS



THE ITALIAN MODEL



In Italy, the Multiplier Training Programme was structured as a combination model, where the first training day due to the COVID19 restrictions took place online, followed by 2 face-to-face sessions, each of them presenting the following topics:





1st Workshop (online): 24th of April 2021

Topic: presentation of the project activities and of the training programme, communication in adult education and adult education in communication, introduction to the main concepts of communication and adult education as well as the concepts of pedagogy.

2nd Workshop: 29th of May 2021

Topic: personal experience when approaching a new culture, creation of a word cloud to visualize difficulties and facilitations, cultural differences between origin countries and destination countries.

3rd Workshop 5th of June 2021

Topic: body language, importance of the body language and difference between origin countries and destination countries, how to create and conduct a successful workshop, personal experience of intercultural and intracultural communication.



The online workshop would tend to be more informative than creative because of the difficulties to make the participants effectively interact. However, the online form worked perfectly fine to address the basic ideas, aims and objectives of the MultiPLUS+ project and hereby, especially the role of Multipliers. Furthermore, the participants were generally

introduced to the main subjects of adult education, communication and training to adults.

The second and third workshops gave the participating Multipliers the opportunity to meet face-to-face. In terms of the topic of intercultural communication, the Multipliers would exchange and discuss their experiences, difficulties and facilitations when approaching the host society for the first time. Furthermore, the topic of body language and its significance for communication was in focus for common reflections and exchange of experience.





Last, but not least, the Multipliers would be introduced to some pedagogical methods and tools for the practical preparation and completion of successful workshops for the use in their own upcoming workshops in the last part of the MuLtiPLUS+project. It was worth noting in this practical part of the Training Programme that the participating Multipliers could refer to experiences of passing on one-way information – however, lacked experience in the **dialogical and involving communication** with an audience, which is a core point in the project's training and learning processes.

THE SLOVENIAN MODEL

The Slovenian partner had also chosen to organize a combination model, where the Training Programme initially consisted of an online-based workshop. The intention was to meet a need to carry out training activities as early as possible in the spring despite the COVID-19pandemic - and at the same time to meet the need to create a direct dialogue between the participating Multipliers. The dialogue was ensured in the online format through the use of virtual meeting rooms and then afterwards through the following face-to-face workshops. The Slovenian Training Programme was composed as follows:

1st Workshop: 12th of April 2021

Topic: Adult education and communication.

2nd Workshop: 11th of May 2021

Topic: How to prepare a workshop.

3rd Workshop: 24th of May 2021

Topic: Implementation of a workshop and How to conduct a workshop online.

The first training workshop was dedicated to the main concepts of adult educations, pedagogy and didactic, thus to in order to give the participants a first introduction to these key areas. Through the presentation of learning types and styles, the trainers aimed at introducing the Multipliers to the different perceptions of learning and consequently the need to vary training methods, when processing information and knowledge to people with different ways of learning and perceiving – which may very well be the case within a community.

In the communication section, the trainers focused on various communicative forms and their influence on all kinds of encounters, thereby also including the meaning of bodily communication. Furthermore, the issue of communication in conflict situations and the concept of non-violent communication was taken into account in the common reflections and discussions.





The second training day would introduce the practical pedagogical perspective by training the Multipliers in skills to prepare a workshop themselves, where questions about learning styles, timing and variations in programmes would build a bridge to the first training day.

As a further bridge building from second to third training day, the Multipliers were given a homework assignment, thus to prepare and present brief workshops. During the third training day, the Multipliers also were trained in the implementation of online meetings, using tools such as ZOOM and GOOGLE MEET platforms.

THE DANISH MODEL

The Danish model was organized as three face-to-face workshops according to a schedule that was slightly delayed for the other partners due to the Multipliers' observance of Ramadan. In accordance with the overall Training Programme, the Danish training was structured as follows:

1st Workshop: 30th of May 2021

Topic: Body language and bodily communication.

2nd Workshop: 6th of June 2021

Topic: Verbal communication.

3rd Workshop: 16th of June 2021

Topic: Targeted communication to various target groups and workshop methodologies.

