

REGIONAL NETWORKING
FOR ADULT LEARNING
IN EUROPE - RENEWAL

SOUTHERN EUROPE
MEETING REPORT

Lisbon, 23-24 October 2014





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RENEWAL

Regional Networking
for Adult Learning
in Europe

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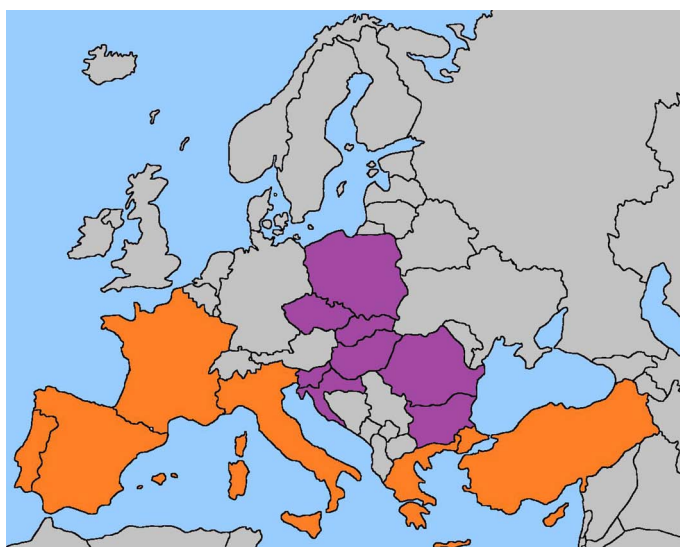
1. Introduction to the report

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: EAEA is a European NGO with 123 member organisations from 42 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.



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.



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.



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 the total of 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 and its report

During the SE regional meeting³, the participants raised several questions and comments on the RENEWAL project and its state-of-the art report. Most of the issues were raised during the debates or during networking moments.

Participants welcomed the report and agreed on the opinion reported. 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. The following are the main topics faced during the event.

The need for more awareness raising on the initiative

One of the areas of focus on the European Agenda for Adult Learning is to mainstream adult education in member states. Participants of the southern Europe regional meeting are conscious of this, but believe that more awareness raising actions are needed in their countries. At the same time, survey respondents are pointing out their lack of involvement in the national activities on the Agenda and wish that this will change in the next 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. Furthermore, they stated that this 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.

Sharing, Sharing, Sharing

"RENEWAL facilitates dialogue and networking among the stakeholders".

This statement is quite illustrative of the feelings around our project. Training providers, adult education institutions, policy makers, National Agencies and the national coordinators were asked to discuss the survey results and build reflections on it. Participants are very enthusiastic in sharing what they know about adult education and what they do around it. The State of Art report was referred as key for future developments, as it provides a picture on the situation of Adult Education, Lifelong Learning and the implementation of the Agenda in particular. Combining different views in a same document, makes it easier to share them and see which points of contact are evident. More products like this one were encouraged.

The Gallery walk organized during the meeting was also an excellent tool for the sharing good practice and expertise among participants and the right opportunity to tell others about how to make lifelong learning a reality.

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.

³ The Southern Europe meeting was held in Lisbon from the 23th to the 24th 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.



Active involvement

Participants often mentioned that they want to be more involved in strategic decisions like those which are related to the European Agenda for Adult Learning.

Stakeholders would love to be involved during the planning phase as well as in its implementation. Participants reinforced their enthusiasm for generating ideas which will reinforce adult education in their countries and believe that the EC initiative could be a very effective and efficient tool to do so.

Participants mentioned that the RENEWAL regional meeting was a very good example of actively involvement of the grass root level. They would love to meet with the national coordinators and other national colleagues to define a set of recommendations that will help to make the European Agenda successful in their respective countries.

4. Collection of Best Practices

During the SE Regional Meeting, a Gallery walk was organized to facilitate the exchange among participants. The following are the best practices presented during the meeting.

1. OED – OUTREACH, EMPOWERMENT AND DIVERSITY

Presenter: DAFNI KEK, Greece

The network

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

Presenter: EAEA, Belgium

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/>



3. ARTABILITY

Presenter: ANTIGONE, Greece

The aim...

ARTABILITY project aims to increase the participation of people with disabilities in the society and in the job market. ARTABILITY implements experiential learning activities through weekly laboratories and in-depth workshops on visual art techniques and management of art exhibitions, using non formal education in a peer to peer dynamic. Participants improve their self-confidence, express creativity, and acquire new skills in order to enter or re-enter the mainstream education or the job market.

It is based on the strong belief that people with disability possess resourceful experience and knowledge which are both unknown and less appreciated by other people. Through a democratic pedagogical approach and a peer to peer dynamic, a trainer is going to help participants to bring out their knowledge in full equality. The cooperative organization of art laboratories, workshops, and exhibitions are designed to allow this active and concrete participation and to build practical skills expendable on the job market in the future.

...and its impact

The project is designed to have an assertive impact on target groups also after its completion by attaining strong results in two pillars:

- sustainable material outputs;
- sustainable and transferable methodology.

Via the weekly art laboratories the project will have generated tens of artistic productions in each partner country that are going to be showed in art exhibitions after the life of the project. Additionally, the impact of visibility and media coverage of the exhibitions conceptualized, generated, and managed by the collaboration of mainstream cultural organisations and people with disability reaches beyond the lifetime of the project. Most importantly, the skills people with disability acquire as individuals, as practicing artists and as members of an equal community are inherent within themselves.

For more information, please consult:

<http://www.antigone.gr/en/projects/project/12/description/>



4. NON FORMAL EDUCATION FOR SENIOR LEARNERS

Presenter: Universidade Sénior de Évora, Portugal

One example – “Consumo, logo penso”

The project “In consumption I must think!” has appeared from the cyclical and social reality we live in. Increasingly we live in a consumer society and different situations arise for different social and age groups of our society. The Senior University of Évora is naturally an organisation with a concern raised regarding the reality that affects seniors, but without neglecting the social reality and place around us. It is true that there are today selling methodologies and unfair stimulus to consumption and it is in this area that they can have a say and play a preventive action, using collaborative and awareness raising methodologies.

Main objectives...

- Fight the lack of information of people in disadvantaged and isolated rural areas;
- Foster knowledge in the area of financial literacy and indebtedness;
- Contribute to a more responsible household management;
- Contribute to greater information on consumer rights;
- Stimulate thought for consumption;
- Promote intergenerational relations together with the sharing of knowledge.

In concrete terms, the project team develops awareness sessions and uses a flyer for information. A book – *No Poupar é que está o ganho* – was also published.

More info at: <http://www.use.pt/projectos/nacionais/22-consumo-logo-penso>



5. AGE MANAGEMENT IN PRACTICE

Presenter: Kerigma, Portugal

Many young people across Europe today continue to leave school with low or no qualifications and will no doubt face significant labour market challenges in the future. Rightly so, this is a key priority being addressed by the Commission. However, older adults, too, face serious challenges, with many in low-skilled, low-paid employment or facing redundancy, both of which may lead to greater levels of pensioner poverty. The current generation of 50 to 67 years old is less likely to have benefited from Further or Higher education on leaving secondary education back in the 1950/60s. In addition, older adults who have become disengaged from learning are even less likely to engage in VET/CVET activity, with participation rates considerably lower than their younger counterparts. Thus, it makes the process of engaging older adults in VET extremely difficult, resulting in a need to educate older adults on a) what VET/CVET is and b) the benefit and value it can bring. In order to achieve this, foundations must be built to increase confidence and motivation and help older adults re-engage in learning. Core to this is effective guidance, advice and support.

Main objectives:

- Improve access to VET/CVET for older workers with a focus on identifying the key challenges faced by this client group in participating in lifelong learning activity
- Investigate and (positively) influence the attitudes of employers towards older workers across Europe
- Disseminate findings through a variety of European networks and engage with key policy makers, such as Cedefop and the European Lifelong Guidance Policy Network to ensure maximum impact is achieved.

Project website: www.a-map.eu



6. DIALOGICAL LITERARY GATHERINGS – SPAIN

Presenter: FACEPA, Spain

The dialogical literary gathering is an educative and cultural activity where people join to share, read and talk about a book of the Universal Classic Literature. In the Dialogical Literary Gatherings attention isn't only paid to what the author wants to transmit with his/her text, but also to the different interpretations, thoughts and reflections that the book creates in participants.

This activity is being carried out in different kinds of associations, such as adult education centres, parents' associations, groups of women, primary and secondary schools, high schools, cultural associations, etc.

The dialogical gatherings are based on dialogical learning approach. Dialogic learning is the result of egalitarian dialogue; in other words, the consequence of a dialogue in which different people provide arguments based on validity claims and not on power claims. The main principles of dialogical learning are: egalitarian dialogue, cultural intelligence, transformation, instrumental dimension, creating meaning, solidarity and equality of differences.

