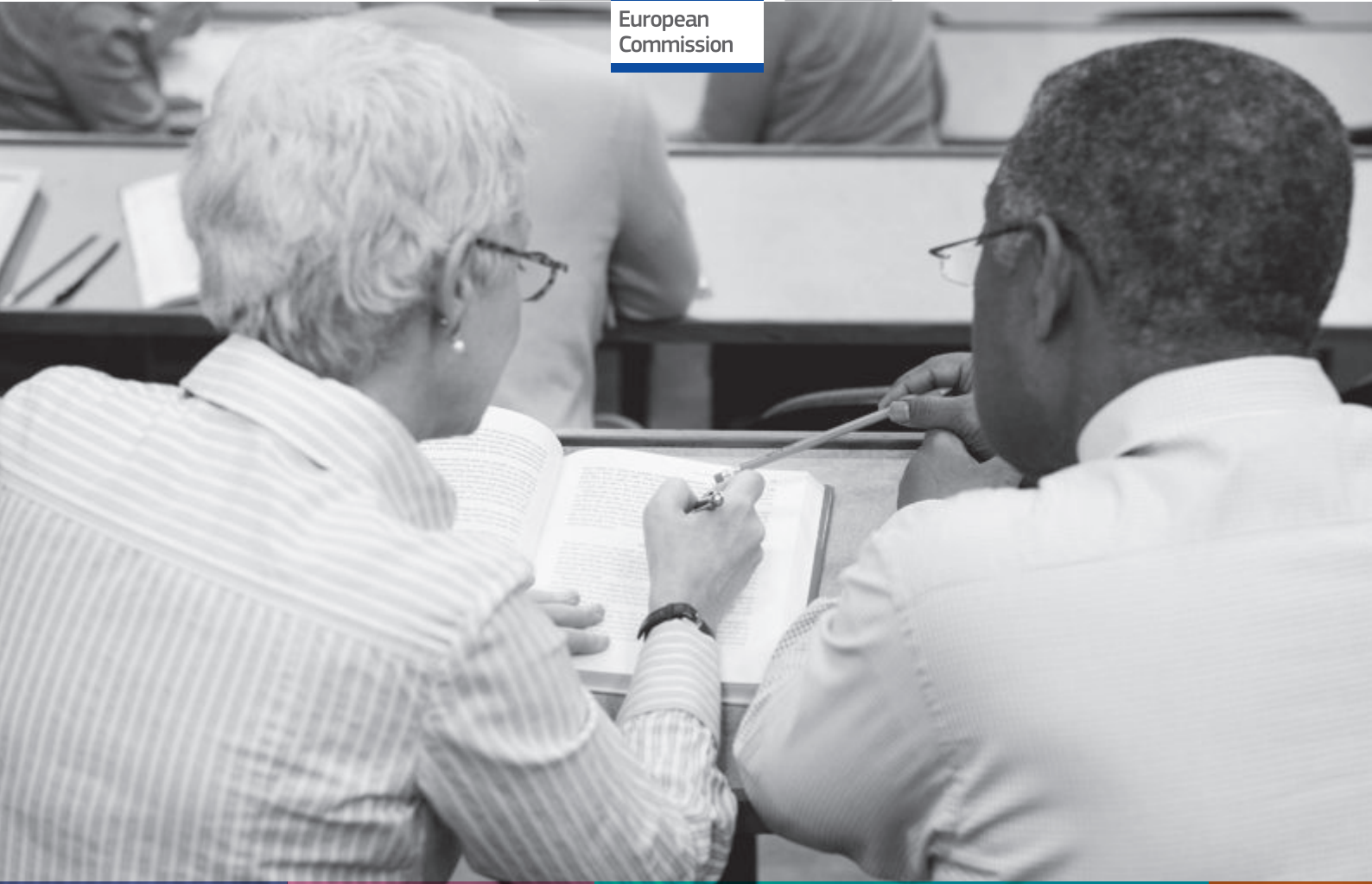




European
Commission



EUROPEAN GUIDE

Strategies for improving participation in and awareness of adult learning

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Introduction

Today major challenges are confronting Europe. The current difficult economic climate has highlighted the importance of education as a catalyst for economic growth. We are also facing the effects of an ageing population and social exclusion continues to be a serious challenge for all our countries. We have to tackle the problem of 80 million low-skilled adults whose future looks increasingly marginal in a Europe that will concentrate on knowledge-intensive jobs.

Access to high-quality adult learning plays a decisive role in developing better skills and competences that contribute to employability and the overall competitiveness of Europe and its Member States. But we also know that learning brings equally important benefits for adults' social inclusion and personal fulfilment. Participation in learning helps people to secure a constructive and active role in their local communities and in society at large. It can help reduce health costs and the incidence of criminality, for instance, while also helping to reduce poverty. Moreover, one cannot underestimate the importance of learning for personal development and well-being.

Yet, statistics show that only a small proportion of adults participates in learning, with large variations between countries. Even more alarming is the fact that the EU average rate of participation in adult learning has been slowly decreasing since 2005. Decisive and concerted action is needed to reverse this trend and to achieve the commonly agreed target of having at least 15% adult participation in learning by 2020.

The European Agenda for Adult Learning, adopted in November 2011, is set to launch a concrete joint programme that makes adult learning a stronger link in the lifelong learning chain. But the first challenge we need to address is to increase participation in adult learning and to make everyone – learners, providers, stakeholders and policy makers – aware of the benefits of a high quality, easily accessible and equitable adult learning system.

This European Guide is designed to help protagonists meet this challenge. It presents strategies to raise awareness of adult learning and explores how to make adult learning more popular and more accessible for target groups. All those active in adult learning in Europe are invited to draw upon these examples as a rich source of inspiration for future activities and to advocate for adult learning that is of high quality, attractive, and within reach of all citizens.

Background

This **European Guide** is the final deliverable of a nine-month study conducted by the European Commission's Directorate-General for Education and Culture (DG EAC), in conjunction with GELLIS consultancy, on the effectiveness of strategies to raise awareness of and motivation to participate in adult learning.

The objectives of the study were to:

- Explore how to make adult learning more popular and more accessible for identified target groups, including potential adult learners, policy makers, education providers and social partners;
- Analyse existing initiatives already carried out in terms of awareness raising in the field of adult education, primarily at Member State level; and
- Provide recommendations for future activities and propose which existing strategies should be used.

This European Guide details (i) the role of stakeholders in the field of adult education; (ii) 16 in-depth case studies on selected activities in the field of awareness raising of adult learning; and (iii) a list of activities that could be built upon and executed by different stakeholders in the field of adult learning.

Background

Methodology

Prior to the development of this guide, the following tasks have been executed:

1. Situational analysis, including research on target groups and on existing awareness raising activities in the field of adult education;
2. In-depth interviews with DG EAC staff and key external stakeholders;
3. Online survey disseminated to stakeholders in the field of adult learning;
4. Segmentation and classification of stakeholders; and
5. Best practice analysis of examples of existing communication and awareness-raising activities.

The methodology for the Best Practice analysis was as follows:

- **Identification of existing awareness-raising activities in the field of adult education**

In-depth desk research on existing initiatives to promote adult learning across Europe and internationally has been conducted. These were collated into a database of existing activities and classified according to the type/format of activity, geographic location, main aims of the initiative, and the key target groups.

- **Development of criteria to rank each activity**

Set of best practice criteria has been developed and included:

- Geographical scope of the activity;
- Number of languages the activity is executed in;
- Sustainability of the activity, and how long it has been running for;
- Transferability of the activity's features to potential new campaigns;
- Ease of access to information about the activity;
- Number of distribution channels used for information;
- How much the activity facilitates interaction among different target groups;
- Success of the activity's call to action;
- Best practice examples demonstrated by the activity;
- Level of second-hand information available about the activity; and
- Level of differentiated approach to its target groups.

- **Ranking and finalisation of top 16 activities**

The activities on the database were ranked on a scale from 1 to 5 for each of the above criteria. The top 16 activities were finalised as a result of the ranking.

- **In-depth interviews with the team behind the best practice⁽¹⁾**

Organisations that developed the selected best practice activities have been contacted, in order to interview the representatives that were involved in their development. For the interview, a questionnaire was developed on topics such as:

- Specific target groups they seek to reach;
- Information on the methodology applied for the development of their initiatives;
- How the activity was promoted; and
- Partnerships and other networking opportunities.

- **Development of in-depth case studies**

Based on the interviews, in-depth case studies on each activity have been drafted. The case studies included an overview of the activity, how it was developed, results, and lessons learnt from each activity.

⁽¹⁾
This was done for all case studies except IntALWinE, which was based on online resources.



The Role of Stakeholders

1 Stakeholders

The Role of Stakeholders

The following section provides an overview of the envisaged role for each of the key stakeholders operating in the adult learning field, or capable of impacting the sector. The following considerations, based on research conducted on existing awareness raising activities and the best practice analysis, have been developed.

Adult education is thought to be best promoted if campaign initiatives are developed and implemented through joint stakeholder cooperation networks. The proposed logic of intervention is thus based on the need to identify what each stakeholder group or category is best positioned to achieve or promote in a medium and long term perspective.

Based on this premise, stakeholders can be divided into two groups: (i) actors capable of reaching out to adult learners through multiple target group-specific intervention strategies, and (ii) those who can bring forward necessary changes in policy structures and produce operational channels. The latter are seen as 'enablers', capable of creating both conditions and tools to strengthen advocacy, communication and coordination capacity of the former, i.e. organisations directly interacting with learners. For this reason, in describing the potential role to be played by each stakeholder, a model differentiating between B2B⁽²⁾ and B2C⁽³⁾ strategies of intervention has been elaborated.

Initiatives of both types of actors are expected to fulfil the goal of overcoming current existing barriers to access and participation in adult education programmes. Each of these types of barriers presents different specificities and challenges depending on the target group (e.g. older people, immigrants or women at risk of social exclusion). Whether at operational or communication level, it is thought that initiatives should particularly focus on the following:

→ **Structural barriers:** This type of barrier includes issues hampering or discouraging participation from the start, such as a perceived lack of suitable programmes, non-flexible education delivery systems or lack of access to adequate funding. Action should thus aim at either changing these perceptions (by promoting available options more widely) or introducing operational changes to overcome these barriers.

→ **Situational barriers:** These arise from individual circumstances due to age or family life, e.g. full-time work, child bearing responsibilities or seniority. Action should thus aim at developing awareness-raising activities and learning options suited to these needs, tying adult education in with every-day activities.

→ **Psychological barriers:** These concern adults' life experiences and may relate to negative associations with the schooling environment, lack of confidence, sense of worthlessness, or social exclusion. Action should thus aim at demonstrating societal interest in including these groups of individuals, developing activities in settings other than schools or classrooms, and by adopting approaches that help to overcome traditional fears.

(2)
B2B stands for business (or government) to business (or government) interactions.

(3)
B2C stands for business (or government) to consumer (in this case adult learners) interactions.

(4)
LLP National Agencies are important actors in awareness raising process (which is their role beyond the management of the LLP). However, the investigation of their role was beyond the scope of this Guide.

The following table identifies key stakeholders⁽⁴⁾ and their roles:

	a) European Commission	b) National governments	c) Regional & local governments	d) Associations & NGOs at European & national level (e.g. National institutes for AL)	e) Education providers	f) Social partners (e.g. trade unions, employers)
Target groups	B2B (National, regional, local governments, education providers, NGOs, media)	B2B (Regional & local governments, education providers, NGOs, social partners, media), B2C (learners)	B2B & B2C (National governments, education providers, NGOs, social partners, media, learners)	B2B & B2C (EC, National, regional & local governments, education providers, social partners, media, learners)	B2B & B2C (Regional & local government, NGOs, social partners, learners)	B2C (learners)
Funding	Provide funding	Provide funding	Provide/receive funding	Receive funding	Receive funding	Provide/receive funding
Strategy	<ul style="list-style-type: none"> Coordinate national research efforts Collate & disseminate emerging best practice Mainstream AL into other European policy areas Communicate & disseminate socio-economic benefits of AL & potential of impact on other sectors 	<ul style="list-style-type: none"> Use national statistics & data to develop evidence-based plans Develop national campaign frameworks Set national objectives, targets & goals Create identity of campaigns Monitor, evaluate & quality assure activities 	<ul style="list-style-type: none"> Research local needs & identify socio-demographic targets Implement national campaign activities locally Initiate regional/local awareness-raising plans Monitor & evaluate activities Develop learning regions 	<ul style="list-style-type: none"> Research learners' needs & barriers to access Lobby policy makers Develop campaigns targeting learners – tying AL to their interests Provide training & mentoring to other NGOs 	<ul style="list-style-type: none"> Amplify offer to meet demand Communicate individual, social benefits of AL Recognise value of prior/experiential learning Base & adapt AL education offer on needs Monitor & evaluate activities 	<ul style="list-style-type: none"> Disseminate tools produced by other stakeholders
Tactical	<ul style="list-style-type: none"> Create shared learning & networking opportunities Empower implementers through thought leadership Encourage interaction & exchange among sub-national actors (e.g. staff, practice, projects) 	<ul style="list-style-type: none"> Coordinate campaign efforts at regional levels Create opportunities for networking & collaboration Promote, encourage, incentivise & recognise participation from private sector Mobilise national media 	<ul style="list-style-type: none"> Facilitate efforts at civil society level Rely on multipliers for dissemination Create best practices & exchange with other cities & regional authorities Mobilise regional & local media 	<ul style="list-style-type: none"> Creation of networks amongst NGOs & civil society Work with policy makers & social partners Interact with learners to customise education offer Advocacy for AL sector 	<ul style="list-style-type: none"> Form strategic partnerships with other stakeholders to provide education Cooperate with businesses & NGOs 	<ul style="list-style-type: none"> Interact with target groups to educate them on benefits & importance of AL
Tools	<ul style="list-style-type: none"> Develop online tools (for local adaptation, translation, printing) Organise conferences, seminars & tutorials Develop online collaborative platform to favour e-learning 	<ul style="list-style-type: none"> Develop national guidelines, information packages & toolkits Organise forums for civil society & businesses Organise conferences, seminars & tutorials Develop training & capacity-building activities Phone-in strategies and systems Create necessary infrastructure for AL 	<ul style="list-style-type: none"> Provide information on accreditation & available courses in different formats (e.g. distance learning & per target group) Provide information on available funding Facilitate events & public spaces for fairs 	<ul style="list-style-type: none"> Organisation of events Use face-to-face communications Develop print publications Use online tools for resource sharing & learning Research & development experimentation and cooperation in European projects and networks 	<ul style="list-style-type: none"> Develop internal communications tools for staff members & teachers Market educational offer through intermediaries Use online tools to raise awareness of & deliver education courses 	<ul style="list-style-type: none"> Use face-to-face communications Develop print materials Create networking events Develop training for employees

1) European Commission

As emerged from the various research steps, the main role of the European Commission, specifically DG EAC, is that of collating and centralising efforts undertaken at national and sub-national level to promote adult learning in Europe.

