Let Europe Know about Adult Education

Webinar Handbook

by:

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Webinars in the LEK project are used to introduce the content of the LEK curriculum. They may present one or several modules of the curriculum or parts of the modules. Webinars can introduce certain tasks of the curriculum, which are afterwards followed-up during a face-to face session or another webinar. The LEK project has used the webinars to support the learners in their individual learning path, follow-up on individual tasks and to share experiences.

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Webinar Handbook

Let Europe Know about Adult Education (LEK)

Why use webinars?

A webinar is well adapted to the basic characteristics of the internet: It is short, quick, topically focused, supports networking and works best when being placed in a wider context.

A webinar is suitable for working across borders with delimited thematic issues. It works as a place for professional reflection and networking, and it gives access to more knowledge. Webinars can be used both alone and in combination with individual work, physical meetings/seminars or other learning methods.

In itself the webinar form is a tool. As such it does not replace face-to-face learning, nor is it suitable for deeper learning. It is most efficient when planned carefully, using the strength of the delivery method. A combination of face-to-face and webinars can be very efficient.

Given today's challenges with limited time to travel and limited resources for professional updating and training, webinars can be a good solution. To arrange this kind of online courses is also a contribution to a more sustainable development, reducing our ecological footprint.

A webinar is cost efficient, free to join and requires little equipment. If the webinar is recorded the contents become available to people not able to participate in real time. The recording is however also limited, in that it allows for no interaction by the viewers.

When is a webinar an education form all by itself? In the Nordic countries webinars have been used for networking and professional development well over a decade. The use of technology has been an often-recurring theme in many webinars. It is our experience that the webinar form is especially well suited

WEBINAR
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A webinar is a web-based seminar.

A webinar can be organized as a presentation, lecture, workshop or seminar. A key feature of a webinar is interaction with participants, and depending on what the organizer choses, and the number of participants, it is open to different kinds of interaction.

A webinar can include speeches, lectures presentations, chats, discussions, brainstorms, polls and other features.

A webinar differs from a webcast by being a two-way tool. The ability to share, discuss and give feedback between the presenter and the participants makes the webinar a suitable tool for

for discussing and presenting specific professional issues. Due to its informal nature and limited duration it can help develop reflection and support networking. In accordance with this understanding a model has grown to suit the purpose. It includes one or several presenters with an open follow-up discussion. Sometimes the expert has been interviewed, sometimes the presenters participate in a Q&A or in a panel. The best results are achieved when a fairly specific topic is selected.

Tip: Based on the selected topic, narrow the focus to a clearly specified challenge, and spend some time on finding an engaging starting point for the discussion.

Types of webinars available

We can differentiate between two types of webinars based on methods, and three types of webinars based on content/context. Type A is a standard type lecture or presentation, the same as you can see in many university class rooms. There the expert delivers content to a group of recipients. The focus is on the prepared content, and most of the time, if not all, is given to the presentation. Interaction, co-creation and dialogue is at a minimum. In type A webinars (of which there are quite a few) the web is just a medium, interchangeable with a class room. Type B is more of an interactive exercise. One or several experts may introduce a topic or theme, and then the participants participate. While those who raise their voices in a class room discussion often tend to be vocal also online, in our experience the setting does help create a more democratic session, and allows for more people to join the discussion. It is not uncommon to see webinars with a mix of these two types.

When we look at types of webinars based on content/context we can differentiate between

1) Flexible learning settings, where on- and offline sessions complement each other.
2) A single-topic webinar organised once (or repeated with new participants, but with the same content
3) A set of thematic webinars, either a) modular, meaning you take any ones you like, and they are not dependent on each other or b) incremental, meaning each webinar is building on the previous one.

Preconditions to organize a webinar

The recipe for a webinar with good conditions for learning includes some human resources for hosting and moderating, a bit of on-line pedagogical competence, a topic and someone to present it, some equipment, and a technical platform where people can meet.

Host, moderator and lecturer

Based on many years of experience of webinars in NVL, we recommend using one administrative host and one moderator in addition to the presenter(s) or lecturers.

The role of the host

The host is the technical and practical administrator of the webinar. She/he makes sure the technical assets of the webinar are functioning as planned. This includes taking a sound

check/camera check in advance with the presenters, making sure presentations are uploaded and shown in the right place at the right time, and making sure to give all the right persons the possibility to speak/show their camera. It is necessary for the host to be familiar with the chosen platform, and to have some technical skills to solve problems that may occur along the way. The host should also coach the presenters, encourage and support them before, during and after the webinar.

The role of the moderator
The moderator in a webinar will do much the same thing as a moderator in a meeting or conference, plus some additional social functions. Tasks include chairing the meeting, including and welcoming everyone, making sure questions asked in the chat are answered, and assuring that everyone gets the opportunity to speak or comment. It is important to engage the participants in the chat throughout the webinar. An icebreaker at the start helps create an open atmosphere.

The role of the presenter or lecturer
The presenter will have the same role as in an ordinary seminar, conference or lesson. She will give an introduction to the topic, present some figures, examples or conclusions, raise questions for discussion and try to involve the participants. There are two common types of presentations. One is more traditional where much of the time is spent on presenting, with time for questions and discussions at the end. The other, usually preferable type, is built on short interventions followed by planned discussions. These can either be a pre-set of questions/challenges to the participants, or it can flow naturally from reactions to the presentation. Either way the moderator plays a key role in getting the discussion going and encouraging active participation.

Technical requirements
To organize a webinar you need to make sure you meet the technical requirements:

Technical requirements for presenters, host and moderator:
- Computer with wired internet connection (mobiles and tablets offers only limited functionality, wireless may work, but is often a bit risky)
- Headset with microphone (important to avoid echo)
- Webcam

Technical requirements for participants:
- Computer, tablet or mobile phone with internet connection
- Headset or speakers

Most technical platforms will work directly in the browser, but many offers an enhanced user experience if an app is downloaded.

Before settling on a platform it is good practice to test different ones, compare functionality and decide which ones are important for the type of webinar you wish to organise. This is especially important if the platforms costs money and/or requires yearly subscription fees.
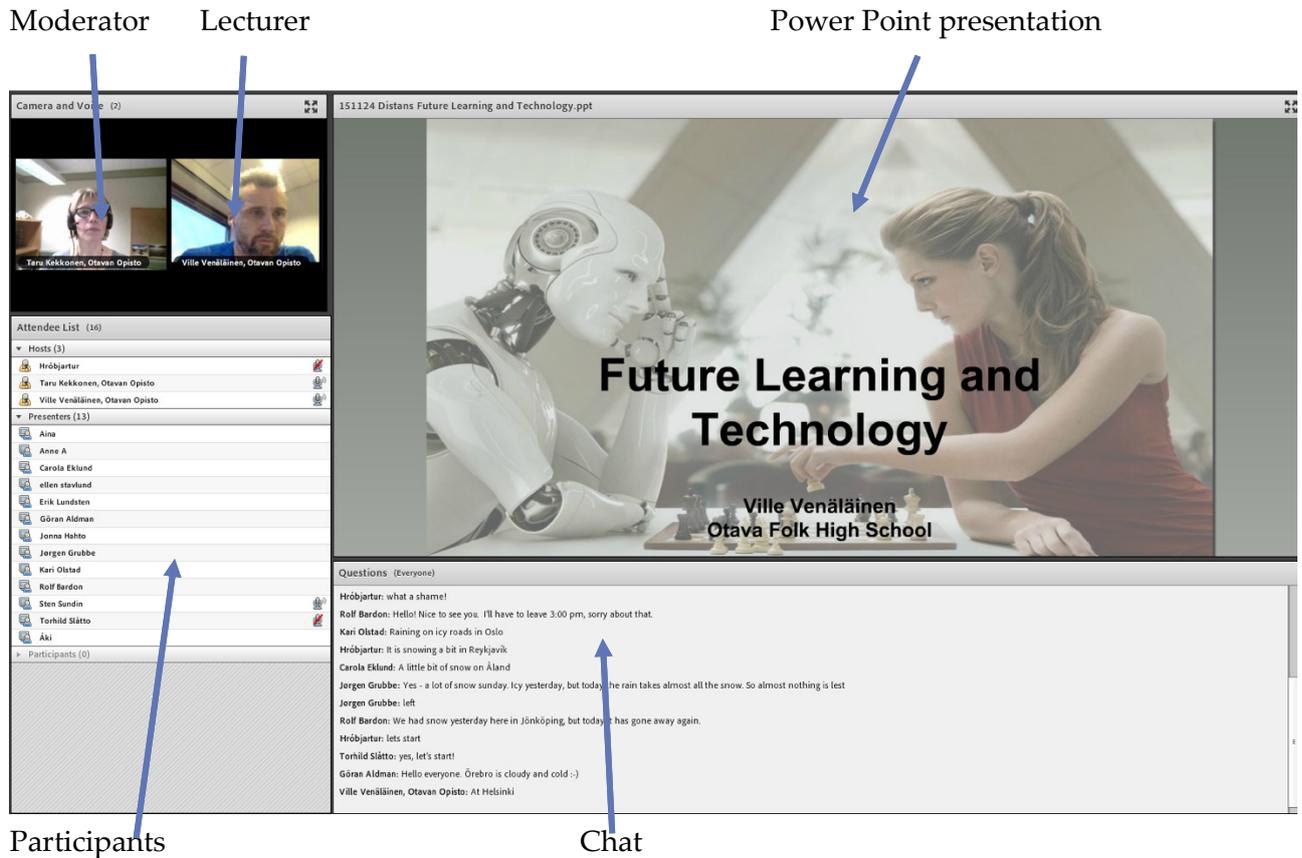
Information to participants

Before the webinar it is important to send out information to participants. If it is a pre-decided group of participants a static URL link to the webinar room works best, so that participants meet at the same place every time. Before the first webinar, it is important to send out information to all participants about the technical requirements and about "how to participate in a webinar". NVL has produced and is using a standard document, about ½ A4, which is always sent out in advance. This will prepare them a bit and lower the threshold for becoming active participants. Information about the topic and about any preparations or follow-up on the topic participants are expected to perform is also important to communicate in advance. Clarification of expectations gives a common ground to stand on, and a good base for the webinar for everybody involved. Here there is room to further explore and develop, for example by using some of the flipped classroom techniques and make a flipped webinar.

Platform for webinars

NVL has access to and experience in using the platform "Adobe Connect", and this platform was also used in the LEK project. The platform works without a download, is quite stable in use and has an acceptable range of tools and features included. This platform includes the opportunity to record the event for later use. Technology moves quickly forward, and the platform today may not be the platform tomorrow, but the concept of learning, the idea to support interaction and the need for easy access remains regardless of platform. Learning to use one platform based on this understanding makes it easier to change to another platform whenever needed. The key is that it is never technology first, but what functions we need in any given online environment to best facilitate learning.

An example of what a webinar in Adobe Connect can look like.

Moderator   Lecturer   Power Point presentation

Participants   Chat

Content, topics and organizing of the learning activities:

Based on experiences by NVL, we recommend avoiding too long lectures in webinars. An ideal duration is 45 min-1 hour. After that tiredness sets in, and the focus is easily lost. An event of less than 30 minutes is often too brief, and signals that the theme is not important enough. By the same token, if the webinar becomes too "static" it may also cause people to drop out. It is easier to involve participants and to keep their attention by a variation of methods, for example two short presentations followed by a discussion, or one presentation with multiple questions and answers along the way, or a dialogue/interview where the moderator interviews the expert/lecturer. This can also open for participants to suggest questions and comments for the moderator and thus involving them. As we are dealing with adults, many of which usually have a wealth of experience in the topic being discussed, the concept of learning is here based on sharing experiences as much as listening to an expert. Ideally a webinar can be a place where practice meets theory, and both gains something. This is important, to avoid using webinars simply as a one-way delivery method. A basic principle in Adult Learning is learning together, in dialogue.

Organizing the learning
Here is a sample agenda:

12.00   Moderator: Welcome to this webinar, initiates icebreaker (For example: please tag yourselves on the map on the screen so we can see where everybody is at.)

12.05   Moderator: Presents today's topic, agenda and lecturer.

12.10   Lecturer gives 10-20 minutes introduction to the topic. The shorter the better.

12.30   Moderator interviews lecturer. Participants can put comments and questions in the chat along the way, and the moderator includes them in the interview.

12.50   Moderator rounding up the webinar, making a few learning points and introducing any follow-up or possibly the next webinar.

13.00   End

Based on recent feedback from the LEK webinars we also suggest you consider leaving the meeting room open after the event and encouraging the participants to keep up the discussion. It is quite common that the discussion will start in earnest only towards the very end.

Pedagogical challenge:

How to involve participants and stimulate discussions in the webinar? In our experience a text-based chat makes it easier to create a debate or discussion than if you use the audio function – the threshold seems to be lower to participate. It is also quicker and avoids some potential problems of bad microphones, slow internet connections and other technical issues. (The more people you plan to give access to speak in the webinar, the more sound checks you should make in advance…). However, of course there are times when it is easier to allow microphone rights to all participants. If you have only few participants, it can open for a better dialogue and closer communication than you would achieve with only a text chat. Please also note that technical differences between platforms may make audio and video participation easier or harder (and thus require more or less sound and video checks).

Sometimes you do not need to do anything in particular to get the discussion going, but other times – especially if participants are new to webinars or not so comfortable with speaking up – you would have to take some simple steps: It can be specific questions where participants answer by chat, a specific question to one participant you know easily would come up with some remarks or comments, or even questions that are agreed upon in advance with some of the participants. A poll or two prepared in advance can also help involve participants. You can also ask a couple of the participants to prepare comments in advance. Whatever your choice, it is important to remain flexible, and adjust according to the situation as it unfolds. There is for example no idea to force through a pre-agreed comment round if the participants are already fired up. In other words, prepare, and then use if needed.

Selection of audio, video, chat window, presentation, etc.

It may feel tempting to use gadgetry, gimmicks and all sorts of advanced features available in a meeting platform. They look flashy, and may be fun. But a piece of advice would be – avoid using more features than you need. Why? Simply because they might lead to too much technology focus, which takes away the attention of the content of the webinar.