Full information on the project at:

http://www.eur-alpha.eu/IMG/pdf/spanish_good_practice_dialogical_literary_gatherings.pdf



7. RAISE – REINFORCING THE ATTRACTIVENESS, IMPACT AND SKILLS OF E-FACILITATORS FOR E-INCLUSION

Presenter: INFREP, France

The “RAISE- Reinforcing the Attractiveness, Impact and Skills of e-facilitators for e-Inclusion” project aims at continuing and developing efforts in suturing the digital gap in Europe, and to provide facilitators of social inclusion with adapted training resources to improve their accompaniment of persons excluded from access to ICT.

Thus the transfer project aims at:

- developing new learning modules in Italy and France;
- transferring the methodologies, results and products to new countries: Switzerland and Romania, and to develop there 2 learning modules;
- multiplying the number of beneficiaries (e-facilitators) of the results and products;
- developing a model of sustainability for the results and products in each country participating in the transfer.

See more at: <http://raise4einclusion.eu>



8. EDUCATION FOR SOLIDARITY – PT

Presenter: SOPRO, Portugal

SOPRO's mission is the “youth's education on solidarity and promotion of cooperation projects for human development in the world. To be a promoting actor of the participation of all and, in particular, of young people as witnesses and channel for the solidarity”. Thus, it is SOPRO current practice the implementation of different strategies and non-formal activities to assist and improve the access to education and increase youth participation in civil society. SOPRO works directly with several schools on finding the answers for local needs and giving young people the opportunity for non-formal learning, using the volunteering as way to learn and exercise the solidarity.

Young people (between 16 and 20 years) can make voluntary work through different solidarity projects that SOPRO has, such as: “School Supply Bank”, visits to the elderly, awareness and fundraising campaigns. After 21 years they can integrate international Voluntary projects.

We believe that volunteering can be a great way of learning social values and citizenship. Our experience has proven that young people become better persons when they experience volunteer work and non-formal education contacting with needy communities.



9. VALIDATION OF FORMAL, NON FORMAL & INFORMAL LEARNING – PT

Presenter: EPATV, Portugal

What?

The RVCC- Recognition, Validation and Certification of Competences' processes are developed by CQEP's - Centers for Qualification and VET - structures of the National Qualifications System that play a key role in building bridges between the worlds of education, training and employment, in a perspective of lifelong learning.

The skills audit is an opportunity for the individual (employed or unemployed) to make self-assessment of its professional, personal and social route. Taking as a starting point its own current professional situation, the individual will have the opportunity to reflect on the traversed route, as well as outlining future projects...

How?

Standards for Key Competences for Education and Training of Adults – a key document that guides the work of recognition, validation and certification of formal, non formal & informal learning developed by the trainers, tutors and the adult himself. The standards guide the work of recognition and validation of competences, having as starting point the portfolio: experience, training, self-learning of the candidate.



5. Adult Education in a near future

THE FOCUS ON THE BENEFITS OF LEARNING

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

Why is adult education necessary?

Paul Holdsworth, representing the **European Commission**, based his presentation on some worrying figures showed by the PIAAC analysis:

- **1/5 of the EU adults lack literacy and numeracy**
- **1/4 lack ICT problem-solving skills**

He underlined that “low skilled adults have difficulties to change their situation due to the “The Low skills trap” which can be defined by the following characteristics:

- People are often in jobs that offer no training
- People do less learning than high-skilled people
- People cannot improve their skills, inc. basic skills
- People cannot get a better job
- People miss the benefits of continued learning.”



The “low skills trap” has high consequences in the potential learners, such as levels of motivations, social exclusion danger and affects not only employment opportunities, but also personal well-being. Therefore, it should be tackled urgently by AE stakeholders and national and European policy-makers.

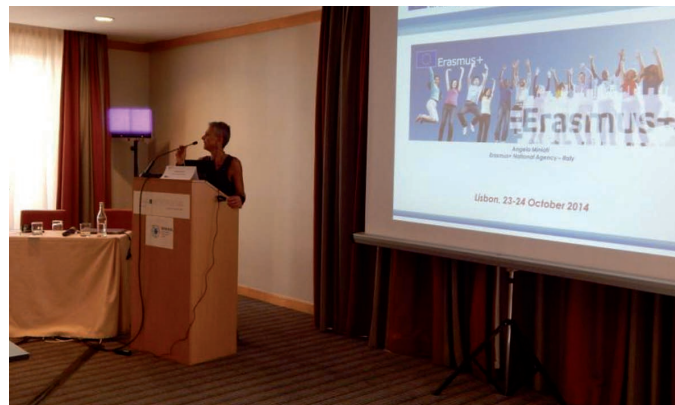
João Barbosa (ANQEP), on the other hand, focused on the outreach of disadvantaged learners, as a key issue in Portugal, namely, “those who have very low literacy levels, live in rural areas or elderly people”.

The responsible for the implementation of the Agenda activities in Portugal (ANQEP) mentioned:

“Due to a huge delay in adult education policies, when compared with other countries in the European Union, Portugal still struggles in finding the right means to motivate adult learners with low literacy levels, which are commonly not motivated at all to participate in lifelong learning activities and face a high risk of (long term) unemployment and social exclusion.”

Eugénia Inácio (Portugal) & **Angela Miniati** (Italy), both representatives from the adult education unit in the **Erasmus + Agencies** also referred some key figures in what concerns the results from the applications in 2014 to the new program (Erasmus +). In Portugal, for example, we could see around 5% of the total budget approved for the program addressing applications in KA2 – adult education. Also, in KA1, the total budget addressing adult education mobility activities is less than 1% of the total. Both representatives stated that most

of the other applications are in a reserve list, once they have enough quality for implementation, but there was not budget for it.



Participants believe that Erasmus + is one precious tool to empower the learners and staff working on adult education. This can lead to enormous benefits, both at a social and at an economic level, preventing social exclusion and increasing employment competences and skills, as stated by João Barbosa before.

Gina Ebner presented the view of EAEA: *“EAEA is working on the concept that ADULT EDUCATION IS A PUBLIC GOOD, and should be financed by public authorities. It is something that benefits many people, including those who do not pay for it, because they can't do it!”*

How to move on?

All the speakers mentioned their views on how adult education will/ should move on in the post-2015, pursuing the objectives of the EU2020 Strategy.

Paul Holdsworth emphasised the aims of the EU2020 strategy and what the EC expects from the national coordinators and policy-makers:

“We should focus on the...”

- **Awareness** of LLL benefits by each adult /employer;
- **Access** to high quality learning any time in life for personal, social and economic ends;
- Fairly **shared** responsibility, adequate resourcing;
- New approach to **provision** – flexible, learner-centred, clear learning outcomes, leading to key competences + EQF Qualifications;
- **Supported** by guidance, validation of non-formal and informal learning;
- Learning **locally** with a significant role for social partners, civil society and local authorities, HE;
- Active learning for seniors and mutual learning and solidarity between generations.”

In order to achieve these aims, national coordinators are invited to “embed adult learning in national policies, improve the visibility of adult learning, create steering & coordination groups or focus groups on different issues, promote networking and develop regional and local strategies, supported by civil society expertise.”

At a national level, **Nuno Reis**, deputy of the **Portuguese Parliament** confirmed that Portugal is deeply committed with adult education, namely by “*improving the Validation systems*

and bridging the gap between the demand and supply on the market job”.



However, both the participants and the speakers agreed on the fact that Adult Education shouldn't be valued only for its potentiality to contribute to the employability of people. Indeed, it is important to underline how powerful learning is in contributing to the well-being of the individual and the whole society.

Paul Holdsworth invited AE stakeholder should emphasize the joy of learning, through different means, in their countries.

6. Recommendations and next steps

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 weren't organized to question the work done so far in the framework of the European Agenda for Adult Learning, but to provide relevant recommendations for the improvement of its future implementation, taking into account the southern Europe's reality. In order to do so, participants worked in focus groups and reflected on the most crucial issues raised by the RENEWAL survey respondents:

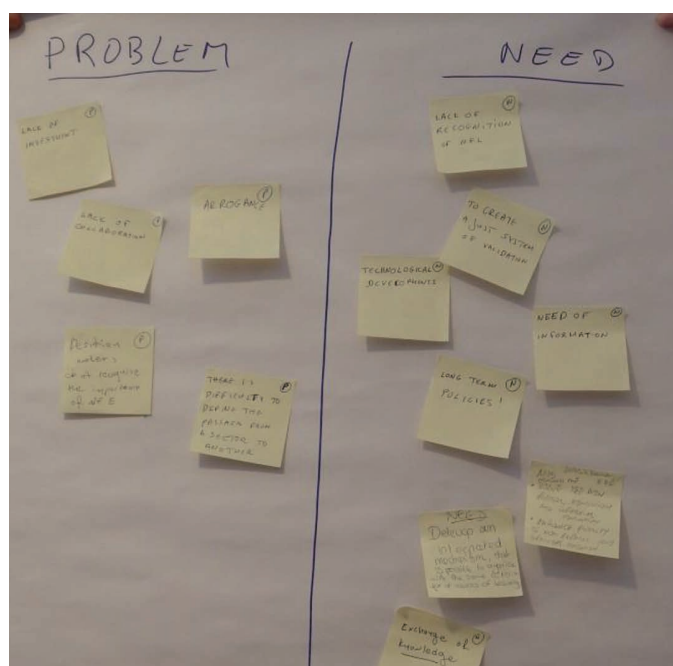
- **Civil Society and participation processes**
- **The benefits of Lifelong Learning for active citizenship, social cohesion and participation;**
- **Inter-sectorial cooperation for adult education: how formal, non-formal and informal education can work together and add value to adult education?**

The subjects above did work as an umbrella for the main recommendations and proposals.

General recommendations on adult education for Southern Europe:

1. **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 and should focus especially on the most disadvantaged groups, as it can work as a tool for increasing motivation for learning;
2. **Participation** should be encouraged: by focusing on the benefits of learning, media campaigns encouraging active participation should be pursued ; also, non-formal methodologies (like the validation systems) – which increase motivation levels by valuing what the learner knows – should be considered as priority for the governments;
3. **Lobbying** for adult education is decisive: adult education is vital for human development. Thus, it must be taken into account as all other sectors of education. On the other hand, adult education is unique, and its lobbying requires a constant update on the cost/ benefit calculation. Umbrella organizations are needed and should be supported by policy makers.
4. **Supporting the continuous update and training**, as well as peer learning among **adult education staff** is also important: peer learning and learning by knowing other best practices is central for professional improvement; additionally, networking activities, mentoring and other innovative methodologies should be adopted by the southern Europe member states in order to upgrade the competences of tutors, trainers and other staff working in adult education;
5. **Stability on policies related with adult education** – it is common understanding that adult education strategies and policies need some adaptation over time, in order to follow the global and European tendencies. Though, adult education providers feel that to achieve the quality patterns and high levels of involvement, it is critical that governments do a pact of stability some policies, namely those related with adult education;

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, how to actively participate in each decision as 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:

1. To **continue the work** on the European Agenda for Adult Learning, both at the European Commission level and at the national level;
2. **Involve civil society**: to create a bottom- up approach, improving communication and real dialogue: consultation to practitioners and to the learners on the needs;
3. To develop trans-sectorial strategies that address specifically policy makers, raising awareness for adult education: the **ARALE – Awareness Raising for Adult Learning and Education**⁴ project provides a set of recommendations on how to address policy makers. National coordinators could include some activities on this issue in their plans.
4. To create **more awareness raising activities towards the public**, either the stakeholders, either potential learners – using social media, for example;
5. The **activities organised in the framework of the Agenda should be integrated with other** ongoing national initiatives/ strategies;
6. To widen the sense of “**disadvantaged groups**” and address them primarily: policy papers coming from official institutions are commonly referring to disadvantaged groups as those who are unemployed. The participants stress the importance of addressing activities on the European Agenda to unemployed people, but would like also to underline low-skilled migrants, people with disabilities, people from rural areas, older learners and people with low literacy levels in general as “disadvantaged groups”.

Recommendations for the Adult Education providers and civil society:

Suggestions to foster the cooperation among adult education providers/ civil society structures were also proposed by the participants in the meeting. These are in general addressed to the southern European countries, but could also be extended to other European regions:

1. To develop **common training programs** for adult education practitioners;
2. To set a **Plan for dissemination of best practices** – e.g. Validation of formal, non-formal and informal learning in Portugal – and boost the transfer of knowledge and expertise on those, (supported by umbrella organizations like EAEA, for example);
3. To work on the **quality of adult education** (This could be done by gathering experiences and collecting best practices from the countries and by having the support or accreditation by EAEA);
4. To put together a **southern Europe regional platform** on adult education, that could meet regularly and support the accomplishment of the 3 networking suggestions given above.

More action is needed!

⁴ www.eaea.org/arale