The first workshop on bodily communication was theoretically based on Maurice Merleau-Ponty and the body-oriented phenomenology and furthermore a neurological approach and the concept of **Muscle memory** as well as the concept of the **cognitive behavioral loop**, where thoughts, feelings and behaviors are supposed to interact with each other.

The trainer presented the Multipliers for a variety of practical exercises to illustrate the significance of bodily communication in everyday life as well as in specific situations, where Multipliers have to communicate and inform. For instance, all participants were required to give a brief speech on a topic of their own choice and use different bodily positions to emphasize their messages.





As a supplement, the Danish partner reviewed all aims, objectives and activities in the MultiPLUS+ project, pointing specifically to the role of the Multipliers.

The second workshop made a close follow-up by adding to the bodily communication methodologies and guidelines for verbal communication, facilitated by a professional rhetorician with experience from coaching of politicians and other stakeholders in communicative positions. From the introduction to a number of simple methods and communicative rules, the Multipliers were also this time challenged to give speeches for each other. However, this time, as an exercise, they were to follow a series of rhetorical and verbal guidelines and give mutual feedback.





The third workshop took a step closer to the Multipliers' communicative tasks and focused on targeted communication and including clarification of different Target groups' prerequisites, interests and levels of communication. Among other things, the Multipliers were presented to the so-called Persona Methodology, which can be used to analyze and meet needs of a certain target group, thus to adapt the communication accordingly. In addition, the Multipliers were given a review of various organizational platforms such as workshops, future workshops, appreciative inquiry, the open space methodology and reflective teams. After the review, it was the Multipliers' turn to solve a specific task, where they were asked to plan an event in groups for a specific target group using the persona methodology and one of the presented organisational approaches.

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 Migrant Multipliers Build Bridges
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PERSONA-METODEN

- **PERSONA-METODEN** sigter på at tegne en **profil af en målgruppe** ud fra målgruppens udfordringer, drømme, holdninger og normer, levevilkår og behov ift bestemte tilbud - fx varer, velfærdsydelser, uddannelser mv.
- **PERSONA-METODEN** konstruerer og levendegør **idealtypiske/fiktive personer** ud fra data om den faktiske målgruppe, fx medlemmer af en bestemt forening for at skabe en dybere forståelse for målgruppens behov vores tilbud.
- **PERSONA-METODEN** skærper vores forståelse for, hvordan vi bedst kan imødekomme behovene inden for målgruppen eller **forskellige segmenter** i målgruppen.





9. The **evaluation** phase: To provide learning points for future training

9.1 Introduction

In full accordance with the original Application as well as with the project's Quality Management Manual, a thorough evaluation of the MultiPLUS+ Training Programme is carried out. This applies to both the participating Multipliers and the partners. The goal has primarily been to uncover whether the local versions of the Training Programme had a positive learning effect for the local participants in relation to their communicative tasks and qualifying needs as Multipliers. Furthermore, the goal was also to assess which of the training methodologies used would in the future perspective be suitable for a further description in the MultiPLUS+ Methodical Compendium, coming up in the next IO2 phase.

With these objectives, the following evaluation activities has marked the end of the IO1 phase in the project:

A uniform impact assessment after each training session with all partners. The impact assessment has consisted of a structured questionnaire including both multiple choice questions and open, qualitative questions. The Multipliers have completed the questionnaire individually in writing or in some cases orally. The form is predominantly used as an e-survey, but always adapted to local conditions.

A qualitative assessment session among the partners at a separate meeting after all local training programmes had been completed. Based on similar questions as to the Multipliers, in a semi-structured form, the partners fulfilled a common reflection on experiences and learning points from the local programmes.

An overall partner evaluation of the total development process within the implementation of the IO1 activities. This final IO1 evaluation has consisted of an e-survey, which involves both a monitoring and an impact assessment in relation to the many different tasks and activities - including the Multiplier Training Program - within IO1.

Table6: The common Assessment Template for the Multiplier Training Programme

How would you evaluate the following statements about your training programme today:	Highly	To a reasonable extent	To a lesser extent	Not at all
I gained a lot of new knowledge today				
I learned about new methods and tools today				
I participated in exciting joint reflections with the other participants today				
The speakers were really good at explaining the theme of today's training				
The training fully met my expectations				
How would you evaluate the following questions in your own words. Please, write key-words:				
What was the most important learning point today?				
Did you feel comfortable during the training today? Why/why not?				
Did you contribute to the joint discussions and reflections during the training today? Why/why not?				
Did you miss anything in today's training? What would you like to add to the training?				

The evaluation form for the Multipliers for evaluating the Training Program is shown in Table 6 above.

9.2 Conclusions and learning points from the Partner evaluation

The partners' evaluation of the local Multiplier Training Programme is in several areas derived from the feedback that has come from the participating Multipliers. It is a confirmation that each partner placed great emphasis on collecting assessments from the Multipliers during the local programmes – for afterwards in the partnership context to translate the Multiplier feedback into professional pedagogical learning points. The following are the **key points** in the partners' evaluation and final collection of needs and learning points in connection with the Multiplier Training Programme:

Needs and requirements for an overview of the overall project process

There has been broad feedback from Multipliers from several partner countries about the need to be able to **overview the scope** of the total MultiPLUS+ project process. This applies not least to the need to obtain an overview of the project's expectations for the Multipliers' own role and more accurate activities.



In this context, it is worth remembering that the Multipliers in the MultiPLUS+ project did not in all cases have an affiliation with the partner organisations. Although all selected Multipliers were able to refer to previous experience in terms of communicating and disseminating societal and local current topics to migrant/minority communities - this does not imply that they are fully aware of the specific expectations to be Multipliers, as the tasks are conceived in the original Application.

Against this background, it is an important conclusion and an important learning point from the partners' implementation of the Multiplier Training Programme that it is necessary as early as possible in the project process to draw a clear overview of the Multipliers' central role and position in the project completion, including a specification of their specific tasks in the project - for which they otherwise receive payment. The Multipliers must be able to review the project step by step and understand how the IO1 activities lead directly on to IO2 activities, which in turn are the prerequisites for the Multiplier tasks in IO3.

Needs and requirements for practical training and communicative exercises

As a reminder from the Multiplier assessment, all partners have pointed to the need to expand the scope of the practical-methodological training process. A recurring message from the Multipliers across national borders were that the Multiplier Training Programme has been very exciting and relevant. However, at the same time, this implies that the training was very intensive without too much time to get the learning process under the skin in a way that makes it possible to use the many methods and exercises in other contexts like Multipliers. It simply requires more practical training and time for joint reflection on the methodological approaches and transfer to new contexts. As part of a common reflection and experience sharing process, some Multipliers also pointed to the need to include an actual team building and training in active listening in the Multiplier Training Programme.

In summary: although the Multipliers are generally experienced in information delivery processes, the Multiplier Training Programme has offered so many new approaches and methodologies that there is a need to expand the sessions with more **practice examples and methodological exercises** before the program achieves the optimal transfer value.





Again, the conclusion is that it is very important to translate and transfer the experiences from the impact assessment into the ongoing project practice. This gives reason to recommend that the methodological training perspective is clearly involved and specified in the implementation of the IO2 activities. One possibility is that in connection with the description of various methodologies - which were already introduced in the Multiplier Training Programme - a practical training takes place. For example, IO1 exercises in organizing workshops according to different methodologies and tools, can rightly be repeated during IO2 with a clear aim of preparing the Multipliers for the specific workshop tasks in IO3. Some Multipliers have even suggested that such training processes could be carried out as a **transnational exchange**, where Multipliers meet across national borders.

In summary, the Multipliers across borders and local versions of the overall Multiplier Training Programme have expressed a high degree of satisfaction with the training sections. Of course, there have been variations, where some training themes were more popular than others. In the overall light, however, it seems that the Training Programme's overall composition of training and learning topics has been relevant in terms of local learning needs among the Multipliers as well as in terms of the priorities of topics etc.

The conclusion is that the partnership succeeded in responding quite accurately to the needs and proposals which Multipliers presented in the initial focus groups – as subsequently analyzed and summarized in the Nutshell Report on the basis of the national focus reports.



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