Sound

If the webinar consists of a presentation that takes two thirds of the available time, and the rest is discussion, you may want to consider using chat instead of speaking during the discussion. Sound often proves to be a challenge because audio transmission may be of varying quality, the audio setting on the individual computer can be incorrect, or because several people turn on their microphone at the same time, which causes disturbances, etc. Nevertheless, the problems do not need to be exaggerated. With careful instructions on how to connect the audio, how to use the headphones, how to care for the audio on and off function, it will usually work well. When there are small groups, audio is important. Use headphones, otherwise echo will easily occur.

Video

While in the webinar's childhood there was a tendency to connect video from all the participants, the experience has shown that it makes sense to reduce the use of video to those who have the word during the webinar, such as the presenter and the meeting leader. With few participants, it is possible to connect video from everyone, and during discussion sequences it will be useful. For some participants, it may be easier to participate without video from their own computer. As far as the webinar size allows, it is the individual participant who decides whether to turn on the camera or not. Recently new platforms like Zoom has made video participation much easier, and if you haven't tried one such platform out, we suggest you do. In some instances video participation can improve the sense of shared ownership. But, avoid using video as a gadget, and think about how to benefit from it before going live.

Text

Most meeting platforms have a field for written communication (chat). Text often appears to be an effective form of communication in the webinar.

Tips for the presenter: Use the chat actively - ask for views, ask simple questions and ask participants to respond in the chat.

Tips to participant: Use the chat actively, feel free to ask and comment on other people's comments. If desired, use the ability to send messages to individuals among the participants.

Tips for meeting leader: Prepare one or several "polls", (on-site survey). They can work well as an ice-breaker and can provide useful information about the participants. Example: Have you participated in a webinar before? Yes No. Have you taught adults? Yes / no. Such a poll may also be used as an immediate and short evaluation of the webinar.

Typical errors

In the Nordic projects where we have used the webinar form, we have been through a wide range of initial problems. Audio quality is a recurrent problem. Pre-testing can solve the problem, but new problems do occur occasionally. A wrong setting on the computer of one of the participants can cause a lot of noise and echo effects. When this happens the participant needs guidance and help. It is important that the participant switches off the sound until the problem is resolved. Obviously, it is extra important that the sound of the presenter and moderator works well.

Tip: Test the meeting platform in advance. Use the pre-testers, both for audio and screen presentations.

Tip: A quick presentation of the participants (if there are not too many) will reveal the sound quality of each individual.

Tip: Presentation of the participants is important, whether made by voice or by chat. Encourage the participants to write something. Saying their name and/or where the participants come from will often be a good start to a webinar. Participants get the opportunity to "sign up" in the meeting, and will feel welcome.

Tip: If the webinar lasts one hour, it is important to economize with time. Do not add too long presentations, either by participants or the presenter. Also, do not wait too long for participants to enter the room after the scheduled start. Usually 1-2 minutes is enough. If you wait longer, you will annoy the people already in the room. This waiting time is usually a good spot to throw in a small poll or ask people to introduce themselves.

As the webinar form of a seminar and the meeting platforms can be new for several participants, it may be worth taking some preparation time to help the participants. A brief orientation on the screen or a pre-notification explaining the various features can be a good investment. Opening the room 30 minutes in advance for technical testing is always a good idea. In the invitation, you should be encouraged to test the meeting room in advance. There will always be so-called "technical problems". Sometimes it is not a technical, but a human error. This is the time for calm moderation and error solving. Prepare carefully. The person who is authorized as an administrator should have a technically competent person in emergency preparedness. If using a brand new meeting platform, one should be allied with suppliers so that they can provide technical support when needed.

Follow-up discussions

In the LEK project we try to give room for participants to continue the discussion after the webinar is finished – or even starting up or preparing for the topic before the webinar is held. We suggest establishing a closed Facebook group or equivalent meeting space for participants in the project where the moderator or someone else in charge can initiate discussions or questions. Here participants can post relevant links to further specialization on the topic, relevant articles to read and so on. Here is where the links to the recorded

webinars can be shared too, so if someone missed out on a webinar they could easily find it here to catch up.

Another platform to consider is EPALE, where many of the Adult Education professionals already are. We have found that the effects of a webinar are improved when you offer a mix of communication channels. A webinar after a physical meeting usually gets much more active participants, as they already "know" each other. When that is not feasible, channels such as a facebook, slack, yammer or EPALE group can also increase the engagement span of the participants, and thus increase the learning taking place. As important as the follow-up work is to ensure impact, the question of time management and funding inevitably arise. It is not feasible that a webinar organizer shall carry the responsibility of moderating and maintaining a community infinitely. It is good housekeeping to plan for the time after a webinar, and to clearly state the extent to which the organizer is able and willing to maintain the community/discussion. Ideally the group takes on this responsibility by themselves if the issue is perceived as important enough.

One important aspect is to give the recording, any possible presentations, and the discussion as wide a dissemination as possible. Asking the presenter for a 1-page summary of the most important results/content is usually a good idea. This can form the basis for the summary, which also should include the best parts of the discussion and some further questions to the audience. A summary should not exceed 2 pages, and sometimes even 1 page is enough, depending on the scope of the topic. This should be prepared in advance and published within 1 week of the event, including links to the recording and other resources. This way the webinar has a longer life span. EPALE is a suitable platform for such summaries, which can be written as blog entries.

Recordings

Every webinar is recorded and published. If the webinar includes internal issues, logistics and such, towards the end, for example individual work to follow up on the webinar or tasks to be discussed in the Facebook chat, this can be left out from the recording to improve the usefulness of the recording to "outsiders". Recordings should be open and relevant for anyone interested in the topic to watch. In general the recordings will be in English. The LEK project partners can consider subtitling the video recording of the webinar in the official project languages.

Topics of the LEK project webinars

Webinars on journalistic writing on Adult Education are arranged and facilitated during the whole project phase and be the training and coaching platform for LEK project target groups. The target group is education staff, responsible for communication and information from all over Europe. Webinars are used:

a) for introducing new topics to the participants to initiate further independent learning and / or learning in seminars and workshops during the LEK project;

b) as preparation for events and seminars in order to plan the workshops, discuss the participant expectations and adjust the content;
c) for short thematic presentations, experience sharing among the participants and peer-learning;
d) for strengthening the LEK project community.

NVL organized three webinars for the pilot phase of the project: on the following topics:

1. The power of communication: why adult educators need to communicate more and better.
2. How to reach the target group of disadvantaged persons (low literacy levels, marginalized, etc.)
3. Presenting a summary of the LEK Curriculum, sharing experiences from the pilot trainings, discussing next steps and dissemination

The following topics can be used by the target group and project partners as peer learning:

1. How can adult educators catch the readers' attention? Good headlines and preambles.
2. Adult educators' guide to networking and marketing in social media

Building an e-learning tool

Since all webinars are recorded, these recordings make the base for an online eLearning tool, which act as an online coaching tool on the necessary skills on how to report on adult education in a journalistic manner, in order to reach the target groups. This tutorial system uses Web 2.0 and works in a blended-learning manner, through online journalism, video recordings and online presence. Webinars are used for introducing the content of the LEK project curriculum or parts of it. The participants are introduced to new concepts and working tasks, individual learning paths and results follow-up can also be done via webinars.

LEK Webinar handbook

NVL has together with the NORDPLUS project NorDist, developed a handbook in Norwegian about how to organize webinars. As a part of the LEK project, this handbook has been updated, translated to English and integrated into this Handbook to the extent that the material is still relevant and can be used together with the concrete experiences from the LEK project.

LEK webinar No. 1.

October 18 with a follow-up on November 25, 2016

This webinar was an introduction to the first training course offered by the LEK-project (Let Europe Know). The webinar was targeted to the participants of the training course within LEK project. The course took place on 9-11 November 2016 at Akademie Klausenhof, Germany with the title *"Journalism and adult education"*.

The theme of the webinar was: "The power of communication: why adult educators need to communicate more and better." It looked to answer the following questions:

- Why should educational institutions bother with publicity?
- How do we talk about ourselves and about lifelong learning in a way that is interesting and makes sense to a broader public?
- What kind of information landscape are we moving in?

The topic of the webinar was introduced by the expert Alastair Creelman, E-learning specialist at Linneaus University in Sweden and active in the NVL Distans Network. Moderated discussions among the participants and between the participants and the expert brought in several and broader perspectives and participant experiences.

The follow-up webinar was organised on 25 November at 13:00 CET. The idea was to build on the community created through the webinar on October 18 and the course, and to discuss the possible changes in the daily work of adult educators / information officers in the organisations as a result of the training.

Observations and recommendations

The first LEK webinar used the proposed learning design of NVL. It has two core components. One is to create a community of learners through interactive methods, discussion-based learning situations and dialogue. The second is to deepen learner engagement and commitment through a two-tiered approach, where the first webinar was followed up by a second (with the same topic and participants) within a relatively short time span. For this webinar the participant group at the LEK training in Akademie Klausenhof was selected. Here there were challenges in communication between the different actors, info was not sent out in time to the prospective participants, and the offer was not presented in a clear enough way. As a result several in the group did not attend, and the follow up webinar was even less attended. The idea to create a small learning community still makes sense, but requires good coordination between the actors, and something to motivate participants to join. The idea to use the first webinar event for a presentation and the follow up for a more hands-on approach (spending most of the time in open discussions) remains valid, but more planning and consideration is needed for the follow up to be really useful. The feedback from the participants supports this analysis. Only 2 registered participants filled in the online evaluation. This means they cannot be seen to represent the whole group. The reason so few answered we cannot know, but it may be an indication that we were not successful in creating a community and a sense of shared ownership. Of course it may also be the kind of topic selected and the type of participants attending.

Link **https://bildningsalliansen.adobeconnect.com/p9kz7f3wmg3/**

LEK webinar No.2.

May 9 with a follow-up on May 23, 2017

Theme of the webinar: *"The unreachables in adult education"*. The aim was to introduce a theme relevant for the LEK project and a broader adult education community in Europe and discuss the experiences of the participants. The background for the webinar is the fact that the group of "vulnerable adults" still increases every day. Therefore investment in this group, for example in upgrading their skills is needed. Especially in times of economic crisis we should be aware of clever interventions for inhabitants risking social exclusion or unemployment. For example low skilled and illiterate learners are vulnerable groups in these times, due to their lack of possibilities in showing their competencies. Therefore adult education is needed in order to upgrade their skills and to increase their possibilities for social inclusion and reintegration into the labour market.

According to Eurostat (2012) about 24% of the European population risks poverty or social exclusion. Besides this UNICEF (2008) concludes that 22% of the population of the industrialized countries is illiterate. Both figures show the need of upgrading the status and increasing the liveability of an enormous group of inhabitants.

The major issue is that it is still hard to reach these potential learners. Although it seems the case that a lot of inhabitants face serious problems and will benefit adult learning we still don't have clever solutions to reach them in an easy way. New studies show what most successful ways in reaching vulnerable adults are. The webinar presented the newest possibilities in order to reach the vulnerable adults for adult learning.

The webinar on May 9 gave concrete tasks to all the participants and the feed-back / exchange of experience according to the following questions was organised during the follow-up according to a 4 4 step model:

1. Specify the daily life-environment of the learners:

- Healthy Language (care)
- Working Language (labour-market)
- Family Language (family-life)
- Financial Language (finances)
- Digital Language (ICT)
- Daily Language (well-being, safety, sports & entertainment)

2. Which specific interests do they have on these life-domains?

3. In which places are they active in these life-domains with these interests?

4. Which stakeholders belong to these places?

Observations and recommendations

For the second webinar we got a lot more feedback responses, 22 in total. We asked, as we always do, also those who registered but did not attend, in order to see if there is anything we can influence (like timing, duration, technology etc). We find that there is usually quite a gap between registrations and attendance. If 50 register, between 20 and 30 often show up.

Those who attended and responded to the evaluation questionnaire confirm that they got new ideas and inspiration and that the guidance about the webinar was sufficient. The two-step process was positively evaluated.

LEK webinar No.3.

June 4, 2018

The third and final webinar took place on 4 June 2018. Similar to the previous webinar all LEK partners were asked to help market the event. It was also published in the EPALE web site and made into a Facebook event. Nevertheless we only managed to attract 15 registrations, 7 of which showed up at the actual event. Whenever this happens there is a bit of an extra challenge to keep the presenters motivated, and to not let your possible disappointment spill over into the event, as it is no fault of the ones that did register and show up. Rather you need to adapt and make the best of the situation. In a case of low attendance you have the possibility to create an even more informal atmosphere, and engage the participants. Obviously you need to discuss internally afterwards as to the reasons for low attendance.

The topic was to present the results of the LEK project curriculum work. There was a nice flow to the event, with Carlos Ribeiro providing a personal experience on trying to develop communication skills in Portugal, and how this is part of a larger and longer process, where LEK has been most useful. This input showed clearly the practical side of the LEK work. Wilfried Frei and Lucia Paar then presented the whole curriculum, and the different sections in a succinct and clear manner. This helped create a bigger picture, showing how it all fits together. The webinar was rounded off with a short interview of the presenters, and some open discussion. Due to the low number of participants this part was not as vibrant as it can be at best. On the other hand the recording is now a useful dissemination tool to showcase what the LEK project Curriculum is all about.

