



## ReachOut to the 'Left-Behind' (03/2022 - 02/2024)

## Improving guidance for working persons from the underprivileged milieu

'Western societies' are drifting apart. Along the increase of inequality, the sphere of underprivileged milieus is growing. Many drivers such as digitalisation (e-literacy, information literacy...), polarisation of the labour market (increase of working poor, new forms of precarious work...) and immigration are pushing this development. Education is a key strategy to address growing inequality. However, education, being an important distinction mechanism in modern societies, is less open to all than often proclaimed. Especially among the lower underprivileged milieu – the 'left behind' – there are still major barriers to education and further training. Therefore:

- ReachOut aims to increase demand and take-up of adult education through effective outreach, guidance, and motivation strategies.
- ReachOut focusses on the needs of working persons from the prime working age with less stable forms of gainful work (e.g. fragmented, precarious, low paid, marginal, partly declared) and a certain distance to formal education and guidance and some of which have migration background.
- **ReachOut raises** the question of the 'connectivity' of educational guidance to the clients and asks how habitus sensitivity can be supported in offers of guidance.
- ReachOut addresses guidance practitioners and their organisations.
- ReachOut publishes three project outputs for the use of guidance practitioners and other stakeholders:

Country Reports
'Habitus Sensitive
Guidance for
Underprivileged Milieu'
presenting: good,
applied practices and
approaches

Self-Study-Manual
'Experiences and Cases from working with the Underprivileged Milieu'
presenting: theory, case studies, field reports, guidelines

Policy Paper
'Habitus Sensitive
Guidance recommendations for
policy makers'
presenting: briefing for
stakeholders

ReachOut is based on the cooperation of an experienced international consortium:







