



Drafting and final editing by:
Kladius Silhar, Association of Adult Education Institutions in the
Slovak Republic (AIVD) - with the cooperation of the RENEWAL
consortium

Project coordination:
European Association for the Education of Adults, EAEA
Rue de l'Industrie 10, 1000 Brussels, Belgium

Design and edition:
Serena Gamba
www.serenagamba.com

Photo Credits:
Oliver Simko, AIVD

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RENEWAL

Regional Networking
for Adult Learning
in Europe

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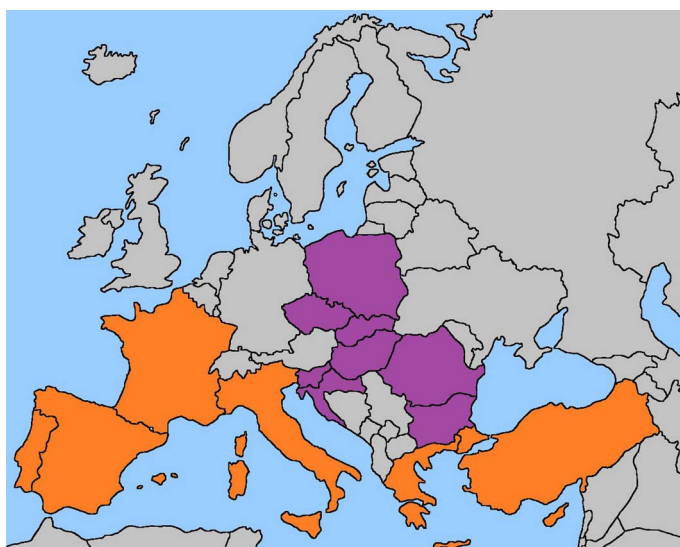
1. Introduction to the report

I. THE RENEWAL PROJECT

a. Aims

The RENEWAL project aims to strengthen the European Agenda for Adult Learning in the Southern and Central-Eastern regions, namely where participation in AE is low and there is less infrastructure.

This will be achieved by collecting insights on the concept and its impact from the AE representatives and providers in the two regions and giving them the opportunity to discuss the main challenges and possible developments of the EU initiative. At the same time, by starting such a debate and creating room for stakeholders to exchange experiences and expertise, the project will thus facilitate and boost the transfer of innovation and enhance the cooperation of civil society in these two regions.



Graph 1: Countries involved in the RENEWAL project coloured by regions.

b. Outcomes

The project has the following outcomes:

- **A state-of-the-art report** on the implementation of the Adult Learning Agenda in the two regions, containing information about each of the countries concerned and a preliminary analysis of the main challenges, developments and issues.
- **Two regional meetings** which contribute towards the European Agenda by collecting feedback on the state-of-the-art report and drafting recommendations for future mandates for implementation, as well as strengthening the ties within the two regions by providing room for exchange and networking.
- **Two meeting reports** which summarise the main results of the regional meetings and develop concrete messages and recommendations to strengthen the Agenda in the two regions.

c. Consortium

RENEWAL has three partners:

EAEA (Coordinator) – BE: the European Association for the Education of Adults (EAEA) is a European NGO with 127 member organisations from 43 countries working in the field of adult learning. The main roles of EAEA include the promotion of lifelong learning at European level and the development of practice through projects, publications and training, as well as the provision of information and services on adult learning.

www.eaea.org



KERIGMA – PT: Kerigma is an institution for innovation and social development in Barcelos, Portugal. It is a non-profit organisation whose mission is to promote innovation, training and the social development of the region and its people through social and training activities.

www.kerigma.pt



AIVD – SK: The Association of Adult Education Institutions in the Slovak Republic (AIVD) is a non-governmental, apolitical, non-profit, voluntary organisation. AIVD currently has more than 50 members which include institutions of adult education and devoted individuals. The mission of the Association is to enhance exchange among its members and promote their common interests in accordance with the needs of Slovakia.

www.aivd.sk



d. Funding and support

The project is funded with the support of the European Commission, in the framework of the Lifelong Learning Programme.

2. The survey and its main messages

The purpose of this chapter is to present the main messages coming from the RENEWAL survey's respondents and to propose some preliminary suggestions¹ for the next mandates of the agenda's implementation.

1. ACQUAINTANCE WITH THE EUROPEAN AGENDA FOR ADULT LEARNING

The majority of the survey respondents report that they are acquainted with the Agenda. Comparing the two regions, there is somewhat more knowledge about it in Southern Europe. Even though the prevalence of people who know about the Agenda is a fact, we are not certain about around 20% of the respondents, as they refer to European adult education policies in general or to the European funding provided for projects or the EPALE platform in the back-up questions.

2. POSITIVE CHARACTER OF THE INITIATIVE

Respondents in general believe that the Agenda is a positive development. However, it is not always clear whether respondents refer to concrete and actual benefits or potential and hypothetical ones.

Indeed, there are quite a number of cases where people declare that they find the Agenda valuable despite not being familiar with it.

In some countries improvements on the agenda's implementation are needed as a number of people who are familiar with the European initiative believe that it did not fulfil their expectations in terms of outcomes and impact.

3. KNOWLEDGE OF THE NATIONAL COORDINATORS

50% of all the respondents know who the national coordinators are. However, there is a significant difference between the two regions: in the Southern European region respondents report more often that they know the responsible person / organisation for the implementation of the Agenda in their countries.

4. INVOLVEMENT IN THE IMPLEMENTATION OF THE AGENDA

With regard to the involvement of AE providers and civil society in the implementation of the Agenda, the majority of respondents report not having had the chance to participate. This is slightly more often the case in Central-Eastern Europe, even though this may be due to the larger number of respondents. Civil society engagement is particularly low in the initial phase of planning and promotion of the activities. In particular, some national civil society representatives from the sector deplore the fact that they were not actively involved in the organisation of activities such as workshops and conferences to which they have been invited. This picture is in contrast with the text of the Council resolution adopting the Agenda²: "The Council of the European Union (...) invites the Member States to ensure effective liaison with the relevant ministries and stakeholders, the social partners, businesses, relevant non-governmental organisations and civil society organisations, with a view to improving coherence between policies on adult learning and broader socio-economic policies."

¹ Please consult RENEWAL State of The Art report - Annex 4

² Council Resolution 2011/C 372/01: Resolution on a renewed European agenda for adult learning. Official Journal of the European Union C372 of 20.12.2011

3. Feedback on the RENEWAL project

During the CEE regional meeting³, training providers, adult education institutions, policy makers, National Agencies and the national coordinators were asked to discuss the survey's results and build reflections on it. The two day meeting was an occasion to debate the more critical points indicated by the survey respondents and to propose recommendations on how to improve this valuable initiative in the future.

Participants of the Central-Eastern Europe regional meeting welcomed the report and in general agreed on the opinion reported. They believe that more awareness raising actions are needed in their countries both concerning the Agenda and about the importance of the Adult education sector. Moreover, they confirmed their hope that they would be more involved in the national activities of the Agenda in the future.

Participants pointed out that the RENEWAL project has worked very well in raising awareness about the Agenda itself and its approach -gathering voices from the stakeholders, experiences and by collecting best practices which are being implemented in several countries- could be taken as an example.

Indeed, participants expressed their wish to be more involved in strategic decisions like those which are related with the planning of the national activities on the European Agenda for Adult Learning.

In particular, participants voiced their enthusiasm for generating ideas which will reinforce adult education in their countries.



As a good example to do so, they quoted RENEWAL: indeed, the project contributed to make stakeholders to be actively involved in the joint reflexion around it, by answering the survey, by collecting good examples of adult education practices in their own countries, by being interviewed and by participating in the regional meeting. Participants wished that similar strategies could be used by the national coordinators for the next Adult Learning Agenda's mandate.