Observations and recommendations

The experience sharing was relevant for all the participants. This webinar attracted participants outside the LEK consortium and has been relevant for the dissemination of the LEK curriculum. The expectations for receiving the final project product we clearly expressed during this webinar. While presenting the work carried out the presenters and project partners were also made aware of the ambitious scope of LEK, and in that way the webinar served to some extent also as internal information. It is recommended to always have a debriefing after a webinar, discussing the outcome, the flow and the composition with the presenters. Some time should also be devoted to analysing the reasons for the low attendance numbers.
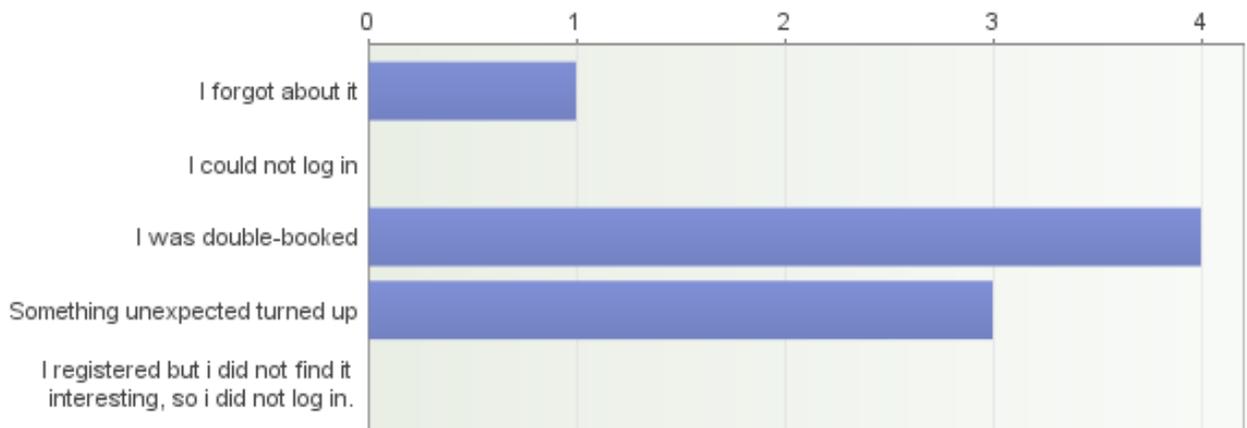
Link to the recording: **https://bildningsalliansen.adobeconnect.com/ph17xsv4671i/**

Appendix 1

In the following we present some results from the evaluation forms, filled in by the participants. Not all questions are included, only the ones that give additional information. They are from webinar 2 and 3.

Evaluation of webinar no.2.

1. The reasons for not attending this time:

2. Did we match the expectations of the participants? This is what they expected:
   - To hear about how it´s done in different countries and to get some good examples to broaden my views
   - Information about other European organizations ways of working on the problem
   - Practical approaches, in the midst of all theoretical lip-service.
   - To get some new ideas to reach new target groups
   - Examples of successful initiatives to attract disadvantaged citizens into education.
   - Quite honestly, to hear more about how to connect better with unmotivated students (and students with a lot of other issues going on in their life) already in education. That was how I understood "unreachable", and I must not have read the description thoroughly enough to catch that "unreachable" was in a slightly different sense here.
   - New insight into non-participation and marginalisation and some practical ideas how to tackle them.

The next question deals with their experience of the webinar. Of 16 respondents, 15 would recommend this webinar to others. That must be considered a success.

So, overall, how useful was the webinar, according to the participants?

6. Please rate the following statements on a scale where 1=not at all and 5=completely

Antal svarande: 15

	1	2	3	4	5	Totalt	Medelvärde
It was easy to obtain information about and to log in to the webinar	1	1	0	4	9	15	4,27
The content matched the description I was promised	0	1	3	7	3	14	3,86
The content was versatile	1	1	3	7	3	15	3,67
There were several different methods used in the webinar	1	0	5	6	3	15	3,67
I learned some useful things today	2	1	2	5	4	14	3,57
I got some new ideas and/or inspiration today	0	4	2	6	3	15	3,53
Totalt	5	8	15	35	25	88	3,76

Link: https://youtu.be/JFm1dGXDkiE

Link: https://www.youtube.com/watch?v=L2Ps6ZxIXKk&feature=youtu.be

Evaluation of webinar no.3.

Please note that the number of respondents is very low.

2. How did you find out about the webinar?
Antal respondenter: 4

	Svar
▼	From Social media.
▼	Facebook announcement
▼	EPALE/facebook
▼	Dialogwebs Facebook.

This clearly shows how important marketing in social media has become. Also how cooperation with other actors, such as EPALE, can be helpful.
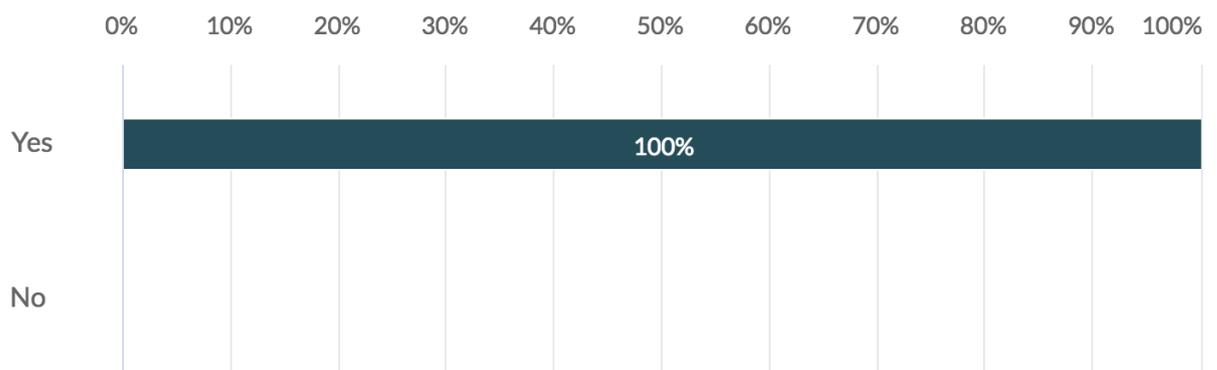
3. What did you expect from the webinar?

Antal respondenter: 4

	Svar
▼	To get more information and discuss, share my opinions.
▼	Short, informative overview about LEK project and an insight in curriculum about relation between adult learning and media
▼	Ideas, ispiration, best praxis on adult education marketing
▼	To take part in a discussion and get inspiration and new insights.

This is part of our standard evaluation questions, in order to gauge whether we met with expectations.

4. Would you recommend this webinar to others?

Antal respondenter: 4

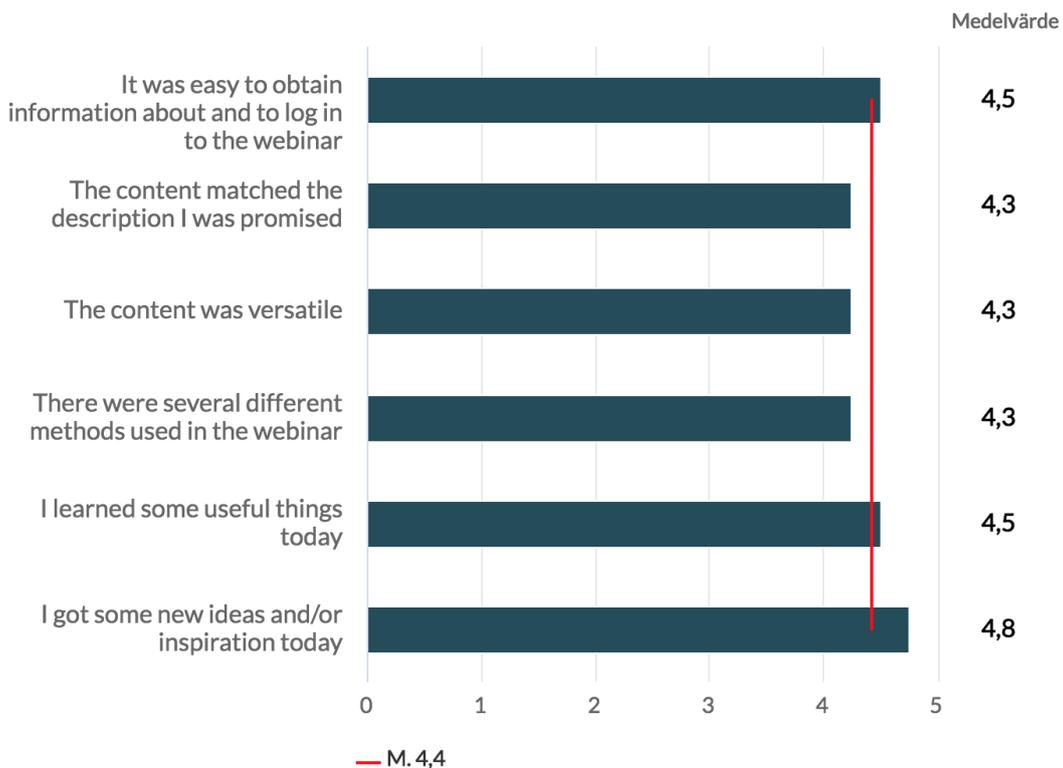Again, a low number of respondents, but very satisfied ones.

5. Why/Why not?

Antal respondenter: 3

	Svar
▼	It's interesting and informative.
▼	It's informative, interesting, not much time consuming
▼	I have got some input.

6. Please rate the following statements on a scale where 1=not at all and 5=completely

Antal respondenter: 4

Medelvärde

Statement	Value
It was easy to obtain information about and to log in to the webinar	4,5
The content matched the description I was promised	4,3
The content was versatile	4,3
There were several different methods used in the webinar	4,3
I learned some useful things today	4,5
I got some new ideas and/or inspiration today	4,8

— M. 4,4

This is the final question, and it usually clearly shows what parts in a webinar are stronger, and what you need to improve. Luckily for us, we got very high scores this time, and there is not much we could have done better. Except, of course, succeed better with marketing.