The State of Art report was referred to as key for future developments, as it not only presents a snapshot of how AE providers and stakeholders perceive the agenda's implementation, but it also draws a picture on the situation of Adult Education and Lifelong Learning in the region.

³ The Central-Eastern Europe meeting was held in Bratislava from the 15th to the 16th of October 2014 was attended by around 40 participants (adult education providers, representatives from the civil society and from the European Commission). Unfortunately, due to a busy schedule of the national coordinators, only one was present at the meeting.

The regional meeting was highly appreciated: around 80% of the participants mentioned that the meeting fulfilled completely the expectations and 20% said that the meeting fulfilled the expectations although not absolutely.



In particular, partners expressed appreciation of the list of the needs and challenges gathered from the survey respondents' contributions: contacts points and common areas of interests could be established within the region.

The thematic workshops during the meeting were an excellent tool for starting to work on these topics and to concretely contribute to making lifelong learning a reality in the concerned countries.

The workshops were focused on:

- Awareness raising for and participation of under-represented groups (Janos Toth, Hungarian Folk High School Society)
- Civil society role: cooperation between sectors and geographic areas (Regina Ebner, EAEA)
- Professionalization and certification of trainers and AE staff (Klaudius Šilhár, AIVD SK)

Participants believe a regional cooperation for Adult Education Stakeholders in the concerned countries would be very beneficial and encouraged EAEA and the policy-makers present at the event to take concrete actions in this direction.



4. Collection of Best Practices

During the CEE regional meeting, a Gallery walk was organized to facilitate the exchange among participants. The following are some of the best practices presented during the meeting—others will be available in the RENEWAL website.

EUROPEAN LEVEL

1. OUTREACH, EMPOWERMENT AND DIVERSITY (OED)

OED Network brings together 17 organisations from 14 countries and is coordinated by EAEA. The project aim is to tackle the need for outreach to marginalised groups, especially migrants and ethnic minorities, for the development of more diversity in adult education, and especially the inclusion of learners' voices, and for the empowerment of its learners to become active European citizens.

The project has...

- provided a collection and analysis of good practice examples from across Europe that tackle the overlap of social inclusion and active citizenship (EN, FR, DE);
- analysed outreach strategies to marginalised groups and provided information to other adult education institutions how to organise this;
- promoted diversity in adult education organisations and their training;
- developed empowerment strategies based on good practice and experiences of the network in order to activate learners from disadvantaged backgrounds;
- improved teaching methodology for diverse target groups that empowers them and publish methodology guidelines for trainers (EN, DE, FR, ES, BG);
- improved the management of adult education institutions through diversity and the inclusion of learners' voices;
- looked at how including diverse learners' voices can improve adult education;
- provided policy recommendations to tackle the integration of marginalised groups, their empowerment and participation in lifelong learning (EN, FR, DE, ES, BG, HE, TR);
- organized a European conference in Brussels to present the results.

More information at: <http://oed-network.eu/>



2. BELL- BENEFITS OF LIFELONG LEARNING

The BeLL Study...

The Benefits of Lifelong Learning (BeLL) study investigated the benefits to learners of participation in organised non-formal, non-vocational, voluntary adult education (hereafter “liberal adult education”) in Europe. The BeLL study was carried out by a consortium of partner organisations from nine Member States (the coordinating partner was the German Institut for Adult Education – Leibniz Centre for Lifelong Learning (DIE)) plus Serbia as a tenth associated partner.

The main purpose of the BeLL study was to investigate the individual and social benefits perceived by adult learners who participated in liberal adult education courses. The BeLL study aimed to expand the knowledge base on liberal adult education in general and on the respective liberal adult education landscapes in the 10 participating countries, and to interpret findings on the perceived benefits of learning against this background.

... and its impact

The data showed that adult learners experience numerous benefits from liberal adult education. They feel healthier and seem to lead healthier lifestyles; they build new social networks and experience improved wellbeing. Moreover, adults who participate in liberal adult education appear to feel more motivated to engage in lifelong learning and view it as an opportunity to improve their lives. These benefits were reported by learners across all course areas, ranging from languages and the arts to sport and civic education. However, one of the major challenges of the project was to be clear that the study provides evidence on self-reported perceptions of the benefits of learning by learners themselves and not objective evidence about benefits observed in practice or measured in behavioural modifications.

Project website: <http://bell-project.eu/>



NATIONAL LEVEL

AUSTRIA

3. AUSTRIAN ACADEMY OF CONTINUING EDUCATION (WBA)

The WBA is a validation programme for the qualification and recognition of adult educators. Adult educators' qualifications are recognised on set standard which are based on a curriculum. Launched in 2007, WBA acknowledges prior learning results and offers guidance as far as the acquisition of missing skills is concerned.

Adult educators can submit competences and practical experience acquired in various ways and with different types of proofs. These supporting documents are assessed on the basis of the WBA-curriculum and then acknowledged. Lack of competences can be made up by attending further courses or by submitting further evidence. WBA-graduates receive a recognised WBA-certificate or WBA-diploma. While adult education in Austria is still a heterogeneous field and difficult to compare, WBA sets standards and fosters the professionalization of the Austrian adult education.

In 2013 WBA won the Observal-Net Validation Prize in the category “Bottom-Up Approach”.

Learn more at <http://wba.or.at>



WeiterbildungSAkademie Österreich

BULGARIA

4. INNOVATIVE COMMUNITY-BASED PROJECTS AT THE LIBRARY

The regional library in Veliko Tarnovo implements innovative and community-based programmes. For instance it organized an intergenerational course on IT skills, where pupils from the local school and elders took part together in the learning activities. Another library successful project was “Lady Cafe 45 +” for women after 45 in order to make them aware of their abilities, so that they can transfer their ‘know-how’ from the domestic field to a wider scope within society. The project organised motivational activities on different fields including e-learning, literature, psychology, health and traditional medicine.

**Learn more at lib@uni-vt.bg;
<http://bkdb.trakya.edu.tr/index.php/bluj/article/view/4>**



CROATIA

5. THE CROATIAN LIFELONG LEARNING WEEK

The lifelong learning week ("Tjedan cjeloživotnog učenja") organised by the Agency for Vocational Education and Training and Adult Education, is a successful series of international events which happen every year since 2002.

The Agency organized it in cooperation with the partners from public, economic and NGO sector, and supported by the Ministry of the Science, Education and Sports. Through its work, the Agency recognized the importance of promotion of education and learning and has become the key actor for the promotion of learning and education in Croatia.

Learn more at <http://cjelozivotno-ucenje.hr/english.aspx>

Presenter: Agency for Vocational Education and Training and Adult Education -

<http://www.asoo.hr/default.aspx?id=93>



CZECH REPUBLIC

6. STRATEGY OF AGE MANAGEMENT IN CZECH REPUBLIC

The aim of the project was to transfer a Finnish innovative programme targeted at 50+ workers and improvement of the Age Management strategy of Czech Republic. Institutions responsible for realization were AIVD ČR and the Finnish Institute of Occupational Health. The project activities brought unique products to the country: Age Management training, work ability concept and a Work Ability Index methodology.

Learn more at http://www.sozialmarie.org/projects/age_management_strategy_in_czech_republic.2736.html?module=38&mywbContentTypeCtrlAction=Item&mywbContentType_id=1

Presenter: Association of Adult Education Institutions in the Czech Republic, <http://www.aivd.cz/aivd-english>



HUNGARY

7. I-CARE

Intergenerational Communication and Active ageing in a Rural Environment (I-CARE) is a European Grundtvig project carried out by seven partners. The project aims to:

- realise learner-centredness;
- increase individual and minor community autonomy and action-capability;
- address the problems of marginalisation through learning as well as community development;
- increase openness to European practices and values;
- recognise and support all forms of learning;
- increase participation in learning;
- recognise the role of learning in individual and family life, social role taking, employment and career planning.

Study visits, exchanges of good practices and research on several topics were organised to make achieve these objectives.

Learn more at <http://i-ca.re/index.html>

Presenter: Hungarian Folk High School Society (HFHSS) - <http://www.nepfoiskola.hu/>



POLAND

8. IT-CALL

IT-call is a Leonardo da Vinci Transfer of Innovation project which aims at "to e-train people with physical disabilities for their e-employment as call center representatives, to work from their homes". Training concept will also include e-Stage possibility for efficient and complete result achievement. After such a programme, individual will be ready to start working, without needing extra steps. So, main objective is "to increase employability of people with disabilities in a profitable scheme for both employee and employer, under current market conditions".

Learn more at <http://www.it-call.net/index.php?lang=en>

Presenter: Institute for Sustainable Technologies - National Research Institute - (ITeE-PIB) - <http://www.itee.radom.pl/lang/index.php>



ROMANIA

9. CITIZENS FIRST

The project "Citizens First" started in 2005, as collaboration between the Association of the German Popular Universities and the Friedrich Ebert Foundation Romania. The Scope of the project is educating citizens to be actively involved in the life of the community. In order to reach this general purpose, the project is focused on 4 main objectives:

- The creation of a national network of community facilitators in 30 sites;
- Training and continuous education for the community facilitators;
- Informing citizens from the 30 sites about participatory democracy;
- Basic skills training for citizens for their active participation in the community life.

The project is currently coordinated by the EUROED Association.

Learn more at <http://www.niace.org.uk/sites/default/files/documents/events/C3162-0613/Workshop%204%20-%20MM.pdf>

Presenter: ASOCIAȚIA 'EUROED' - <http://www.euro-ed.ro/>

SLOVAKIA

10. SYSTÉM CERTIFIKÁCIE LEKTOROV ĎALŠIEHO VZDELÁVANIA (IQFET)

Based on an initiative of the Association of Adult Education Institutions in the Slovak Republic (AIVD), the project focused on training and certification of AE trainers / lecturers. More than 60 of AIVD member institutions recognized this topic as crucial for development of AE area. Even the AIVD survey of 2010, the respondents of which were further education lecturers, confirmed the need to solve this problem (64%). The Leonardo da Vinci Transfer of Innovation project "Increasing quality of FET educational and certification system" was coordinated by National Lifelong Learning Institute. The output of the project is a professional training for lecturers and a suggested lecturer's certification system interconnected with the National Qualification Framework and legislation.

Learn more at <http://www.aivd.sk/node/37>

Presenter: The Association of Adult Education Institutions in the Slovak Republic (AIVD) - www.aivd.sk

SLOVENIA

11. GARDEN VOLUNTEERS

Slovenian Third Age University and Botanical Garden Ljubljana run an initiative that binds together third age learning, volunteering, promoting active citizenship, community learning, and intergenerational learning. Among many other learning possibilities for the seniors, Garden Volunteers programme provides participants with many new possibilities arising from coupling two different educational organisations, local municipality, and local community.

At the beginning, some efforts were necessary to establish good connections between different organisations but then many new projects evolved, and currently botany learning and volunteering elderly are enabling a two-hundred years old Botanic Garden to survive despite the economic crisis. At the same time the project promotes green values, active ageing, ecology, sustainability, intergenerational values, etc.

Learn more at <http://eloa2012.pedagogika-andragogika.com/uploads/2/4/0/1/2401961/jare.pdf>

Presenter: Slovenian third age university - <http://www.univerzazatretjeobd-drustvo.si/english.html>



5. Adult Education in a near future

THE FOCUS ON THE BENEFITS OF LEARNING

Some key stakeholders were invited at the CEE regional meeting to present their opinion on the current adult education developments.

WHY IS ADULT EDUCATION NECESSARY?

Martina Ni-Cheallaigh, representing the [European Commission](#), highlighted some crucial challenges of the Adult Education sector and explained how the Commission would like to face them.

Ms Ni-Cheallaigh presented adult learning as a tool to:

- enable people - in particular low-skilled and older workers - to improve their ability to adapt to changes in the labour market and society;
- up-skill or re-skill people affected by unemployment, restructuring and career transitions;
- give an important contribution to social inclusion, active citizenship, personal development.

In order to make this happen, the EC representative envisage the following developments for adult education:

- a shift to policy based on learning outcomes
- a more spread adoption of learner-centred approach,
- the opening of new spaces for learning – work-based, home-based, in the local community, in voluntary activities, or in education and training institutions
- a multifaceted model of governance



In her contribution, Martina Ni-Cheallaigh suggested possible themes for a potential cooperation in the CEE region. The first one, probably the most important, is to increase participation in adult learning by awareness raising actions towards the society and policy-makers. More equitable provision was also wished by the Commission representative, who underlined the rural-urban imbalance and the lack of support for disadvantaged groups such as Roma, migrants, etc. Another key topic for the region would be the tailoring of the learning

offers to serve the ageing population and create local learning partnerships and learning hubs.

The participants raised concerns about the efficacy of more awareness raising actions, because the visibility and recognition of non-formal adult education is an issue in the region.

The Electronic Platform for Adult Learning in Europe (EPALE) was mentioned as one possible and strong tool that would enable thematic and regional cooperation. This platform has been launched in 2014, building on the success of eTwinning for schools, and has the aim to build a European adult learning community (policy/programme) at different levels.

EPALE provides for the first time a [European forum for exchange](#) of news, experience and good practice in adult learning (i.e. interactive features such as discussion groups/partner search tool) and it is managed by the Commission (DG EAC/EACEA) with a Central Support Service and National Support Services in 33 Erasmus+ participating countries to multiply action at national level.

Moreover, Ms Ni-Cheallaigh referred to the European Agenda for adult learning as an important tool to contribute to the regional challenges. She explained the reasoning behind such an initiative and listed the challenges the EC perceived about it. In particular, she reminded the participants how complex the role of the national coordinators could be and underlined the great work done so far in some countries. At the same, she invited the participants to reflect upon their suggestions to make this initiative work more efficiently in the concerned countries and to send them to the EC.



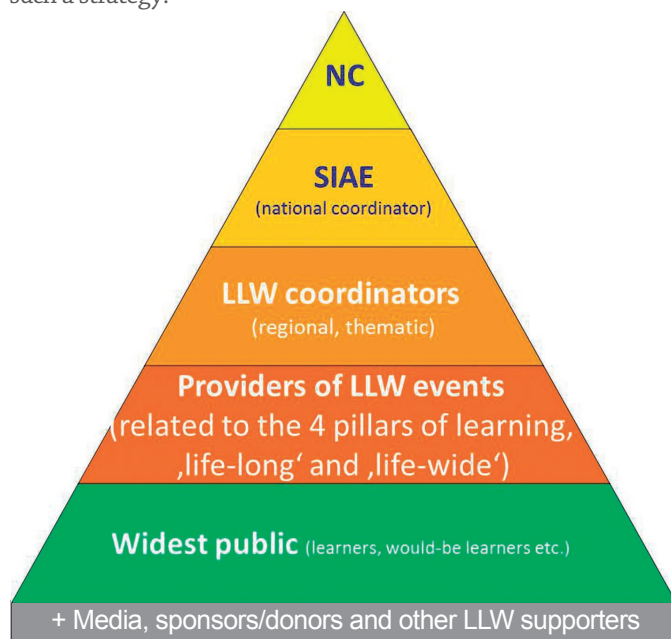
HOW TO IMPLEMENT THE RENEWED EUROPEAN AGENDA FOR ADULT LEARNING?

In order to offer an enriching input, the Commission Representative invited **Zvonka Pangerc Pahernik**, Head of promotion and information unit Slovenian Institute for Adult Education (SIAE), to present the Slovenian implementation of the renewed European Agenda for Adult Learning.

Ms Pangerc Pahernik, the national coordinator of Slovenia stated that their project aimed to:

- Raise awareness on the importance, omnipresence and benefits of adult and lifelong learning
- Popularise key policy messages and measures at EU and national level
- Set up and/or reinforce „top-down“ and „bottom-up“ cooperation of stakeholders (from policy to practice and vice versa)
- Upgrade existing approaches
- Present examples of good AL practice in topical fields
- Exchange experience and approaches at EU level

Her presentation comprised both the model used to implement such a strategy:



...And successful activities developed in its framework:

Learning Parade – This consisted of a series of 7 one-day events organised each year at the local level comprising of two parts:

- 1) a Learning festival/fair in a public place, involving various providers of AL, local and national policy-makers, media, learners and passers-by, and
- 2) a professional event (conference, seminar, survey etc.) on topical AL issues

Four video-publications on good AL practices:

- There are opportunities! Training programmes for the unemployed (<http://llw.acs.si/learningparade/video1>)
- Handmade stories. Rural areas as an opportunity for the development of basic skills and key competences (<http://llw.acs.si/learningparade/video2>)
- Guidance for learning. Educational guidance support for adults (<http://llw.acs.si/learningparade/video3>)

- Hand in hand. Learning in a community for personal and common good (<http://llw.acs.si/learningparade/video4>)

Other activities developed:

- Definition of a learning community (<http://llw.acs.si/learningparade/communities>)
- E-corner - collection of information on e-learning (<http://llw.acs.si/learningparade/ecorner>)

Find out more on the dedicated project website:

<http://llw.acs.si/learningparade>

The Slovenian national coordinator mentioned how useful it could be to share these experiences with other national coordinators and proposed that this could be done in the next Adult Learning Agenda's calls.

The participants agreed that it would be helpful if more national coordinators could learn from each other (especially regionally). This could also be the chance to develop a coherent plan comprising the needs of the region.

COOPERATION OPPORTUNITIES OFFERED BY THE ERASMUS + PROGRAM

Irena Fonodová, executive director of Slovak Academic Association for International Cooperation (National Agency Erasmus+), presented the new EU programme for Education, Training, Youth and Sport 2014-2020: Erasmus+ with focus on Adult Learning sector. In particular, she explained the new programme approach, which includes closer links between programme and policy objectives; more synergies and interaction between formal, informal and non-formal learning; more cross-sectorial partnerships with the world of work; a streamlined, simpler architecture; and a stronger focus on EU added value. She also stressed the main objectives for the Adult Education sector (Modernising and improving adult education through cooperation with other sectors, Validation of non-formal / informal education, Guidance systems, and Quality assurance) and described the possibilities for AL providers to participate in the Erasmus+ program.

Participants believe that Erasmus + is an important tool to empower the learners and staff working in adult education but expressed some concerns seeing the low rate of successful projects of the first ERASMUS + calls presented by Ms Fonodová. She invited them not to give up and continue working for high quality projects.

The issue of financing was perceived by the participants as very problematic for the sector. The economic crisis contributed in making the situation even worse.

Regina Ebner presented the view of EAEA: "EAEA is working on the concept that ADULT EDUCATION IS A PUBLIC GOOD, and each government should contribute to it. It could provide many benefits to many people and needs to include those who otherwise would not be able to afford it."

6. Recommendations and next steps

THE IMPORTANCE OF NETWORKING

Following the opinions of the survey's respondents, the meeting's participants emphasized the importance of the European Agenda for Adult Learning initiatives and its positive impact both on the EU level and on the national one.

The RENEWAL regional meetings were organized in order to provide relevant recommendations by providers and civil society in adult education. The aim was to help improve the future implementation of the European Agenda in the member states, taking into account reality of adult education in central and Eastern Europe.



General recommendations on adult education for central-eastern Europe:

1. **Stability** of policies related with adult education – adult education providers feel that to achieve the quality patterns and enable stakeholders to plan long-term, it is crucial that governments assure the stability of adult education policies as well as recognize AE providers and civil society as key actors in the policy-process.

2. **Participation** should be encouraged: policy-makers should pursue (media) campaigns encouraging active participation as well as assure more support to non-formal adult education providers which are implementing innovative methodologies and outreach strategies;

3. **Lobbying** for adult education is decisive: adult education is vital for human development. Therefore, it must be given the same importance and recognition as all other sectors of education. On the other hand, adult education is unique, and its lobbying requires special efforts and capacity. Umbrella organizations are needed for this purpose and should be supported by policy makers at the national level.

4. **Supporting the continuous update and training for adult education staff** is also important: peer learning and exchange of best practices is central for professional improvement; additionally, networking activities, mentoring and other

innovative methodologies should be adopted by the Central-Eastern European member states in order to upgrade the competences of tutors, trainers and other staff working in adult education;

5. **Validation** of formal, non-formal and informal learning is essential for the development of adult education: people acquire experiences and competences not only while working, but also in all other contexts (social, personal, etc.). Validation systems should be further developed when already existing and put into place as soon as possible. In doing so, special attention should be paid to provide access to these systems for the most disadvantaged groups;

6. **Put the focus on the learning benefits** – Every adult learning activity should focus on learning as a powerful tool to build an identity in the world, the sense of belonging, increase tolerance and the empowerment of a citizen. These principles should guide practitioners, policy makers, national coordinators and be embedded in all learning pathways.

Specific recommendations on the European Agenda for Adult Learning:

- More communication between the National Coordinators and the grass-root level should be encouraged
- More transparency in the Adult Learning Agenda procedures should be assured at the national level
- More involvement in the planning and implementation phases is suggested as well as a real dialogue between stakeholders is wished for (i.e. by organising a meeting for providing the national coordinators with feedback on their national plans)
- National activities on the European Agenda should be complement other activities at the national level already in place
- More awareness raising activities towards the public, by targeting both stakeholders and potential learners should be organised
- National level platforms on key issues could be instrumental to efficiently contribute to the sector's main challenges in each country
- An inter-sectorial cooperation is proposed to create bottom-up approaches and collaborative actions
- International comparison should be envisaged in the national coordinators plans (consider and develop sources of information to work further)



The need of networking

Suggestions on how to foster cooperation among Central and Eastern Europe countries (adult education providers/civil society structures in general) were also discussed by the participants in the meeting. These are in general addressed to the Central-Eastern European countries, but could also be extended to other European regions:

1. Professionalization of AE trainers and managers: it is important to define a Common European Framework (like it is in languages: Common European Framework of Reference for Languages: Learning, Teaching, Assessment) in different levels, even if the systems in EU countries are very diverse as well as to develop the list of the adult educators' competences (e.g. further develop the study on 'Key competences for adult learning professionals' for implementation)
2. To set up a database of what is happening in EU countries in the AL sector. More experienced countries in adult education practices – e.g. VNIL, LLW – could use it for the dissemination and transfer of knowledge and expertise;



1. To work on the following topics:
 - a. Age Management
 - b. diversity management
 - c. Social responsibility for companies
2. To disseminate further or try to implement nationally the BELL and ARALE projects' results
3. To organize a meeting of Adult learners in European Parliament / first round at national level to discuss and organise themselves which could lead to more civil participation;
4. To help collecting relevant statistical data on Adult Education;
5. To put together a CEE regional platform on adult education that could meet regularly and support the realisation of the networking suggestions given above;
6. To develop projects focused on management to empower the CE European organisations;
7. To better organize the communities in the rural areas, by developing NGOs and/or helping them to develop the methodologies and a learning culture.



Suggestions to EAEA for further developments

- Coordination is needed for the next project proposals in the framework of the Agenda;
- Making a formal proposal for the cooperation within the region to promote a real dialogue between AE stakeholders (national coordinators, policy-makers and civil society);
- Continue working on the European Year for Adult Learning, possibly with a focus on the Joy of learning



Note

Note