Stakeholders in the adult learning community identify the Commission largely as a key actor, strongly positioned to frame and steer national public policy debates to raise the profile of adult education.

DG EAC enjoys a wide-reaching network of contacts beyond national policy makers and the LLP National Agencies. By coordinating research and producing strategic analyses with respect to agreed objectives, DG EAC can also influence investment priorities, communicating the evidence for the benefits of improving adult education provision and its promotion in EU Member States.

2) National governments

At present, EU Member States are at different stages with respect to adult learning services delivery and participation rates. The specifics of national awareness-raising initiatives are thus expected to be based on and reflect contextual needs. Evidence suggests that nationwide campaigns are successful when efforts are concerted and adult education is turned into a common challenge for community stakeholders as well as other actors capable of impacting the sector indirectly.

Secondary research suggest that this is the case when stakeholders of the adult learning community are pushed to create new working structures and improve governance and communication among groups and across organisations. Means to achieve such goals include elements including the identification and set-up of common objectives, dissemination of evidence-baseline research to serve as call to action, production of training material, development of unified campaign frameworks, creation of information packages, and implementation of joined-up engagement strategies for cooperating public-private partners.

The key role envisioned for national governments is thus that of developing appropriate campaign frameworks to help facilitate cross-organisational interaction and unify decentralised awareness-raising interventions independently managed by

local-level actors under a common identity, and to provide necessary infrastructure (such as Learn-Direct type phone-in systems). It is expected that communications activities would be supported by necessary changes in public policy structures, so as to empower stakeholders implementing adult education programmes to be better advocates.

The primary target groups are thought to be: (i) Regional and local governments; (ii) NGOs; (iii) Education providers; and (iv) Social partners.

The overarching goals of national governments' strategies to promote adult learning should be as follows:

→ **Disseminate research and sectoral policy reports:** The objective of this activity is to provide actors implementing awareness-raising programmes or adult learning initiatives with the necessary evidence to develop ideas and products addressing existing gaps. Research-based public policy awareness-raising reports and data⁽⁵⁾ must serve as a call to action for actors executing engagement plans, in order for them to better identify targets and align goals to the wider national agenda. This information will help education providers, private organisations, NGOs and fund-granting bodies better identify necessary interventions. National governments should thus ensure that these research outputs successfully reach the actors in the field.

→ **Set-up adult learning objectives and priorities at national level:** In order for any national initiative on adult learning to be successful, it should be preceded with the establishment of nationwide objectives and goals. It is the remit of national governments to determine the status quo of adult learning and its progress, and to establish national goals and priorities, which regional authorities and organisations can then work towards achieving within their geographical areas.

→ **Establish stakeholder cooperation networks:** National governments have access to stakeholders across the spectrum of adult education, including education providers, funders, employers, and NGOs. National governments are therefore ideally situated to encourage cross-sectoral dialogue between stakeholders to achieve more streamlined and efficient provision and funding of adult education.

→ **Conduct evaluation and quality assurance:** National governments should conduct regular evaluations on the quality of education being provided

⁽⁵⁾ Reports and datasets that would serve as basis for innovative activities include those measuring levels of digital literacy, language and foreign language skills, numeracy skills, etc. nationwide.

at national and regional level, and should specifically target education providers in the adult education sector to push for quality improvement.

→ Promote operational policy changes, particularly in the following:

- Help overcome structural, situational, psychological barriers to access;
- Public consultations and open dialogue with stakeholders in the adult education community;
- Create National Institutes for Adult Learning (in countries where this does not already exist);
- Incentivise, reward and recognise participation from the private sector;
- Give adult learning visibility within other policy areas; and
- Provide funding for adult learning infrastructure.

Examples of potential activities can be found in section 5) [List of potential new activities \(by primary executing actor\)](#) – National, regional, and local governments.

3) Regional and local governments

Regional and local authorities execute campaign activities developed at national level or initiate programmes of their own. These may consist of regional or local government-led initiatives or framework programmes to facilitate stakeholders operating at community level to best deliver their activities.

It is likely that regional and local governments' capacity to initiate adult learning awareness-raising activities will largely depend on their level of autonomy and access to funding. The positioning they enjoy, however, puts them in a privileged position to interact directly with the adult population, beyond the provision of education services. Regional and local authorities represent the closest-to-the citizen public authority and thus have considerable potential capacity to re-direct citizens towards adult learning opportunities.

Acting as a gateway to central government policies and funding streams, regional and local authorities are also well positioned to communicate and disseminate information to stakeholders within the adult learning community, with the potential of helping the establishment of networks for cooperation.

Based on the above, the primary target groups are thought to be: (i) National governments; (ii) Education providers; (iii) NGOs; (iv) Social partners; (v) Media; and (vi) Adult learners.

The overarching goals of regional and local governments' strategies should be as follows:

→ **Research the local needs of the adult population:** This will serve as baseline for a call to action at business and civil society level, and will help identify socio-demographic targets, thereby complementing research efforts initiated at national level.

→ **Implement regional/local awareness-raising strategies:** These will comprise segments of wider nationwide campaigns or locally-initiated programmes. They may include outreach work, mobilisation of multipliers for dissemination purposes, provision of one-stop-shop information access points on adult learning, etc.

→ **Facilitate efforts at civil society level:** Executing actors may need help in delivering their programmes, providing courses or developing campaign ideas. Improving action in three key identified areas is considered essential:

1. Collate and optimise visibility of information on funding opportunities: This must serve both individual learners as well as grant-seeking organisations. In some cases this information does not exist and would have to be produced;

2. Establish networks of cooperation among stakeholders: In some instances local governments may also act directly as education providers themselves, leveraging their networks to engage teaching professionals from education providers (e.g. of vocational training) and encouraging local businesses to implement learning programmes; and

3. Produce pre-packaged information material: This is intended to serve the needs of actors who are more likely or expected to act as intermediaries between potential adult learners and public authorities, such as trade union organisations and public employment offices. These intermediaries do not necessarily possess sufficient resources, time and knowledge to develop targeted material on adult education. Given their more frequent and close interaction with adults, however, they could represent a more trustworthy source of information for the intended target group.

→ **Provide opportunities for knowledge sharing with other local actors:** This includes evaluation, successful best practice identification, making these practices available and

leverage existing EU-wide channels and cooperating networks among regional and local authorities across Europe to promote dissemination.

→ **Set-up advisory and mentoring services:** these could be delivered through de-centralised agencies or be directly provided by regional and local authorities. They could target employers and learners to give them information on where to find suitable training opportunities relevant to their profession or field of activity, available funding, existing incentive programmes, etc.

Examples of potential activities can be found in section 5) *List of potential new activities (by primary executing actor)* – National, regional, and local governments.

4) Associations and NGOs at European and national level⁽⁶⁾

Associations and NGOs (at European and national level) and, particularly, national institutes for adult learning currently represent the most active stakeholders within the adult learning community. Being direct advocates of adult and continuing education, these organisations maintain multi-level interactions with European, national and regional policy making networks and learners themselves.

Operating at the grassroots of society, they also have the capacity to complement research gaps in the identification of learners' needs and necessary changes or interventions at structural policy level. The groups they seek to reach out to are thus different in nature and require multiple targeted awareness-raising activities.

The remit of intervention of civil society organisations, however, depends on resources available and scope of activities. Based on this consideration, NGOs could be grouped in three broad categories, according to the role they play:

1. **National institutes for adult learning:** These influence policy, promote inter-stakeholder debate, develop adult learner-specific campaigns and, in some instances, are education providers themselves;
2. **Non-profit organisations in the education sector:** These may be organisations participating or belonging to wider EU project networks cooperating with other institutions to improve teaching quality, encourage exchange of staff and

know-how, and implement different scale and scope projects for direct or indirect adult learners' engagement (e.g. through intergenerational learning); and

3. **Community-based organisations:** Beneficiaries of different sources of EU and national level or private funding, exclusively interacting with learners (e.g. cultural and sports associations). These organisations mostly operate at the micro-level of society through localised intervention programmes.

The main target groups are considered to be: (i) European Commission; (ii) National governments; (iii) Regional and local governments; (iv) Education providers; (v) Social partners; (vi) Media; and (vii) Adult learners.

The overarching goals of NGOs' strategies to promote adult learning should include the following:

- **Advocacy activities towards policy makers:** This includes dissemination of the needs of learners they work with on a daily basis, and make them known at policy level through lobbying, campaigning, awareness raising, direct actions and working with the media.
- **Develop/implement campaigns targeting adult learners:** This includes the development and implementation of multiple targeted, needs-oriented, innovative and context-based local campaigns for adults and include outreach activities, the provision of supplemental information, motivation, rewards, reinforcement or expanded access points for education like the workplace, as well as the mobilisation of multipliers.
- **Provide training and mentoring to other organisations:** This includes the provision of training and mentoring courses and relevant certificates for adult learning teaching staff with a view to initiate exchange of qualified training and mentoring personnel on local and regional levels.
- **Create strategic coalitions with other stakeholders:** Multi-stakeholder coalitions should be formed for creating a positive environment on advocacy for adult learning. These coalitions need not necessarily be only in the adult education sphere, but should also target associations for active and healthy ageing, media literacy organisations, publishers, etc. For example, a campaign targeting under-educated adults may find opportunities to link to campaign initiatives targeting low-income

⁽⁶⁾ National institutes for adult learning do not exist in all countries. References in this document are to the existing national institutes.

students, since many of the parents of those students are very likely the adults it is trying to reach.

Examples of potential activities can be found in section 5) *List of potential new activities (by primary executing actor)* – NGOs.

5) Education providers

Education providers represent a key stakeholder in the process of adult education: they have to be convinced of the necessity to provide further education in response to existing demand. It is essential that they base and adapt their educational offers to the needs of learners. They also have to convince adult learners to participate in their programmes in order to achieve a return on their investments. Moreover, both public and private sector providers of learning and training services bring a wealth of experience of direct interaction with learners and potential learners, and should therefore be encouraged to share their experiences in reaching and interacting with other stakeholders.

The main target groups are considered to be: (i) Regional and local governments; (ii) NGOs; (iii) Social partners; and (iv) Adult learners.

The overarching goals of education providers' strategies should include the following:

- **Amplify offer to meet demand and target groups' needs:** This includes the adjustment of course content and its delivery to integrate learners' needs based on feedback and best practice examples provided by e.g. local focus groups, education providers and course participants.
- **Communicate individual, social benefits of adult learning:** This is necessary to convince learners of the impact adult education can have on their lives. This includes the promotion of new thinking skills which can make individuals more efficient and more competitive in a global economy as well as more socially cohesive. Additionally, language courses funded by adult education programmes can promote economic independence among immigrants.
- **Form strategic partnerships with other stakeholders to provide education:** Financial support and funding opportunities available to adult learning differ from community to community. Strategic partnerships with other education facilities as well as key players in the field will

therefore enable education providers to facilitate the exchange of adult learning teaching staff, course content and best practice.

→ **Cooperate with businesses and NGOs:** Adult education course content should address the needs of the labour market and focus on the skills development currently required. Partnerships with NGOs and businesses would provide course developers with feedback regarding current skills demand and possible work experience placements.

→ **Market educational offer through intermediaries:** Intermediaries such as national institutes for adult learning, NGOs, as well as community learning champions, learner representatives, outreach workers, support workers, and tutors will support the dissemination of information on courses offered through their individual networks.

→ **Use online tools to raise awareness of and deliver education courses:** This includes the use of existing online tools, and development of new ones such as social media, online platforms, forums, games, animations, videos, etc. as well as the delivery of distance learning courses via the education provider's website.

Example of potential activities can be found in section 5) *List of potential new activities (by primary executing actor)* – Education providers.

6) Social partners (e.g. NGOs, trade unions, employers)

Social partners are considered a key stakeholder group as they interact directly with target groups to educate them on the benefits and importance of adult education. Acting as a gateway to employment and the provision of professional training, social partners provide and/or receive funding and they help disseminate awareness raising tools provided by other stakeholders. Operating on a community level, they use face-to-face communications, develop print material, create networking events or develop training for employees.

The main target groups are thought to be (i) Adult learners; and (ii) Member organisations.

The overarching goals of social partners' strategies should include the following:

- **Disseminate tools produced by other stakeholders:** The objective of this activity is to contribute to the promotion of courses provided by adult education facilities and to the exchange of campaign ideas, ads, case studies or budgetary information.
- **Interact with target groups to educate them on the benefits and importance of adult education:** Social partners such as trade unions should ensure that their members to promote the benefits of adult education to their employer organisations, and convince these employers to make adult learning courses available.
- **Create networking events:** This aims at building strategic partnerships with social partners and public and private education providers to better disseminate information on available courses and to gather information on current skills requirements. Networking events will also mobilise multipliers to disseminate information about the added value of adult education and encourage education providers to exchange best practice.
- **Develop work-based learning and training for employees:** This activity aims at enabling employees to learn and develop new skills that can further their professional lives and contribute to the overall success of an organisation. Education providers should be integrated in the development of training courses to provide best practice and knowledge.

Examples of potential activities can be found in section 5) [List of potential new activities \(by primary executing actor\)](#) – NGOs, Trade Unions, Other.

approach
Overarching

2

Overarching
approaches

Overarching

What to do

Based on the 16 best practice case studies, below find a table of main steps that should be kept in mind by stakeholders at all stages in the development of a campaign strategy:

a) Set objectives	b) Identify target groups	c) Identify tools / channels	d) Identify partners / networks	e) Identify funding	f) Develop messages	g) Other considerations	h) Develop campaign	i) Promote campaign	j) Monitor & evaluate
<ul style="list-style-type: none"> Develop a comprehensive campaign plan Align goals with wider agendas Develop a corporate identity 	<ul style="list-style-type: none"> Thoroughly research specific target groups Take account of polarity in views Do not only target learners Develop activities for marginalised groups Involve policy makers 	<ul style="list-style-type: none"> Use accessible activities Encourage peer-to-peer learning Identify multipurpose tools Develop toolkits Show real learning situations Allow sampling of activities Use online media Use inter-generational learning 	<ul style="list-style-type: none"> Pick suitable partners Engage educational professionals Push stakeholders to take up leadership roles Use role models Appoint social ambassadors Use teachers to promote adult education Leverage the CSR arm of bigger organisations Include adult education in other policy agenda items 	<ul style="list-style-type: none"> Identify multiple sources of funding Pool resources to reduce costs 	<ul style="list-style-type: none"> Aim to build the confidence of learners Encourage learners to stay in learning Highlight the variety of adult education Aim to promote social change 	<ul style="list-style-type: none"> Integrate your campaign within broader initiatives Ensure your campaign has one identity Aim to build capacity Build a common understanding Allow sufficient time to create impact Become an accredited provider 	<ul style="list-style-type: none"> Create evidence-based strategies Centralise campaign but decentralise implementation Provide incentives to make education more manageable and sustainable Introduce adult learning by stealth Require commitment from learners Reward achievements Provide support during and after activity 	<ul style="list-style-type: none"> Do not limit innovation to only the activities Highlight soft skills examples Leverage internal promotional channels Involve learners themselves in promotional activities Build lasting relationships with the media 	<ul style="list-style-type: none"> Monitor national research Pilot programmes and use pre-testing Support external evaluation with internal monitoring Collect best practice examples

a) Set objectives

→ Develop a comprehensive campaign plan:

Every campaign initiative should begin with a clear plan with clearly pre-defined SMART⁽⁷⁾ objectives. Moreover, in addition to the objectives being SMART, they should also be differentiated for each stage of the campaign – covering both short-term and long-term objectives. This ensures that there is an initial realistic goal established and each promotional activity can be developed in a well-paced manner that works towards the achievement of the objectives. In addition, ensure that objectives are constantly evaluated against their results, and updated to keep them SMART. Objectives at all times have to be realistic and achievable, while taking into account the existing situation.

→ **Align goals with wider agendas:** While setting up campaign objectives and goals, if possible, they should be linked with goals common to other European or national stakeholders. This ensures that the messages would resonate

more broadly, and the campaign would be more impactful across a wider area.

→ **Develop a corporate identity:** A campaign plan should be used to build a specific identity for the promoted programme (e.g. using a slogan or logo) and thus ensure consistency of dissemination activities and easy recognition on the part of the target group.

b) Identify target groups

→ Thoroughly research specific target groups:

Target groups are differentiated in their attitudes, disposition and approach towards adult learning. This diversity can be found even within the same demographic or socio economic groups. It is therefore important to thoroughly research the specific target group that would be participating in the activity, and ensure that the approach to each group is varied to reflect their needs and to encourage their participation. It is also important to consider the preferences of each target

⁽⁷⁾ *Specific, Measurable, Achievable, Realistic, Time-bound.*

⁽⁸⁾ *Refer to case study (1).*

⁽⁹⁾ *Refer to case study (4).*

group in terms of information delivery. Only in-depth research can reveal how specific target groups wish to receive information (as a precursor to engagement).

→ **Take account of polarity in views:** Potential learners are not always disposed to join an educational course or activity. While they can often be convinced through targeted campaigns, sometimes their views are too polarised to change. It is therefore important to not force them these groups to enter learning. Constant reminders could cause them to further distance themselves from education.

→ **Do not only target learners:** Whilst developing a campaign, ensure that target groups include disseminators/multipliers, influencers (third party endorsers) as well as adult learners. These groups (such as the media) should be treated as a separate target group, and activities and messages should be customised for them. Their inclusion will ensure that the campaign reaches a wider audience. In addition, by including the media as one of the campaign's target groups, there is potential of engaging them as active promoters. This however implies developing specifically targeted activities.

→ **Develop activities for marginalised groups:** The education needs of groups that are at risk of social exclusion have to be addressed in a different manner than others. While developing an adult learning strategy targeted towards these marginalised groups, the focus should be on bringing them into the fold of mainstream society, before involving them in further education.

→ **Involve policy makers:** Involving policy makers through the design and development of a programme ensures that they become active stakeholders, rather than passive listeners. As seen in the Adult Learner's Week⁽⁸⁾ case study, the organisations involved adapted and shaped their events and awards to suit the agenda of policy makers. These events further provided policy makers an added incentive to participate, as they were able to promote themselves to their constituents.

c) Identify tools and channels to use

→ **Use accessible activities:** As seen in the case study examples, the use of activities that are normally not associated with adult learning have proven to be successful. Similarly, there are

other activities that encourage adult learners to acquire new skills, such as dance and cooking. These activities can be used as a learning experience itself, or as a means to 'hook' learners into future activities.

→ **Encourage peer to peer learning:** Encouraging learners to be trained and teach other learners provides numerous benefits such as: (i) providing learners with the motivation to complete the course in order to become teachers and thereby receive compensation; (ii) since the teachers were once learners themselves, they are aware of the obstacles faced by learners, and can customise teaching to suit learners' needs.

→ **Identify multipurpose tools:** During the development stage of a programme or campaign, tools could be created that serve more than one function. As an example, BBC First Click⁽⁹⁾ uses its website as a supporting learning tool for both beginners and teachers who refer to it during the implementation of their courses. It thus serves as a cost-effective tool serving different purposes when used by different users.

→ **Develop toolkits:** It is important to provide stakeholders who are developing programmes and campaigns with more than just other examples of best practice. Guidance needs to be more structured, specific, and process-oriented in the form of operational tools to develop, implement and evaluate campaign programmes. These include communication plan guidelines, research tools, campaign ads, strategy ideas, budgeting tutorials and other operational tools.

→ **Show real learning situations:** While promoting an activity, it is useful to show potential learners an actual learning situation, so they can understand the type of experience they would have should they return to learning. This can be very important to 'sell' formal education; often, potential learners are disinclined to re-enter education due to the negative associations they have with education in a classroom setting.

→ **Allow sampling of activities:** During the development of an activity, build in processes that allow target audiences to 'sample' the activity, try participating, and if they desire, continue. If they should decide not to continue, the activity should still be open to them for future participation. By knowing up front that they can leave should the activity not be suitable, potential

learners are further encouraged to try the activity, since they have nothing to lose.

→ **Use intergenerational learning:** Learning situations which encourage parents to interact with their children can be successful, as parents are more likely to be engaged when they are helping their children to learn. Often, parents do not have an interest in active learning, and will participate in activities simply because those of their children require their involvement. However, this should be viewed as a learning end to itself: even if parents are not participating in adult learning, their 'shared learning' with their children should be encouraged. This brings them into the fold of learning (in any form), and could act as a catalyst to future education activities. Intergenerational learning can also be extrapolated to adults (who are not necessarily parents) getting involved in learning to help children, if there is sufficient motivation for them.

→ **Use online media:** The use of online tools is important as the Internet is a primary information source for today's society. Online tools increase the geographical scope of an activity and thereby raise participant numbers. They also demonstrate the versatility of an activity and facilitate interaction between learners, which ultimately supports the sustainability of the activity. However, the development and implementation of an online media campaign requires the same time and human resource investment as a campaign using regular media. It is thus important to ensure that any online campaign is established with a long term view, and that sufficient resources are dedicated to its execution. Moreover, the use of optimal online tools suitable for each activity can be determined only through usage and experimentation; therefore, if one tool does not seem to be working after a period of time, other tools should be tested.

d) Identify partners and networks

→ **Pick suitable partners:** While selecting partners, ensure that they have established sectoral networks within their field of competence, to allow them to act as efficient multipliers. It is also important that the agenda of their organisation is aligned with all other partners, and that the final selected partners all have complementary roles in the execution of the campaign. Moreover, activities should be initiated where partners are complementary to each other. In

this way, each stakeholder organisation involved in the programme or campaign has a specific role, and focuses on activities that play to its strengths. Overlap of activities would be reduced, thereby minimising resources wasted. It is also important to incentivise partners; to encourage sustainable participation by partners in an activity or programme, it is important to provide them with publicity, which gives them reasons to be involved in future campaigns.

→ **Engage educational professionals:** Whilst developing activities and promotional campaigns, aim to involve education professionals from the field of adult education. They have already worked with the target audiences and are familiar with their needs and requirements, and therefore more likely to develop activities that would best suit them.

→ **Push stakeholders to take up leadership roles:** Stakeholders should not simply be engaged as executing actors of a campaign, but directly empowered to act as active advocates of the cause. This helps them drive their target groups independent of the campaign, thereby favouring greater sustainability of efforts undertaken.

→ **Use role models:** In the publicity of adult education, it is important to use role models who are appealing to learners. As seen in the case of the Premier League Reading Stars⁽¹⁰⁾, picking proper role models can make a programme pertinent and aspirational for the learners. Similarly, by using actual learners as role models, the campaign becomes more accessibly and real for potential learners. This is specifically pertinent if the potential learners are from varied backgrounds: listening to those similar to themselves share their positive experience, they could be encouraged to follow the path of the role models.

→ **Appoint social ambassadors:** Appointing social ambassadors during an activity or campaign can help ensure that the life of the activity is extended and builds links with local communities. By developing activities that have a social aspect such as cultural identity or helping children learn, and investing in building this relationship over a period of time, an activity can create parent ambassadors and volunteers.

→ **Use teachers to promote adult education in libraries, community centres, etc.:** Local level communication campaigns should leverage the potential influence played by teachers

⁽¹⁰⁾ Refer to case study (13).

in promoting learning opportunities. Empowering teachers to directly reach out to learners and act as ambassadors in community organisations, libraries and cultural centres gives credibility to learning programmes and offers a first-hand opportunity for them to understand how the educational offer should be tailored to the real needs of learners.

→ **Leverage the CSR arm of bigger organisations:** Corporate Social Responsibility (CSR) is increasingly becoming an important part of businesses that seek to improve their perception and impact in the public sphere. Large organisations are therefore increasing their investment into CSR initiatives, of which adult education is one. As seen in the case study example of Quick Reads⁽¹¹⁾, Galaxy Mars supported the initiative through a promotional campaign, which led to a higher level of sponsorship and wider publicity for Quick Reads. Similarly, large organisations or foundations can be encouraged by actors such as the European Commission to champion the cause of adult learning.

→ **Include adult education in other policy agenda items:** As seen in the case study example of Adult Learning Campaign Toolkit⁽¹²⁾, the organisation identified areas that policy makers and educators are interested in developing that would tie into adult education. It then supported these interests, thereby propagating its adult education agenda, and provided policy makers with evidence on how improving structures for adult learning can help them achieve their socio-economic goals. Similarly, other organisations could ensure that its agenda is lobbied for by others.

e) Identify sources of funding

→ **Identify multiple sources of funding:** In addition to traditional sources of funding such as the European Commission and national governments, organisations should try to solicit sponsorships from other sector specific organisations with a vested interest in educating adults in their particular fields. If the sponsor is convinced of the value in investing, they are also likely to highlight their participation, thereby assuring more promotion for the activity.

→ **Pool resources to reduce costs:** The pooling of resources by partner organisations optimises campaign and programme outcomes, not only in terms of promotion and awareness raising of

⁽¹¹⁾ Refer to case study (14).

⁽¹²⁾ Refer to case study (3).

⁽¹³⁾ Refer to case study (4).

⁽¹⁴⁾ Refer to case study (16).

⁽¹⁵⁾ Refer to case study (4).

⁽¹⁶⁾ Refer to case study (3).

each other, but also in terms of reduced costs, avoiding the repetition of efforts, and reducing the proliferation of disjointed initiatives with limited potential of impact.

f) Develop campaign messages

→ **Aim to build the confidence of learners:** By developing campaigns that aim to build the target group's confidence in their ability to learn, it sends the message that society cares about including them in all social aspects, and therefore increases their self worth and confidence. An example can be seen in the case study BBC First Click⁽¹³⁾. It is thought that a key success factor of First Click is that it makes older members of the public (i.e. the primary target group) feel that society cares about getting them involved in using modern technologies.

→ **Encourage learners to stay in learning:** As seen in the case study examples of Written Off?⁽¹⁴⁾ and Quick Reads⁽¹⁵⁾, the activities themselves are 'bridges' to further education. In the first case, after the conclusion of the TV show, learners were encouraged and supported in the pursuits of further education; and in the second, the books were meant to encourage readers to pick up other titles by the same author. Similarly, other activities developed should encourage a learner's educational journey.

→ **Highlight the variety of adult education:** Adult learning is multifaceted and can take place in different forms, in terms of course content, structure, and format. Emphasis should be placed on communicating to potential learners the variety of options available to them. They should be made aware that adult education opportunities are available in different formats and options, depending on lifestyle and time.

→ **Aim to promote social change:** As seen in case study examples such as the Adult Learning Campaign Toolkit⁽¹⁶⁾, the efforts of some organisations to promote adult learning go beyond increasing the number of adults enrolled in educational programmes. These efforts try to positively change the general perception and attitude towards education. This allows for investments (both financial and human resources) to be directed towards tackling challenges at their roots posed by low school achievement. A preventative strategy raising awareness on the

importance of earlier studies is more desirable than a late-intervention programme compensating for missed opportunities.

g) Other planning considerations

→ **Integrate your campaign within broader initiatives:** A campaign's success can be furthered by ensuring that it is not a stand-alone initiative. Campaigns, such as For Diversity. Against Discrimination (FDAD), that are implemented within the framework of various other undertakings initiated at EU or national level are likely to be more successful, as they comprise of other parallel awareness-raising activities or legal measures being introduced. Other initiatives include the 2012 European Year of Active Ageing.

→ **Ensure your campaign has one identity:** For campaigns with a wide geographical reach, it is important that the campaign be adapted to answer different needs across different areas. However, it is also important to define your campaign's on- and off-line identity and ensure it can be carried across the defined geographical areas. This could be done through the adaptation of one logo, one standardised slogan, or offering. This would ensure that it is viewed as a larger campaign with more resources and is instantly recognisable to the target audience.

→ **Aim to build capacity:** In order for a campaign to be both successful and sustainable, it should include an aspect of capacity building. Participants and disseminators need to have a thorough grasp of the aims and objectives of the campaign, and should also feel a sense of ownership regarding the outcomes of the campaign. This ownership can be fostered through provision of in-depth training and support during the life of the campaign.

→ **Build a common understanding:** Before beginning development of a campaign or programme, it is important to ensure that all organisations use the same definition and have the same understanding of what they are working towards. With an agreement on basic definitions and principles, stakeholders can develop policy and engage in debate in line with common goals.

→ **Allow sufficient time to create impact:** While designing programmes and campaigns, it is important to take a long-term view, and ensure that the programme runs for sufficient

time to support learners through their education advancement, chart their programme, and customise the programme to support the target group's learning path.

→ **Become an accredited provider:** As seen in the case study of Written Off?⁽¹⁷⁾, Ireland's National Adult Literacy Agency⁽¹⁸⁾ became an accredited provider of education in order to be able to train to adult learners. This demonstrates that the delivery of education does not have to be limited to formal institutions such as schools and universities; if permitted by national regulations, any organisations with the ability to deliver education and gain accreditation can teach adult education courses.

h) Develop campaign

→ **Create evidence-based strategies:** Any campaign, strategy or programme should be based on evidence, and should address a specific need of the target audiences. This requires upfront research and proper understanding (using both qualitative and quantitative metrics) of the environment and its target groups. Furthermore, during the course of the campaign, measurements should be collected, so that the development of future strategies is based on evidence.

→ **Centralise campaign but decentralise implementation:** Ensure that the campaign has a single visual identity and centralised plan for the roll-out, but assign responsibility for implementation to regional/local level according to a decentralised structure. Using such an approach allows enough flexibility to address local level challenges and adapt the delivery of promotional tools to each specific context, whilst ensuring national consistency.

→ **Provide incentives to make education more manageable and sustainable:** Adult learners should be convinced that whatever investment they put into learning, it should not be seen as a lost effort. Engagement programmes should empower learners to keep control over when and how to manage their education. Furthermore, providing recognition and accreditation at each step of formal education undertaken by an adult learner will enable the student to capitalise and build on his previous achievements, should there be a need to interrupt the educational course/programme. This would also give learners an incentive to return to education, eliminating the psychological, financial and time burden of having to re-start from zero.

⁽¹⁷⁾ Refer to case study (16).

⁽¹⁸⁾ <http://www.nala.ie/>

⁽¹⁹⁾ Refer to case study (1).

⁽²⁰⁾ Refer to case study (3).

→ **Introduce adult learning by stealth:** Hooking a project to a popular activity with strong interest of the target group combined with a learning activity is a strong recipe for a successful project. By introducing the learning aspect 'by stealth', programme organisations can ensure that learners engage with and enjoy the project, since the primary area of focus is the target group's area of interest. Suggestions include sports, cultural activities, music, dance, cooking, etc.

→ **Require commitment from learners:** Once learners have decided that they want to participate in a programme, it is important to ensure that they provide a commitment to the completion of the activity. A time commitment ensures that the programme can bring about the expected learning outcome, and be of benefit to learners. However, if learners are unable to complete the programme, it is important to provide them access to re-enter when they are able to, in order not to discourage them.

→ **Reward achievements:** The benefits of rewarding learners' achievements through prizes go beyond providing incentives to potential learners to re-enter education. It also highlights to policy makers the progress made in the field of adult education, and underlines future steps to be taken, where their support would be needed.

→ **Provide support during and after activity:** It is important to provide an immediate call to action within a programme or campaign that has a tangible benefit to the potential participant. This call to action should be supported by advice on the benefits available to the participant, including if possible after the programme has closed. Potential learners could get discouraged if they do not have an easy way to see what their options are.

i) Promote campaign

→ **Do not limit innovation to only the activities themselves:** There is an emphasis put on developing innovative new interventions to get potential learners involved in education. However, this search for innovation should not be limited only to the initiatives. If a common activity is promoted in an innovative way, it will also ensure uptake. This is seen in the case study of the Adult Learner's Week⁽¹⁹⁾. While it has been ongoing for many years, the approach to its structure

and delivery is constantly being re-invented. This approach helps reduce the risk of adult learning becoming rhetorical and abstract.

→ **Highlight soft skills:** Adult learning often leads to benefits such as heightened confidence levels of learners and improved social integration. It is important to measure the progress of learners' soft skills through detailed assessment questionnaires, as this helps in the development of future programmes that allow for all round learning. Highlighting these benefits could also attract adult learners who may be interested in a non-formal environment in which they could improve their soft skills.

→ **Leverage internal promotional channels:** During the promotion of an activity of campaign, using internal networks, contacts and informal channels of communication can prove fruitful in promoting debate or attention on specific issues. The case study example of Adult Learning Campaign Toolkit⁽²⁰⁾ demonstrates how an organisation can use its internal and cross-departmental links to reach out to legislators, policy makers and public institutions to promote its agenda.

→ **Involve learners themselves in promotional activities:** Campaigns that involve existing learners in promotional activities would allow potential learners to get an idea directly as to what the learning experience is like. In addition, when potential learners share firsthand what their learning experience is, the activity becomes more accessible for potential learners.

→ **Build lasting relationships with the media:** Cultivating lasting relationships with local and regional media would benefit successful advocacy on adult learning issues. This would require learning what the journalist covers, communicating to them the value of the pitch, and providing relevant materials when appropriate, over an extended period of time. Media coverage is one of the best ways to gain the attention of decision makers, and can also be used to publicise local level activities. Each of these events could be used to contact local reporters, editorial boards and radio and television talk show hosts, that may want to cover the activities, or use the organisers as a resource when they write about these issues in the future. The basic steps in developing a media campaign are (i) Creating a Media List by researching journalists that adult learning. If the community is to be mobilised, local papers should be addressed. If the aim is to get the attention

of legislators, a paper that covers politics and reaches a broader audience is necessary. Once all the papers or stations have been researched a list of media contacts needs to be created; (ii) Planning the hook, which is the subject matter that would tap into the journalist's and their readerships interests; (iii) Creating a message, with an overall goal (e.g. call to action, awareness raising, advocating) so that the audience can be targeted through the use of the media; and (iv) Writing content that is interesting for the media, which could be done through news releases, letters to the editors, opinion-editorial pieces, interviews, and holding media events.

j) Monitor and evaluate campaign

- **Monitor national research:** Monitoring existing national research enables two activities: First, it helps organisations identify existing needs of the population and develop activities to target them, without having to spend any resources itself in conducting primary research; and secondly, it allows organisations to identify gaps and commission further research as required.
- **Pilot programmes and use pre-testing:** Before launching a campaign, strategy or programme, it is important to identify the right tools, channels and messaging. In order to ensure that they are optimal for the target audience, it is necessary to pre-test and adapt them according to feedback. Moreover, if permissible by logistical and budgetary constraints, before the full roll-out of an activity, it should be piloted amongst a smaller group of the target audience. The use of consultations with relevant stakeholders can ensure that divergences in expectations are minimised, the programme answers the needs and preferences of target groups, and any aspects of the programme that do not work can be amended before it is launched.
- **Support external evaluation with internal monitoring:** As seen in the case study example of Adult Learning Campaign Toolkit⁽²¹⁾, apart from the formal and independent evaluation conducted by grant-providing organisations, SREB [see Adult Learning Campaign Toolkit⁽²²⁾] regularly measures progress and change in policy and participation rates in its member regions. This allows for the identification of emerging best practice as well as the targeting of specific recommendations to actors in charge of implementing the programme in its participating regions.

→ **Collect best practice examples:** During the process of the activity or programme, it is important to collect best practice examples for other organisations to reference when they are developing or implementing their own activities. Best practices create a community of learning exchange, especially if the examples have tangible elements that can be of value and assistance to others.

What not to do

Based on the 16 best practice case studies, general 'negative' lessons learnt that should be kept in mind by stakeholders at all levels in the development of a campaign strategy include the following:

- **Do not promote adult learning as an abstract concept:** While promoting adult education, it is important to link it to a specific activity. There is a need to move away from the classical arguments promoting the broad benefits of adult learning and communicate specifically what is appealing for the campaign's target groups. Potential learners are not called to action by the concept of 'adult learning', and moreover, they often have negative associations with it. Instead, by promoting specific activities, potential learners are more likely to see the tangible benefits of participating.
- **Do not rely on a campaign alone:** Although awareness-raising campaigns on available opportunities for adult education are essential, they need to be supported and backed up by structural changes. The aim of building the adult learning sector at national and regional levels needs to be supported by operational changes in adult learning policy structures. This means that public policy changes are necessary to accrue the potential benefits derived from a campaign. Examples of these structural changes include increase of funding and of vocational and non-vocational training study places in the providing institutions.
- **Do not implement isolated activities:** Implementing wider-scale campaigns or activities without consulting, involving or engaging with other stakeholders will not be efficient. It is important to mobilise in sufficient numbers national, regional and local stakeholders to create efficient working structures. These stakeholders are better positioned to reach out to regional and civil society actors and customise activities for the local needs. Moreover, finding high-capacity partners who can

(21)
Refer to case study (3).

(22)
Refer to case study (3).

(23)
Refer to Case Study (4)
in the Guide.

(24)
Refer to case study (2).

provide access to a network of contact points and valuable endorsers of the activity is important.

- **Do not develop patronising activities:** Whilst developing activities for adult learners, it cannot be assumed that they have a basic level of skills in the specific area. As an example, *BBC First Click*⁽²³⁾ assumes that adult learners are not familiar with how to use a computer mouse, and begins its learning course with this activity. However, there is a risk that teaching basic skills could be viewed as patronising by some adult learners. Care should be taken that activities teaching basic skills do not make assumptions such as 'a learner does not have a particular skill because he does not have the ability'. This pitfall can be avoided by testing potential activities with the target group desired to measure their reaction, and adapting the activity as necessary.
- **Do not assume you know what adult learners need:** Although there may be a noticeable lack in skills in groups of adults, it does not always follow that these skills are essential to the learners. It is important to match activities developed to specifically what learners need. In order to do this, it is important to engage learners in dialogue, and conduct research as to what their desired learning outcomes and expectations are.
- **Do not target adult learners in general:** Adult learners vary greatly in their attitudes, perceptions and potential access to information on education opportunities, as well as teaching itself. Given that each target group is likely to present different needs, engaging with them successfully will require the development of different activities for each, possibly re-adapting messaging propositions and tools for dissemination. Internal differentiations also exist among learners belonging to the same 'adult learning' group (e.g. women at risk of social exclusion), and thus research is needed to identify the right target and the most suited tools and messages to engage with them. Moreover, offers should reflect different geographic needs and objectives, funding availability and target group interests. Initiatives of similar geographic scope can consider a comparable approach, delivering services according to different levels and type of demand.
- **Do not always start from scratch:** If an activity already exists that appealed to the target group, it is better to re-launch this activity, and scale it up, both in terms of reach and variety of tools and

channels. This approach is generally more successful than re-developing and launching new activities, as the existing activity already includes a core participant group, enjoys brand recognition, and has implementation structures in place.

- **Do not replicate activities from other countries without carrying out research:** Whilst some flagship adult learning activities (such as the Adult Learner's Week⁽²⁴⁾) were developed based upon existing activities in other countries, it is first essential to conduct in-depth research to see whether the activity would be feasible locally. Simple replication can lead to wasted resources and efforts: it can be seen that the Adult Learner's Week was replicated in numerous countries worldwide, only a few of which proved to be sustainable.
- **Do not forget face-to-face interaction:** It is important that even when flexible and distance learning options are made available, a component of face-to-face interaction between education providers and adult learners is included. This will give learners the feeling that learning is personalised, and provide them with the opportunity to access guidance when needed. Moreover, by providing potential learners with the opportunity to meet teachers and peer study counsellors face-to-face, the teaching offer could be customised to learners' needs, and target groups could be redirected towards the appropriate vocational training centres or employment offices.
- **Do not waste resources on lobbying for TV and radio spots (or on other mass communications tools):** In countries such as the United Kingdom, cooperating with TV and radio stations to include subject matter within existing content is possible, as the networking stations are open to the idea. However, in most other countries, networks do not solicit suggestions for content; rather, they focus on portraying what is currently topical in the news. Therefore, rather than trying to 'place' content on an existing TV or radio show, it is better to focus resources on making the subject of adult learning a national or regional topic of conversation. Moreover, while mass communication tools have the potential to reach a wide audience, they are very difficult to measure in terms of impact and follow up action. Therefore, unless they can be used in a very cost-effective way, they should be avoided.



Case

studies

3

Case studies

case

Case studies

1

International Adult Learners' Week in Europe Europe-wide

International Adult Learners' Week in Europe (IntALWinE) was a Europe-wide network, linking coordinators of national learning festivals in 15 European countries, and was supported by the EU programme, Grundtvig. The three-year network project, which ran from 2003-2005, was coordinated by the UNESCO Institute for Lifelong Learning (UIL) – formerly UNESCO Institute for Education (UIE), and drew on and built up the strategic potential of learning festivals, with a view to developing a more consolidated European framework of cooperation. It also aimed to enhance the role of adult learners and use their input while developing learning processes.

During the IntALWinE programme, there were Adult Learners' Weeks in the following countries: Austria, Bulgaria, Cyprus, Estonia, Finland, Iceland, Italy, Hungary, Lithuania, the Netherlands, Norway, Romania, Slovenia, Spain, Switzerland, and the United Kingdom.

Overview of activity

Objectives

The aim of IntALWinE was to enhance the strategic potential of learning festivals and to develop a more consolidated European framework of cooperation. The IntALWinE network, comprising coordinators from participating countries, supported national learning festivals by increasing the technical skills of national coordinators and facilitating the involvement of adult learners. It also raised the visibility and status of learning festivals in support of advocacy work for lifelong learning.

The specific objectives of the IntALWinE network were to:

- Highlight the stories and perspectives of adult learners and to make them actively participate in the IntALWinE's network activities;
- Improve the effectiveness of learning festivals both in the network partner countries and beyond; and
- Maximise the value of learning festivals as mobilisation campaigns for lifelong learning and democracy building.

Target groups

- Policy makers and politicians, including national governments, local and regional governing bodies, and international agencies;
- Education and training providers (both national and local);
- Cultural institutions;
- General public: specifically adult learners; and
- Local and national non-governmental bodies such as unions.

Tools used by the IntALWinE network

During the activity

- Festivals in partner countries;
- Working meetings and groups;
- Active participation of adult learners from partner countries, including input into the evaluation of the network and formulation of policy recommendations;
- Study visits; and
- Communication by e-mail.

Post activity

- Website: Contains all the records of the project, and is intended as an ongoing gateway to the learning festivals landscape in Europe. It also remains as a repository of technical support tools, relevant links, useful materials, contacts and learners' stories;
- Publications: including 'Ten Tips to Professionals for Involving Adult Learners', and 'I did it my way. Journeys of Learning in Europe'.

How was the activity executed?

IntALWinE network

- 1. Selection of coordinators:** Coordinators of Adult Learner's Weeks or learning festivals from 13 European countries had joined the network under the coordination of the UIL.

2. Overview of network activities

→ **Operational improvements:** Partners discussed examples of good practice and developed a matrix for data collection and evaluation of a campaign. The final result was a series of examples and guiding principles.

→ **Strategic perspective:** This focused on demonstrating the potential of learning festivals for lifelong learning and democracy building. The partners discussed and developed policy recommendations addressed to policy makers, adult learning providers, cultural institutions, and media.

→ **Specific activities of Working Groups:** The network concentrated its work on three interrelated areas, organised in thematic Working Groups:

- **Working Group 1, bringing to the forefront the voices and perspectives of learners themselves:** Collected the experiences and aspirations of learners in the partner countries of the network, organised an International Learners Forum and Study Tour of International Learners, and coordinated the publication 'I did it my way. Journeys of Learning in Europe'.
- **Working Group 2, improving the effectiveness of learning festivals:** Concentrated on the operational improvement of learning festivals, identifying best practice, suggesting models for cooperation, and developing methods for data collection and evaluation.
- **Working Group 3, maximising the value of learning festivals as mobilisation and advocacy tools for learning and democracy building:** Based on the work of the first two Working Groups and drew on their results. The Working Group employed a strategic perspective, focusing on the mobilisation and advocacy potential of learning festivals for learning and democracy building.

Achieved through six face to face working meetings

1st meeting, Hamburg: Established working relations, reviewed planned activities, and structured assignments around concrete tasks in smaller working groups.

2nd meeting, Helsinki: Included a study visit to Finnish Adult Learners' Week events. An information leaflet was finalised and activities of the working group were advanced.

3rd meeting, Maastricht: Provided an opportunity to disseminate its work during conferences, through information stands, posters, and workshops.

4th meeting, Reykjavik: Advanced assignments related to working groups, and saw a discussion on the publication 'I did it my way'.

5th meeting, Vilnius: Saw partners meet with local Lithuanian festival organisers, as well as disseminate the activities of IntALWinE.

6th meeting, Rome: Organised in conjunction with the UPTER learning festival. The partners presented their work to adult educators and managers, and then wrapped up the activities and tasks of IntALWinE, with a focus on the policy proposals. They also observed a learning festival in the South of Europe.

Active participation of adult learners from partner countries

1. Adult Learners' Forum: An adult learner from each country got together and shared experiences of being consulted in the design of learning, improved skills, developed recommendations for professions and policy makers, set up future cooperation, and planned actions as a multiplier to set up a local or national Adult Learners' Forums in their respective countries.

2. International Adult Learners' Study Tour: Learners met again and reviewed the outcomes of their first meeting. The Study Tour assessed what the learners had done as follow up, explored possibilities for continuation of Forums, discussed future strategies to improve participation by learners at policy makers' debates, and participated in activities organised.

3. Collection and publication of learning biographies: The biographies, from partner countries, included the stories of the participants in the Forum and Study Tour. The collection was entitled 'I did it my way. Journeys of Learning in Europe', and was available in English, French and German. Greek, Bulgarian and Hungarian versions were later produced by the respective IntALWinE partners. While learners' stories had already been documented within several countries, the network's publication was the first international documentation of its type.

4. Policy recommendations: Adult learners produced policy recommendations, along with proposals, based on their own perspectives, detailing how to involve adult learner representatives in the development of adult learning policies and provision.

Results of the activity

The results of the activities including the development of the following:

1. Good Practices

Based on what was considered to be good and successful practices in partner countries, the good practices aimed to promote and improve learning festivals and adult learners' weeks. Five categories were identified that constitute key elements of learning festivals: Events and activities, general promotional material, media attention, sponsorships, and awards.

2. Cooperation Models

This contained suggestions for the creation and maintenance of cooperation with a range of partners, in order to support current and future organisers of learning festivals.

3. Evaluation Methods

This aimed to provide instruments and examples for the evaluation of learning festivals, so that organisers of learning festivals could create a quality control mechanism for their activities and build up evidence to make a case for the benefits of their learning festival vis-à-vis external partners and supporters. This included general recommendations for evaluations, useful criteria to be applied when evaluating, and additional tips. It also included two addition tools: a model of how to construct an evaluation scheme, and an evaluation matrix that could be adapted.

4. Guidelines to Reach Out to and Involve Learners in Consultation

These guidelines were generated by the international learner participating in the International Adult Learners' Forum. It provided the basis to develop 'Ten Tips to Professionals for Involving Adult Learners', which was included as part of the policy recommendations on IntALWinE's website.

5. Collection and publication of stories of learning

This involved adult learners from the partner countries, and contained stories from learners from 14 different European countries.

Lessons learnt from the activity

→ **Create pan European networks:** Pan European networks allow for interaction between coordinators and representatives from each country, and facilitate the collection of best practices in order to develop better targeted festivals in the future. It also allows for development of mechanisms that would allow for extensive international data collection and evaluation of campaigns. Moreover, when organising countries are part of a wider network, there is a sense of pressure on them to ensure that their results are on par with the rest of the network. This would therefore facilitate greater efforts invested into making the programme a success.

→ **Use festivals:** Learning festivals and Adult Learner's Weeks help to overcome the boundaries

between formal, non-formal and informal learning modes, and thereby contribute to a holistic understanding of lifelong learning and the development of lifelong learning cultures. These events provide a public arena for debate and dialogue, and offer opportunities to propose, discuss and sift the ground for education policies. They also provide politicians with the floor to issue statements or make appearances in the media. All these factors create broad public visibility for the diversity of learning opportunities and communicate the value of lifelong learning, thereby motivating more adults to take up or return to learning.

→ **Involve learners:** The IntALWinE network created specific activities for gauging learners' opinions that put their voices to centre stage and gave a public arena to their learning needs, interests and concerns. By involving learners in the development and delivery of strategies for adult learning festivals, the activities would include their perspectives, which would mean that education policies and strategies would be based on their needs.

→ **Include fieldwork:** As part of the IntALWinE network's activities, participants visited Adult Learner's Weeks and festivals in countries where conferences were held, on study visits. By visiting these events, organisers and coordinators from other countries could gain best practice examples that could then potentially be implemented in their own countries.

→ **Keep tools after the completion of the activity as learning repositories:** The result of the IntALWinE network was a series of best practices, documents, and measurement tools that would be invaluable for an organisation developing a learning festival in their respective country. In most cases, once the lifetime of a project closes, so does access to its documentation. However, the IntALWinE network's website remains live, contains all records of the project, and is a repository of support tools, useful materials and links that could help in the development of new festivals.

→ **Coordinate research:** The IntALWinE project highlight the fact that there is a lack of research at national and international level highlighting the impact of the participation into the learning process. National governments and organisations developing learning festivals should therefore ensure that they document the overall added value that lifelong learning generates

for both individuals and the community at large. Also important are surveys that ask the opinions of participants in the festivals, in order to gain more information on which types of people are learning, and where there is lack of attendance, as well as what learners found were the major obstacles to their participation.

→ **Provide non financial support:** Often, while international cooperation bodies are formed, they face barriers to efficient meeting and coordination due to lack of finances in the execution of their activities. National and regional governments could therefore assist them through the provision of free services (in lieu of financial support), such as access to various locations and facilities to hold meetings, availability of governmental buildings, and the possibility of reduced transport costs.

This case study has been developed based on numerous online sources, including:

- *The IntALWinE website⁽²⁵⁾;*
- *Beating the Drums for Attention: Proceedings and Outcomes of the Socrates/Grundtvig Network⁽²⁶⁾; and*
- *European Infonet Adult Education⁽²⁷⁾.*

(25)

<http://www.alwineurope.net/>

(26)

<http://uil.unesco.org/uploads/media/beating-the-drums-for-attention.pdf>

(27)

<http://www.infonet-ae.eu/en/articles/intalwine-international-adult-learners-week-in-europe-network-of-learning-festivals-0465>

Adult Learners' Week NIACE, United Kingdom

Adult Learners' Week is an annual event in the UK⁽²⁸⁾ that celebrates learning and learners, and aims to inspire people of all ages and backgrounds to get back into learning. It promotes the benefits of all kinds of learning, both for personal development and professional qualifications. It also recognises achievements of outstanding individuals and inspiring learning projects through national and regional awards.

The Adult Learners' Week was founded and is co-ordinated each year by the UK National Institute of Adult Continuing Education (NIACE)⁽²⁹⁾. The event is backed by a myriad of supporters, including the European Social Fund, the UK Department for Business, Innovation and Skills⁽³⁰⁾, Next Step⁽³¹⁾, BBC⁽³²⁾, The Open University and Pearson PLC.⁽³³⁾ It is the UK's longest running festival of learning. Each year thousands of events take place in workplaces, libraries, cafes, prisons, museums and colleges across the country, motivating adults to take up new activities.

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(28)
Adult Learners' Week is celebrated in over 55 countries across the world.

(29)
<http://www.niace.org.uk/>

(30)
<http://www.bis.gov.uk/>

(31)
<https://nextstep.direct.gov.uk>

(32)
<http://www.bbc.co.uk/>

(33)
<http://www.pearsoned.co.uk/>

(34)
NIACE will be demonstrating this through its diversity of awards.

(35)
<http://www.alw.org.uk/learning-awards/individuals/how-to-nominate>

(36)
<http://www.alw.org.uk/learning-awards/projects/how-to-nominate>

(37)
These include literacy tutors (who work in adult education colleges, formal education establishments, and who would be teaching literacy classes for most of their working week), Union learning representatives (who distribute materials to their member's organisations), voluntary groups and charities (engaged in adult learning as well as other fields, such as old age care, young mothers), and community leaders (in the field of adult learning).

(38)
This includes encouraging government ministers from key departments and representatives from departments that fund NIACE to attend events in London during the Week. NIACE also encourages members from all political parties to attend, as all ministers have learners in their respective constituencies.

(39)
NIACE targets the private sector in an effort to secure sponsorship. In addition, private sector organisations are less likely to be unionised, and therefore, harder to reach through NIACE's stakeholders. Hence, targeting these organisations for sponsorships also ensures that employees are made aware of the opportunities available for learning.

(40)
<http://ec.europa.eu/esf/>

(41)
<http://www.bis.gov.uk/>

(42)
<http://www.davidattenborough.co.uk/>

(43)
NIACE also tried to use Facebook in the past; unfortunately due to lack of resources invested, the effort was not successful.

Overview of activity

Objectives

The core themes of the Adult Learners' Week (ALW) have stayed the same since the inception of the programme. These include giving the adult education sector a chance to celebrate its achievements in the field in the previous year, and to engage more people and bring them into the field of learning.

Over the next two to three years, NIACE will:

- Highlight that it recognises that people learn in different ways in different places⁽³⁴⁾;
- Use more of past best practice stories to encourage people to come back into learning; and
- Ensure that adult education retains its importance on the policy agenda in the face of budget cuts.

Format

ALW is a multilevel campaign with numerous elements:

- It is primarily a festival of learning that organisations around the country use as a focal point to celebrate past achievements of their learners and to engage new learners;
- It provides an opportunity to present awards to individual learners⁽³⁵⁾ and inspiring learning projects⁽³⁶⁾ to reward them for their learning stories and achievements; and
- It allows key stakeholders in the field to influence policy. NIACE invites different UK ministers and key officials from relevant government departments to see the achievements of learners and

use those examples to highlight how government policies impact the end users of the organisations.

NIACE intentionally retains very little control over the festival's elements. This gives regional and local organisations the freedom to optimise their engagement activities with target groups in their geographic area.

Target groups

- Existing and potential adult learners;
- NIACE's intermediaries⁽³⁷⁾;
- Organisations involved in adult learning; and
- Policy makers and funders⁽³⁸⁾.

How was the activity developed?

In 1992, the chief executive of NIACE was made aware of a similar festival to what is now the ALW, but on a smaller scale when a colleague visited the US. There was a realisation that in the UK, there was not enough recognition and celebration of achievements in the field of adult education. The ALW was conceived to publicise adult education in the UK, as well as to have a voice in the policy debate. The strength of the ALW campaign is that it has always been a very collaborative campaign. Anybody can be involved and anybody who hosts an event or ceremony can customise it as required.

The **main steps** in the development of the activity each year are as follows:

1. Evaluation: NIACE evaluates the previous year's campaign, its events, awards and activities, determines what worked and what did not, and how the following year's campaign could be improved.

2. Campaign plan:

- NIACE then develops a campaign plan, with specific goals as to what it wants to achieve – both in the short term of 12 months, as well as in the longer term of one to three years⁽³⁹⁾.
- It then determines which elements of the campaign would best help achieve the set goals.
- In addition to specific campaign goals, NIACE develops key themes, around which it plans its Awards Ceremony. NIACE first determines the number of nominations it wishes to achieve for its awards, the number of events to be held, sponsorship opportunities, and what important advocacy agenda items it was faced with in the past 12 months.
- It aims to diversify the audience, by retaining old participants, and engaging new ones. NIACE places great importance on ensuring that the campaign is refreshed every year, given that it has been running for 20 years and runs the risk of tiring its target audience. Moreover, it adapts how it works with partners and media organisations each year, based on changes in the landscape.
- It also aims to get more organisations involved, by giving them a vehicle for positive publicity, and acts as a showcase of best practice.

3. Funding: NIACE receives funding from the European Social Fund⁽⁴⁰⁾ (ESF), and the UK Department for Business, Innovation and Skills⁽⁴¹⁾ (BIS).

4. Sponsorship: NIACE then solicits sponsorship from key organisations for activities outside the remit of the ESF proposal. These organisations are from areas that NIACE wishes to target. In the first year of interaction with these organisations, NIACE engages them in activities. Once these organisations are convinced of the advantages of getting involved, they are then solicited for sponsorship.

5. Regional Coordinator: For each targeted governmental region, NIACE assigns a Regional Coordinator who acts as its 'voice' in the region. Coordinators are contracted to deliver a specific number of activities and to generate nominations from organisations within that region. They are required to interact with and engage as many

organisations as possible, keep them involved in the campaign, and deliver to NIACE the targeted number of nominations and events. They then help in the whole selection process of winners.

6. Nominations for Awards Ceremony: Learners and projects are then identified through NIACE's intermediaries. In addition, organisations can nominate their own projects to gain press and publicity.

7. Adult Learner's Week: The event comprises five days, with specific activities for each day. These include:

- **Events:** NIACE coordinates national/regional events, and local organisations run their own events.
- **Awards Ceremony:** National and regional awards are given to individuals as well as projects. The winner receives a certificate, and individuals receive prize money that goes towards funding their further education. NIACE also adapts its awards portfolio to reflect what is on the government agenda. For instance, it may ask a minister, with responsibility over a portfolio of importance to NIACE, to present an award as a way to engage with this policy maker.
- **Policy conference:** A policy conference is held during the Week to discuss how learning can affect and improve communities both socially and economically.
- **Special activities:** In 2011, NIACE contacted winners from previous years, brought them on stage at the various awards ceremonies, interviewed them about their learning journeys, and the progress they have made since they won an award. NIACE also gave an Outstanding Contribution Award to Sir David Attenborough⁽⁴²⁾, to highlight educating oneself through watching TV programmes.

Promotion

- **Website:** ALW's website.
- **E-mails:** Communication with intermediaries.
- **Networking:** Regional Coordinators are sent to attend meetings with relevant stakeholders and promote the ALW campaign through exhibition stands and other literature provided by NIACE.
- **Social media**⁽⁴³⁾: NIACE uses Twitter to provide announcements about milestones in the campaign, and as a way to express its appreciation to participating organisations that have been nominated for awards. Once winners of awards are announced, NIACE uses Twitter to provide links to the stories. In addition, NIACE tweets live from its award ceremonies.

→ **Media:** NIACE ties in the ALW to broadcasters, mainly the BBC, to highlight the need for adult learning. Around the ALW, the BBC broadcasts a series of short films on adult learning. In addition, local TV or radio stations attend events and talk to learners, which generate interest amongst other target groups.

Key messages

→ Learning is good for you – it can improve your health and provide numerous career opportunities;
 → We recognise that learners have complex and busy lives. We therefore promote learning in all kinds of environments, depending on the one which suits you best; and
 → Learning is fundamental for you to achieve what you've always wanted.

Results of the activity

The results of the activity were measured in two ways:

→ **Survey:** Each year, NIACE executes a survey of everyone who attended an event and filled out a contact sheet. This survey is run two months after the ALW, over the telephone, to see whether or not they enrolled in a course, whether they intend to, and what else the ALW has stimulated them to do; and
 → **Internal assessment:** NIACE conducts an internal review of the previous year's ALW, to determine what worked best, and what aspects need improvement.

The results were as follows:

→ **Nominations:** In 2010, there were a record number of nominations for awards (1 600). This is especially significant given the current financial climate, where there is job insecurity for tutors, and cutbacks on adult learning courses offered by organisations.
 → **Events:** The number of events (5 000) held this year is very comparable to previous years.
 → **Representation from government organisations:** The national award ceremony in 2010 was attended by two UK government ministers, numerous chief executives, and a senior representative from the European Commission, thereby demonstrating its importance to policy makers.

→ **Policy Conference:** The policy conference organised the same week as the national Award Ceremony saw a lot of interesting contributions from private sector organisations.

→ **Parliamentary Reception:** Also during this week, a lunch reception saw a strong turnout of Members of Parliament and the House of Lords.

→ **Sponsorship:** In 2010, NIACE saw a high level of sponsorship (outside of the ESF and the UK Department of Business, Innovation and Skills) with an increase of close to 35%.

Lessons learnt from the activity

→ **Learn from other countries:** The ALW was conceived after the Chief Executive of NIACE saw a similar activity in the US, and realised that there was not enough recognition and celebration of adult learning achievements in the UK. Similarly, national adult learning associations in other countries should look beyond their geographical borders, and learn from other countries as to what activities are taking place, to see if any could be adapted to their context.

→ **Run a centralised campaign with decentralised implementation:** Though being a national campaign with predefined goals and themes, implementation ideas and proposed projects are the responsibility of local actors. This decentralised approach encourages innovation and creativity whilst still ensuring the consistency of campaign efforts across the country.

→ **Update objectives:** The ALW campaign's objectives are updated each year, depending on the current financial atmosphere and policy agenda. This ensures that the campaign is always relevant to its stakeholders' needs.

→ **Involve policy makers in the process of development:** Representatives from national and regional governments are involved in the entire process of the ALW. This helps ensure that they become active stakeholders, rather than passive listeners. Moreover, the organisations involved in the ALW adapt and shape their events and awards to suit the agenda of policy makers. The events allow policy makers to use ALW events to promote themselves to their constituents.

→ **Gain sponsorship for activities through demonstration of return of investment:** NIACE solicits sponsorship from key organisations in areas that it wishes to target specifically. It does this successfully by first engaging them in activities that convince them of the advantages of getting involved, and only after does it solicit them for sponsorship.

→ **Engage stakeholders from private sector:** At a time of tighter public spending, efforts to engage stakeholders from the private sector are key to ensuring sustainability of funding. These actors also have the potential to better integrate and promote adult learning into their own structures (e.g. by promoting it in the workplace).

→ **Identify numerous sources of funding:** NIACE identified other organisations with a vested interest in educating adults, and solicited sponsorship from them. By looking for funding beyond traditional public sources (e.g. national governments and the European Union), NIACE was able to acquire more financing for its activities as well as gain wider promotion.

→ **Collaborate with multiple partners:** NIACE cooperated with numerous partners at local, regional and national level, which was a factor in its widespread success. Therefore, to ensure wider impact of a campaign and its awareness raising activities, it is key to collaborate with multiple partners who understand their geographic markets.

→ **Showcase various opportunities available:** Adult learning is multifaceted and can take place in different forms. This applies to both course content and structure. The ALW strives to showcase these, and therefore places importance on communicating to potential learners the variety of options available to them.

→ **Get well-known and well-respected actors involved:** NIACE presented an award to Sir David Attenborough, who is associated with learning in different forms. This increased media coverage of the ALW and provided Sir Attenborough with recognition of his achievements. By involving a high profile person in the campaign, there is mutual benefit by means of increased profiles of both parties.

→ **Celebrate achievements:** Part of the ALW's remit is to celebrate achievements of learners and learning projects. This helps provide

incentives to learners to re-enter education, and to highlight to policy makers the progress made in the field of adult education as well as future steps to undertake.

→ **Provide publicity for partners:** By providing publicity to participating organisations, both in terms of their involvement in the ALW as well as their regular activities, NIACE ensures that partners have incentives to be involved in future campaigns.

→ **Demonstrate role models:** By using actual learners as role models, the ALW campaign makes learning more accessible and real for potential learners. Moreover, by getting learners from all backgrounds and professions to share their stories, their counterparts who wish to re-enter education can see themselves mirrored, and be encouraged to follow the path of the role models.

→ **Constantly reinvent approaches:** NIACE adopts an open approach to the ALW, by constantly seeking to engage new actors and identifying innovative ways of proposing adult learning to the public. By re-inventing the way it is promoted, the potential pitfall risk of adult learning becoming rhetorical and abstract is reduced.

Adult Learning Campaign Toolkit Southern Regional Education Board, United States

Founded in 1948, the Southern Regional Educational Board (SREB)⁽⁴⁴⁾ is a non-profit and non-partisan organisation in the United States. It is one of four regional education compacts and works with 16 Southern states⁽⁴⁵⁾ to help state policy makers and education leaders improve quality and access to secondary and post-secondary education, including adult learning. SREB developed the Adult Learning Campaign Toolkit in 2004 to provide strategy and campaign tools to policy makers and educators on how to increase adults' awareness of and participation in formal learning programmes.

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Overview of the activity

The Adult Learning Campaign Toolkit is a collection of tools, resources, and information for states, policy makers, legislators and education organisations planning to develop campaigns targeting adults, specifically those with no secondary education diploma. The kit comprises of operational tools such as strategy ideas, campaign ads, communication plans' development and roll-out guidelines, budgeting information, reports, statistics and research material on the status quo of adult education.

Format

The toolkit is accessible online on the SREB website and resources are organised per target group (i.e. policy maker, educator or adult learner) in order to better reflect their needs.

Target groups

- Adults 25 years and older who did not previously earn a high school diploma.
- State policy makers in the education sector and actors impacted by them (e.g. state agencies).
- Education providers, including teachers.

Objectives

- Increase the number of working adults above the age of 25 with a GED⁽⁴⁶⁾ qualification.
- Encourage the 16 states to share resources on adult learning promotion whilst reducing costs.
- Build and/or strengthen capacity in these states to improve the quality of their workforce.
- Demonstrate the impact of educational attainment on local, state and regional economies.
- Promote social change in adults' perception of the importance of education.

- Provide useful campaign strategies that states can utilise to reach adults.
- Utilise existing educational/training resources, in particular, online and distance learning strategies to reach working adults.

Development and Promotion

1. Situational analysis and inception: Since its foundation, SREB has been producing key research and quality reports on educational achievements and effectiveness of provisions to encourage formal learning in its 16 states. Collecting data and statistics on demographics, degree attainment levels, labour market and economic growth at state and regional level has facilitated an understanding of the situation of adult education within those states as well as nationwide. Put in comparative perspective, the figures produced were used to make a case for each state individually. In 2001, SREB kicked-off a campaign targeting state leaders and policy makers to raise awareness of the number of working age adults without high school diplomas or post-secondary education credentials and following implications in economic and social terms. Thereafter, a few states implemented a series of campaigns that appeared successful in bringing about structural changes and in raising awareness. These initiatives inspired the development of a campaign toolkit, which could serve as guideline and repository of operational tools for policy makers to convince more adults to return to school.

2. Partners and funding: Further to publishing a key report on the educational challenges in the adult learning sector, in 2004 SREB received

⁽⁴⁴⁾ <http://www.sreb.org/>

⁽⁴⁵⁾ These member states are: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia.

⁽⁴⁶⁾ GED stands for General Education Diploma and consists of five subject tests certifying that the taker has American or Canadian high-school level academic skills. Only individuals who have not earned a high-school diploma may take GED tests. More information is available at <http://www.my-ged.com/index.html>

⁽⁴⁷⁾ The Lumina Foundation is a private organisation based in Indianapolis committed to enrolling and graduating more students from college. More information is available at <http://www.luminafoundation.org/>

⁽⁴⁸⁾ The GO ALLIANCE was founded with the goal of improving high school retention rates, <http://www.collegeaccessmarketing.org/goalliance/default.aspx>

⁽⁴⁹⁾ These 'subgroups' consist of multistate cooperatives of state and non-state actors involved in the subject matter of the group. More information on the work of each group is available on the SREB website, http://www.sreb.org/cgi-bin/MySQLdb?VIEW=/public/view_home.txt

⁽⁵⁰⁾ Specific, Measurable, Attainable, Relevant and Time-bound.

a grant from the Lumina Foundation⁽⁴⁷⁾ to develop the Adult Learning Campaign Toolkit project. The project was developed in partnership with educational authorities across its 16 states as well as policy makers who endorsed the initiative. SREB also founded the GO ALLIANCE⁽⁴⁸⁾ partnership, which consists of an interstate cooperative aimed at convincing students of the importance of graduating from high school.

3. Promotion: The toolkit was promoted by leveraging existing and well-established internal channels of communication with legislators, policy makers, state agencies and educational authorities. These comprised of networking and meeting opportunities with state representatives during governing boards meetings and sessions held by SREB's internal 'subgroups'⁽⁴⁹⁾ (e.g. the Legislative group and the Educational Technology Cooperative). These occasions were used to promote the toolkit and to present research findings, nature of activities needed at state level, campaign ads ideas, etc.

Evaluation

→ **Formal evaluation:** A formal evaluation was conducted by the grant-providing organisation.

→ **Internal evaluation:** SREB has been regularly monitoring progress and changes in adult education participation rates at member state level since the beginning of the activity. This exercise has enabled the formulation of specific recommendations to improve performance and measure state achievements against national and other states' average. It also served to identify emerging best practice.

→ **Feedback:** Positive changes in education structures and adult learning offerings were seen in various states on the basis of the targeted policy recommendations developed by SREB for each of them. SREB was invited to work directly with several of its members in order to launch awareness-raising and engagement campaigns. Particularly successful was the strategy enacted by state agencies in Louisiana, where the government established a taskforce for adult education.

Lessons learnt from the activity

→ **Develop toolkits:** SREB identified the need for stakeholders developing programmes and

campaigns to access more than just other examples of best practice. Guidance needs to be more structured, specific, and process-oriented in the form of operational tools to develop, implement and evaluate campaign programmes. These include communication plan guidelines, research tools, campaign ads, strategy ideas, budgeting tutorials and other operational tools.

→ **Pool resources to reduce costs:** By pooling a set of common operational tools supporting the activities of the various stakeholders, all parties involved in implementing adult learning campaigns benefit from reduced costs and wider access to a shared set of established resources. This is particularly profitable for grassroots and community organisations with limited financial and/or human resource availability and, thus, with no sufficient capacity to develop tools from scratch. The fact that these tools are based on research evidence ensures their suitability to reach out to the target group.

→ **Use research:** SREB uses its national and regional research both in the creation of educational programmes for each member state, as well as in the development of customised communication campaigns. This ensures that its campaigns reflect the strategic directions of the programme, and that the campaign's objectives are always SMART⁽⁵⁰⁾ and quantifiable. This in turn allows for proper monitoring and evaluation of campaign results.

→ **Identify common definitions and data sets:** By collecting large amounts of datasets and thoroughly analysing of the status quo of adult learning in each individual state, SREB developed a clearer definition of adult education and methods for data collection. This facilitates the comparability of information at state, regional and national levels, and allows the establishment of benchmarks. It also helps overcome challenges posed by the lack of a common definition of 'adult education', including its scope and focus.

→ **Target a specific group:** In order for adult learning initiatives to be successful, it is necessary that activities be targeted towards a specific segment of the audience. Adult learners vary greatly in their attitude, perception and potential access to information on education opportunities as well as teaching itself. Internal differentiations also exist among learners belonging to the same 'adult learning' group (e.g. women at risk of social exclusion), and

thus research is needed to identify the right target, age group and, on that basis, the most suited tools and messages to engage with them.

→ **Include adult education in other policy agenda items:**

SREB attends board meetings of policy makers and educators in its member states, and identifies areas these boards are interested in developing, that would tie into adult education. By supporting these interests, SREB propagates its adult education agenda, providing policy makers with evidence on how improving structures for adult learning can help them achieve their socio-economic goals. In this manner, by participating in conversations that go beyond the realm of adult education, SREB is able to ensure that its priority areas are also lobbied for by others.

→ **Aim to promote social change:**

SREB's efforts to promote adult learning go beyond increasing the number of adults enrolled in GED educational programmes. Such efforts also try to positively change the general perception and attitude towards high school education at national level. This means that investments are directed towards tackling challenges posed by low school achievements in society at their roots. Examples such as the GO ALLIANCE partnership demonstrate that a preventative strategy raising awareness on the importance of high school studies among teenagers is more desirable than a late-intervention programme compensating for missed opportunities.

→ **Produce evidence on the wider benefits of adult learning:**

SREB's intervention aims to strengthen the workforce and quality of life at individual and societal level. In order to do this, it is necessary to encourage debate and produce evidence on the benefits of adult learning beyond the educational sector. Such evidence should be more widely disseminated, particularly among policy makers, showing tangibly why and how investing in adult learning can impact other sectors.

→ **Leverage internal promotional channels:**

Using internal networks, contacts and informal channels of communication can prove fruitful in promoting debate or attention on specific issues. SREB's example shows how an organisation can use its internal and cross-departmental links to reach out to legislators, policy makers and public institutions to promote its agenda.

→ **Support external evaluation with internal monitoring:**

Besides the formal and independent

evaluation conducted by the grant-providing organisations, SREB has regularly measured progress and change in policy and participation rates at state level since the beginning of the activity. This allowed identification of emerging best practice as well as targeting specific recommendations to state actors.

→ **Viewing attainment of the GED as a starting point, not ending point:**

Too often completion of the GED was seen as the terminating point for adult learners. In fact, it should be seen – and SREB promoted this point – as an entry pathway to post-secondary education or advanced training. States are encouraged to make adults aware of the many post-secondary opportunities available to them upon completion of the GED.

→ **Addressing the post-secondary adult degree completion challenge:**

The adult learning activities have expanded to include adults with some college credit but no credentials. There are more than 13 million working age adults in the 16 SREB states who fall into this category (and over 35 million across the 50 states). Using the tools and techniques of the Toolkit, SREB has initiated a new initiative targeting such adults and will launch a new website in autumn 2011 (TheAdultLearner.org) that will provide programmes and resources for adults to aid them in completing associate's or bachelor's degrees.

(51)
<http://www.bbc.co.uk/learning/>

(52)
Calls are free from most landlines, 08000 150 950.

(53)
The First Click campaign is supported by UK online centres, <http://www.ukonlinecentres.com/centresearch/>

(54)
Printed materials are available in PDF format on the following website: http://www.bbc.co.uk/connect/campaigns/firstclick_guides.shtml

(55)
A trailer is a TV or radio short extract used to advertise a programme.

(56)
The website is used by course leaders to provide learners with a visual demonstration of how to put in practice the guidelines described in the printed materials.

(57)
Active considerers were distinguished from non-rejecters (who do not know what the Internet is or can offer them) and rejecters (who do not feel Internet can enhance their lives, even when shown the benefits and relevant content).

(58)
The full report is available at <http://www.official-documents.gov.uk/document/cm76/7650/7650.pdf>

BBC First Click is a major BBC Learning⁽⁵¹⁾ campaign to promote computer and Internet literacy in the UK. It primarily targets adult individuals above the age of 55 with no access to the Internet. It encourages them to overcome their fear of technology and lack of skills, by engaging them in non-formal computer and web learning courses available nationally free of charge.

Members of the public can ring a free advisory telephone line⁽⁵²⁾, which directs them to the most suitable local computer and web literacy course providers. Courses are run by a wide range of partners⁽⁵³⁾ including learning centres, adult learning organisations, community associations, libraries, schools and charities. As part of the course, participants receive a BBC First Click beginner's guide⁽⁵⁴⁾, which is a printed learning resource containing accessible and jargon-free information on how to start using computers and the Internet.

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Overview of the activity

Objectives

- Promote the benefits of getting online to members of the public who have never used the Internet;
- Direct the target group to a free advisory telephone line that can provide advice and support on suitable local and free computer and Internet courses run by partners across the UK;
- Support learning through print resources containing simple, accessible and jargon-free guidelines on how to take the first steps with technology and the Internet;
- Directly engage audiences at partner-led events to get them using computers and the Internet on a range of topics of interest (e.g. holiday planning, photo sharing, gardening); and
- Build the audience's confidence with positive TV and radio messages.

Format

- TV and radio trailers⁽⁵⁵⁾ aimed at marketing the initiative and directing the audience to a free-phone number where they can find support and advice on suitable local and free computer/Internet courses;
- Print material comprising learning resources and tutorials for beginners and course leaders; and
- A website, which is a supporting teaching tool⁽⁵⁶⁾ for course leaders, and includes interactive graphic demonstrations of the content described in the print material (e.g. how to use and click a mouse).

Target groups

- Offline adults above the age of 55 without prior computer or Internet knowledge who, although lacking the skills and confidence to use technology, understand the benefits of it ('active considerers'⁽⁵⁷⁾); and
- Education providers and course leaders interested in setting up and running a First Click course.

Development and Promotion

1. Needs assessment and inception: Further to the publication of the 2009 UK Government White Paper on Digital Britain⁽⁵⁸⁾, BBC First Click was conceived with the goal of reaching out to the estimated 9.2 million (about 21% of the UK population) people with no computer or Internet literacy. Research showed that more than half of this group comprised of individuals aged 65+ not in work, for whom using the web is not a daily occurrence.

2. Objectives of research: First Click was specifically developed to target 'active considerers': those who were relatively aware of the benefits of computers and the Internet for personal use, but lacked the skills to use the technology. Programme developers conducted extensive market research, with the key objectives being to determine the following:

- Number of off-liners in the UK;
- Reasons for being offline;

- Locations with higher concentration;
- Demographics;
- Lifestyle; and
- Key messages needed.

It was found that the 'active considerers' were disinclined to acquire the skills to use technology, because of a lack of confidence, low perceived benefits versus cost, and fears of damaging the equipment.

Considerable research efforts were also invested in developing accessible beginners' guide materials and teaching supporting tools for course leaders.

- 3. Messaging development:** Prior to the launch of promotional TV and radio trails, script ideas and messaging propositions were tested in focus groups held across the country with target group members of different ages and skills. The key messages identified were:
- Using technology is easier than you think;
 - There are a lot of people who feel the same way as you – you are not alone; and
 - You are never too old to learn.

- 4. Partners:** First Click was launched in October 2010, and was implemented in cooperation with a wide range of media literacy partners across the UK. Key campaign partners included the UK Government's Race Online 2012⁽⁵⁹⁾ campaign, post offices⁽⁶⁰⁾, UK online centres⁽⁶¹⁾, and libraries across the country. Partners also comprise of other organisations sharing an aligned agenda and ambition to reach out to off-line audiences such as Age UK⁽⁶²⁾, Digital Unite⁽⁶³⁾, community organisations and education providers. The free-phone advisory service is managed on behalf of BBC Learning by Next Step⁽⁶⁴⁾, which re-directs members of the public to the cooperating institutions delivering the courses.

- 5. Promotion:** First Click is promoted by both the BBC and campaign partners. Promotional tools and channels include:
- Marketing TV and radio trailers produced by the BBC;
 - Press announcements in most tabloids, broadsheets and magazines;
 - Partner-led events where potential learners can receive one-to-one guidance and peer advice;
 - Partner organisations' communications activities; and
 - Leaflets and posters.

Evaluation

A first data sample taken in early 2011 showed that the number of PC or web illiterate people in the UK had dropped by 500 000. UK National Statistics⁽⁶⁵⁾ is expected to publish more conclusive figures by the end of 2011. However, given the number of media literacy campaigns initiated at national level by various stakeholders, it is somewhat difficult to only measure the direct impact of the BBC First Click campaign. Nevertheless, since the campaign was launched in late 2010, it is estimated that about 30 million people saw the trailers and traffic on the advisory free-phone line increases significantly when trailers air.

Indicators used by the BBC to evaluate the impact of First Click include the following:

- Number of members of the public calling the advice line;
- Number of individuals who after calling the advice line enrol in a course; and
- Number of individuals who after enrolling in a course receive the BBC print material package.

Lessons learnt from the activity

- **Use research to define objectives:** Combining quantitative and qualitative research methods allowed the identification and engagement of a well-defined segment of the target audience. Considerable time and resources were invested in determining the characteristics of the identified group, thus enabling the establishment of objectives, partnerships, messages and tools for engagement reflecting their needs. Further testing enabled the refining of the overall approach.

- **Monitor national research:** The First Click project was conceptualised as a result of the UK Government's White Paper on Digital Britain. By monitoring national research and evidence, programme developers were able to identify an existing need of the population, and thereby develop an activity directly tapping this need.

- **Align goals with wider agendas:** Though First Click was developed as part of the BBC's independent media literacy agenda, the campaign leveraged existing structures and networks of partners working towards the same goal. Examples include the UK Government's Race Online 2012 initiative and the work of other independent organisations such as Age UK and Digital Unite. This approach provides an opportunity to

⁽⁵⁹⁾
<http://raceonline2012.org/>

⁽⁶⁰⁾
<http://www.postoffice.co.uk/portal/po>

⁽⁶¹⁾
<http://www.ukonlinecentres.com/centresearch/>

⁽⁶²⁾
<http://www.ageuk.org.uk/>

⁽⁶³⁾
<http://digitalunite.com/>

⁽⁶⁴⁾
Next Step is the UK Government free advisory service for adult learners, <https://nextstep.direct.gov.uk/Pages/home.aspx>

⁽⁶⁵⁾
<http://www.statistics.gov.uk/hub/index.html>

disseminate messages more widely and unify aligned efforts, which would otherwise remain isolated and have lower impact.

- **Value adult learners:** It is thought that a key success factor of First Click is that it makes older members of the public (i.e. the primary target group) feel cared about. The campaign aims at building the audience's confidence in their ability to learn, giving them the message that society cares about getting them involved in using modern technologies.

- **Make learning activities relevant to the target group:** First Click is not intended to turn learners into proficient users of computer and Internet programmes, nor does it provide them with a formal or professional qualification. It simply aims to teach students the basics of how the web works to enable them to use it for their own personal interests and passions (gardening, cooking, etc.) Furthermore, different to other same-scope initiatives, it does not assume any prior knowledge of how to use computers and puts great emphasis on the accessibility aspect of the programme. This promotes inclusiveness and an opportunity to learn without feeling alienated or left out.

- **Work with complementary stakeholders:** Each of the stakeholders involved in First Click had their specific role in the programme, from development to marketing and delivery. This ensured that each organisation's remit played to its strength. Moreover, there was no overlap of activities, thereby minimising resources wasted.

- **Directly engage the audience through events:** Actors implementing promotional activities for adult learners should not limit themselves to phone-line services, websites, press and similar tools. Suitable opportunities to engage with the target group directly should be identified and used to communicate with potential learners. The BBC example leveraged partner-initiated events to promote the campaign.

- **Build the audience confidence:** Adult education is often not just about literacy or job skills, but includes other components such as self-confidence, independence and personal achievement. Participation in existing programmes is often hindered by lack of confidence in one's capability to succeed on the part of learners. Promotional messages and activities should thus aim at building the target audience's confidence,

identifying ways of pushing the target group to overcome fear and other psychological barriers. A key message used by the BBC First Click campaign is 'you are not alone'.

- **Dedicate time and thorough research to identify the right messages:** Combining different research methods with thorough pre-testing exercises allowed the team behind First Click to formulate impactful messaging propositions appealing to the intended target audience. This requires attentive study of characteristics inherent to the audience as well as external factors impacting their lives. Pre-testing should involve members of different socio-economic and demographic backgrounds and constitute a cost-effective tool for refining activities prior to their launch. It also helps implementers obtain a preliminary assessment of the outcomes the programme is likely to determine.

- **Provide an immediate call to action:** Callers to the freephone number provided were directed to ICT and web literacy course providers across the UK. A trained advisor conducts an initial assessment regarding skills and interest of the caller and re-directs him/her to a local education provider. The TV and radio trailers thus work as an immediate call to action with a tangible benefit.

- **Use mass media:** Integrating educational initiatives in mainstream media significantly increases visibility and promotional impact of programmes. Opportunities to use mass media channels to implement, disseminate or promote adult learning should be explored and leveraged.

- **Implement a wide range of promotional activities:** Though using a wide-reaching and powerful tool such as TV and radio trailers to promote the phone line, the First Click campaign ensured impact using a wide range of print and advertising materials, including broadsheets and partnership with post offices. This helped maximise impact and potential to reach out to off-liners through multiple channels.

- **Identify multiple-purpose tools:** First Click uses the website as a supporting learning tool for both beginners and teachers who refer to it during the implementation of their courses. The website is thus a cost-effective tool serving different purposes when used by different users.

- **Set measurable indicators:** Even if it is not possible to measure the direct impact of a campaign,

it is essential to identify and establish all possible indicators that can be monitored and used to assess the programme's performance. Though it is difficult to isolate the impact of the First Click campaign from other parallel media literacy undertakings, the BBC uses a series of tangible quantitative measures to assess performance patterns and impact of the programme.

This case study has been developed based on an interview with the Project Manager of the BBC's First Click Programme. The content of the study has not been verified by the BBC post interview.

(66)
http://ec.europa.eu/justice/discrimination/index_en.htm

(67)
Social media tools were used to keep journalists and citizens informed on upcoming events and ongoing activities (e.g. Diversity Days).

(68)
Monthly mailings are promoted during the various events.

(69)
The newsletter mainly targets national and local authorities, NGOs and subscribing members of the public.

(70)
<http://www.age-platform.org/>

(71)
<http://www.edf-feph.org/>

(72)
<http://ilga.org/>

(73)
European Network against Racism,
<http://www.enar-eu.org/>

(74)
These comprise of Europe Direct centres, institutional networks, networks of journalists and media outlets at national level.

(75)
http://europa.eu/legislation_summaries/institutional_affairs/treaties/amsterdam_treaty/index_en.htm

5

For Diversity. Against Discrimination. (FDAD)
European Commission

'For Diversity. Against Discrimination.' (FDAD) is a pan-European information campaign run by the European Commission's Directorate-General for Justice⁽⁶⁶⁾. The aim of the campaign is to raise awareness of discrimination, and generate debate on the themes of diversity and discrimination and how people in Europe stand to gain from greater equality.

Through its activities, the campaign works to convey to as many people as possible that a diverse Europe is something to be valued, and that a life free from discrimination is a fundamental EU right. It also aims to inform and empower people to combat discrimination in all aspects of their lives.

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Overview of activity

Objectives

- Make people more aware of their rights and responsibilities;
- Increase understanding of existing EU laws which protect all citizens from discrimination based on the grounds of sex, racial/ethnic origin, religion/belief, disability, age or sexual orientation; and
- Fight against stereotypes and promote the benefits of diversity in society.

Beyond these objectives, FDAD is also a capacity-building tool: it gathers and works with national partners, NGOs, ministries, equality bodies, trade unions and employer associations active in the fight against discrimination to build an 'antidiscrimination community'.

Format

FDAD is an integrated cross-media campaign including:

- The campaign's website;
- Social media⁽⁶⁷⁾;
- E-mails⁽⁶⁸⁾ and newsletters⁽⁶⁹⁾;
- Audiovisual activities (short films/documentaries, images, video clips, Video News Releases);
- Radio ads;
- Printed materials; and
- Events.

Target groups

- Youths aged 16 to 25, who are future actors in society, and who are at risk of facing discrimination (particularly when looking for a job);

- Employers, including SMEs, which account for 99% of all companies in the EU; and
- Media.

Key Messages

- Discrimination is unlawful – you have rights;
- The EU is protecting you from discrimination in your daily life;
- There is a positive counterpart to discrimination – diversity; and
- All of us stand to gain from measures that combat discrimination and promote diversity.

How was the activity developed?

- Besides the European Commission, the main actors involved in the development and implementation of the campaign are:
- National authorities across the 27 EU Member States;
- Pan-European NGOs (e.g. Age Platform Europe⁽⁷⁰⁾, European Disability Forum⁽⁷¹⁾, ILGA⁽⁷²⁾, ENAR⁽⁷³⁾);
- National level civil society actors;
- Trade unions;
- Equality bodies; and
- European Commission national representations and their networks⁽⁷⁴⁾.

The main steps in the development of the activity are:

1. **Historic activities:** Further to the Amsterdam Treaty⁽⁷⁵⁾, the EU adopted new laws against discrimination in the workplace, education, social

security, healthcare and access to services⁽⁷⁶⁾. To support the new laws, the Community Action Programme to Combat Discrimination⁽⁷⁷⁾ was launched in 2001. This was a six-year funding programme aimed at increasing awareness of existing laws, supporting organisations working in the field, and carrying out research to increase public understanding of discrimination. The Commission is pursuing further its efforts in this direction (including the antidiscrimination campaign) through the PROGRESS programme (2007-2013).

2. Launch and implementation of programme:

A part of the Community Action Programme to Combat Discrimination was FDAD, which was launched in June 2003. In each EU Member State, the activities were implemented in close cooperation with national partners, NGOs, ministries, trade unions, employer associations and equality bodies. The national partners used their contacts and networks to spread awareness of events and activities taking place.

3. EU Advisory Group: An advisory group, chaired by the European Commission, was set up, which included pan-European umbrella organisations, such as the Platform of European Social NGOs⁽⁷⁸⁾, the European Trade Union Confederation⁽⁷⁹⁾ (ETUC), Business Europe⁽⁸⁰⁾, and the European Fundamental Rights Agency⁽⁸¹⁾. Its role was to act as a consultative body, to evaluate the campaign on a regular basis and help designing the future development and strategy. It was the EU level of the national working groups.

4. Establishment of steering committees: Steering committees or National Working Groups were established in each Member State to customise the campaign's activities for their audiences. These committees brought together more than 500 member organisations to discuss how best to conduct the campaign. This included seeing how various organisations could be involved in campaign activities, and how they could use the campaign to help promote their own work.

5. Campaign measures: All campaign elements were developed in close cooperation with partners on a national and European level. The campaign design consisted of a slogan and logo, which could be adapted to all EU languages in all Member States. The national groups from each Member State agreed on a same phrase which summed up the main objectives of the campaign, while respecting the cultural and linguistic

context of each country. They were tested and discussed in focus groups and then reworked accordingly.

Promotion and activities

The FDAD campaign was promoted through numerous ways, including traditional and electronic media. Activities were designed for EU and national level and include:

- **Diversity days (2009-2010):** Entertaining and educational events organised to raise awareness about discrimination, the EU and national laws and the activities of EU and national stakeholders.
- **Campaign Truck (2004-2008):** This truck travelled from city to city, with the message of equality and diversity.
- **Athletes for diversity (2004-2006):** Runners and people in wheelchairs were invited to wear a running shirt carrying the campaign's slogan 'run for diversity' during numerous sports events.
- **Debates:** European and national conferences were organised to foster dialogue on anti-discrimination. These facilitated communication among businesses, NGOs, policy makers and the public.
- **Competitions:** Through various media, such as photography, posters, television (such as MTV) etc., young people were encouraged to express their feelings about discrimination, and were awarded prizes.
- **Diversity ambassadors:** During the European Year of Equal Opportunities (EYEO) 2007, well-known faces, from sport, TV and business were committed to gain the interest of the media and of the public on the goals of the campaign.
- **Journalist awards:** Since 2004, the EU Journalist Award recognised the talents of print and online journalists who through their work are raising awareness about discrimination and diversity.
- **Journalist seminars on diversity:** To reach out to the media, a series of journalist seminars were organised in cooperation with the national unions of journalists, especially in countries where there was less of an interest by national media in covering the issues of discrimination and diversity. Journalists were informed about EU anti-discrimination policy, presented with case studies, and given the opportunity to learn about national anti-discrimination legislation.
- **National events:** The National Working Groups of the campaign in each of the Member States decided every year on events where campaign messages could be conveyed. Some events were specifically focussed on younger people and used sports or music to grab their attention.
- **Campaign website:** The website catered to visitors in 22 languages and underwent several

(76) http://ec.europa.eu/justice/discrimination/rights/index_en.htm

(77) http://europa.eu/legislation_summaries/employment_and_social_policy/antidiscrimination_relations_with_civil_society/l33113_en.htm

(78) <http://www.socialplatform.org/>

(79) <http://www.etuc.org/>

(80) <http://www.busineurope.eu/Content/Default.asp>

(81) http://fra.europa.eu/fraWebsite/home/home_en.htm

(82) <http://ec.europa.eu/social/main.jsp?catId=327>

(83) These were conducted in 2006.

http://ec.europa.eu/public_opinion/archives/eb_special_280_260_en.htm 2008

http://ec.europa.eu/public_opinion/archives/eb_special_300_280_en.htm 2009

http://ec.europa.eu/public_opinion/archives/eb_special_320_300_en.htm

(84) Eurobarometer consists of a series of surveys on public opinions performed on behalf of the European Commission since 1973. It produces reports and analysis of public attitudes and perceptions of various issues concerning the European Union. It is used to improve information and communication activities at EU level.

changes in layout and structure since the beginning of the campaign with the goal of keeping it attractive (including new media elements), up-to-date with the European policies and making it as accessible as possible. The website is the main communication platform used to inform the public about the activities of the campaign.

- **Print publications:** To reach the various target groups, a range of different information and promotional materials were produced. These included brochures, postcards, leaflets and toolboxes.

Funding

The campaign is funded through the EU programme PROGRESS⁽⁸²⁾, from which it has received EUR 3 million on average each year since 2007.

Results of the activity

- The activity was assessed based on feedback from national stakeholders, journalists and citizens on activities such as the Truck Tour, the Journalist Award, Diversity Days, and events. This feedback is collected through questionnaires.
- Three⁽⁸³⁾ Eurobarometer surveys⁽⁸⁴⁾ on the public perception of discrimination have been conducted so far. The next one is expected in 2012.
- A survey taken amongst the general public by the National Working Groups in 2007 showed that 80% of respondents believed that the campaign was successful in helping to raise awareness of anti-discrimination issues. More than 80% of partners surveyed regularly participated in national meetings and distributed campaign information and promotional material at their events as well as to members of their network.
- An external evaluation is currently underway in the framework of PROGRESS, focusing on key activities such as the Journalist Award, Diversity Days, the website and audiovisual products. The results of this evaluation will be available at the end of 2011.

Lessons learnt from the activity

- **Set clear objectives:** Establishing clear and well defined objectives for the campaign is key to ensuring that all parties involved understand and work towards the same goal. Objectives need to be achievable, measured against the budget, and clearly defined in their scope.
- **Renew and update your activities:** This EU campaign has been running for a considerable

length of time. Significant resources were invested in renewing the proposed activities and ensuring they reflected needs and continue to be engaging for target groups. This has particular relevance for long-term recurring events or programmes. Message propositions, tools and engagement activities should contribute to promoting the key themes of the campaign in creative ways and taking into account new technologies (e.g. social media).

- **Aim to build capacity at local or national level:** Campaigns bringing together numerous actors operating in different capacities at policy or civil society level represent opportunities for capacity building. FDAD aims to build an 'anti-discrimination community' at national and sub-national level by empowering actors to establish integrated operational structures.

- **Establish suitable campaign duration:** Campaigns aimed at building capacity amongst various stakeholders require sufficient time to foster ownership by implementing actors (in this case national level institutions). Independent of geographic scope, this applies to campaigns initiated at central level (in this case EU level) whereby activities are expected to be executed, promoted and more widely disseminated at local level (in this case Member States' national and sub-national actors).

- **Integrate your campaign within broader initiatives:** A further success factor of this campaign is that it was not a stand-alone initiative. FDAD was conceived and implemented within the framework of the antidiscrimination EU policy including various other undertakings initiated at EU or national level. This comprised of other parallel awareness-raising activities or legal measures being introduced.

- **Have the right team in place:** A motivated and committed team of implementing actors is necessary to achieve wanted outcomes. In this case the campaign has sufficiently mobilised national administrations and civil society organisations to create efficient working structures.

- **Create activities to support national level stakeholders:** The focus of the European Commission during the execution of this campaign was not to directly reach the general public, but to create national activities and empower national stakeholders to do so. As a result, most

of the FDAD activities were implemented at national level, and the responsibility for the organisation and management of some events were transferred to national stakeholders. It was multileveled, using national partners and their networks for the delivery and adaptation in their regions. Implementation was done through steering groups, which ensured tailor made activities in each country.

→ **Build evidence-based activities:** The campaign was built based on research, especially in the development of specific activities, such as collaboration with journalists in countries where there was little press coverage on discrimination and rights. This allowed customising activities depending on the needs of each country.

→ **Empower individuals to be direct advocates:** The campaign sought to raise EU citizens' awareness of their legal rights to protect themselves against discrimination in all its manifestations. It thus made members of the public knowledgeable in terms of their basic rights and different points of access and legal support in the case of discrimination. This means that the campaign empowered actors to be direct advocates for diversity against discrimination.

→ **Include the media as a target group:** Making wide-reaching and mass-scale disseminators as the media (e.g. print or TV) one of the campaign's target groups will significantly increase the potential of engaging media actors as active promoters. This implies developing specifically targeted activities (e.g. the EU Journalist Award).

→ **Establish an Advisory Group:** An advisory group should include representatives from each of the stakeholders and target groups involved in the campaign programme. It should function as an expert panel primarily involved in providing advice on performance and inputs on the design of the strategy.

→ **Set-up national working groups:** This helps in coordinating EU-wide efforts efficiently and ensures same-level commitment from all national parties to develop and roll out the activities. By the same token, this pushes national actors to mobilise their own networks to spread awareness of events and activities taking place as part of the campaign.

→ **Involve pan-EU organisations:** These organisations are better positioned to reach out to sub-national and sub-regional civil society actors

and shape or steer their debate towards common European goals. This helps feeding EU policy and promotional discourse within national level debates, thus increasing the potential of impact of activities at EU level.

→ **Build a common identity across geographic borders:** This is achieved by developing same campaign themes, messaging and visual tools (e.g. choice of colours, logos). This allows easy recognition of the campaign on the part of the target group in spite of translations and adaption to local contexts.

→ **Develop different activities for different target groups:** Given that each target group is likely to present different needs, engaging with them successfully will require the development of different activities for each, possibly re-adapting messaging propositions and tools for dissemination. FDAD implemented specific actions for youth, journalists in the newer Member States and the media in general, devising each according to their characteristics and interests.

⁽⁸⁵⁾
More information on the organisation and delivery of the programme is can be retrieved at <http://www.radioecca.net/ges/menu/intro.html>

⁽⁸⁶⁾
The compulsory secondary education cycle in Spain normally takes place between 12 and 16 years old. More information is available in Spanish at <http://www.educacion.gob.es/educacion/que-estudiar-y-donde/educacion-secundaria-obligatoria.html>

6

Graduado en Educación Secundaria (Secondary Education) Radio ECCA, Spain

Radio Ecca is a not-for-profit literacy organisation founded in 1965, based in the Spanish Canary Islands. Its mission is to promote human, cultural and social development of the adult population. It does so in cooperation with government departments and education providers. *Radio Ecca* makes use of radio and distance-learning tools to deliver courses in Spain and various African partner countries. Its current educational offer comprises of approximately 340 targeted programmes at regional, national and international level. One of these programmes, Graduado en Educación Secundaria⁽⁸⁵⁾, is an initiative to increase the number of Spanish adults with a secondary education qualification⁽⁸⁶⁾.

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Overview of the activity

Graduado en Educación Secundaria (GES) is an officially certified distance-learning course delivered via radio and Internet to help adults acquire a Spanish secondary education certificate. Classes and related learning material are accessible on the web at anytime. Additionally, a weekly face-to-face tutorial is available to learners in the various partner educational information centres spread across the Canary Islands and other autonomous areas such as Andalusia, Madrid, Galicia, Murcia and Extremadura. Upon completion, attendants receive a diploma equivalent to the national curriculum and can move forward to obtain higher qualifications. Learners also enjoy access to a range of additional vocational training, language courses, etc.

Format

- Radio and online classes;
- Printed and online teaching materials; and
- Web forum for interaction between learners and educators.

Target groups

- Adults above 18 years old who have not completed their secondary education.

Objectives

- Foster social and human development in the region;
- Increase the quality of the workforce and empower adults to advance in life; and
- Address the national and regional challenge of low education attainment levels.

Development and Promotion

1. Organisation and delivery: The course is divided in small online learning packages called modules and, at the end of each, attendants receive credits towards gaining the final qualification. This gives adults enough flexibility to arrange and manage their own time and ensures that all efforts invested in studying are formally recognised. If due to personal circumstances learners need to interrupt their course, they do not have to re-start from the beginning or pay twice. Before enrolling, students are assessed on the basis of their background, previously acquired experience and educational goals. This allows for the development of individualised learning plans.

2. Partners and funding: The programme is managed in cooperation with:

- The Canary Islands Government;
- 432 educational information centres; and
- An educational team of teaching professionals.

Teachers develop and organise educational packages in agreement with the government to ensure that the curriculum complies with official requirements. The government subsidises secondary education courses for adults in the region and, depending on its set policy priorities, it may also fund skills (e.g. ICT), vocational training or language courses.

3. Communication and promotion: The programme is promoted using a wide range of internal and external communication channels. These

evolve around a single campaign theme chosen every year.

- Ads on *Radio Ecce*;
- Local and national radio channels (e.g. 'radio municipal' and 'radio insular');
- Community campaigns;
- Ambassadors;
- Testimonials;
- Print media; and
- TV.

4. Community campaigns: Targeted dissemination activities implemented off-campus by teaching staff members. The regional territory is divided in zones and each is assigned to a teacher who acts as an ambassador for the campaign, promoting the course in schools, parents' associations, community organisations, cultural institutes and local libraries. This ensures that there is sufficient communication impact across the whole region.

5. Internal 'campaign committee': Establishes a new campaign theme for promotional activities each year, including a slogan and images. All activities are thus aligned towards the same message. Normally this takes place before September/October, which is when campaign efforts are intensified at the start of the course year. Last year's slogan was 'Formación a su medida'⁽⁸⁷⁾, which brings together the concepts of flexibility, individualised plans, and self-management.

6. Testimonials: These consist of success stories from previous learners, including prominent political, legal and scientific figures at regional level who attended *Radio Ecce's* courses.

Evaluation

→ **Assessment:** The course averages about 100 000 students each year across Spain. In 2010, 1 062 adults achieved this secondary education certificate. It is estimated that since the beginning of its activities, around two million individuals have attended *Radio Ecce's* courses.

Lessons learnt from the activity

→ **Develop a campaign plan:** Independently of geographic scope, every campaign initiative should have a clear plan with clearly pre-defined SMART⁽⁸⁸⁾ objectives. Such a plan should be used

to build a specific identity for the promoted programme (e.g. using a slogan or logo) and thus ensure consistency of dissemination activities and easy recognition on the part of the target group.

→ **Consider the management and sustainability of education:** Adult learners should be convinced that whatever investment they put into learning, it should not be seen as a lost effort. Engagement programmes should empower learners to keep control over when and how to manage their education. Offering them the opportunity to learn at their own pace through modular packages and personalised plans will place them in a better position to measure their own progress. Furthermore, providing recognition and accreditation at each step of formal education undertaken by an adult learner will enable the student to capitalise and build on his previous achievements, should there be a need to interrupt the educational course/programme. This would also give learners an incentive to return to education, eliminating the psychological, financial and time burden of having to re-start from zero. *Radio Ecce's* course structure is an example of a delivery model designed to take into account the fact that adult learners face challenges quite different from those of average students (e.g. family duties or restrictive working conditions). It is thus important that learners be given the freedom to enter and exit from the system at their own rhythm without missing out on learning/investment efforts previously undertaken.

→ **Highlight the variety of adult education:** Awareness should be raised on the fact that adult education opportunities are available in different formats and options, depending on lifestyle and time. It is essential to communicate how this is reflected in terms of both teaching method (e.g. distance learning) and accessibility (e.g. time/setting).

→ **Develop a centralised campaign:** Independent of geographic location, a campaign should have a clear identity, allowing the target group to recognise it immediately. Although promotional activities are the remit of local and decentralised actors, *Radio Ecce's* campaign committee ensures visual and messaging consistency by means of common slogans, themes and images for dissemination.

→ **Exploit mass media channels to educate:** Wide-reaching communication channels such as radio constitute powerful means to reach out

(87)
Training tailored to your needs.

(88)
Specific, Measurable, Achievable, Realistic, Time-bound.

to larger portions of the population, across different socio-economic and demographic backgrounds. These tools can be directly used to educate the public (e.g. through classes as in the case of *Radio Ecce*, or documentaries and similar) beyond mere promotion.

→ **Use intermediaries:** Local level communication campaigns should leverage the potential influence played by teachers in promoting learning opportunities. Community campaigns implemented by *Radio Ecce* constitute a valid example of how to use teachers beyond their role as educators. Empowering them to directly reach out to learners and act as ambassadors in community organisations, libraries and cultural centres gives credibility to learning programmes and offers a first-hand opportunity for them to understand how the educational offer should be tailored to the real needs of learners.

→ **Value the positioning of community partners:** *Radio Ecce* relies on numerous education information centres and community organisations (including cultural associations and libraries) to promote and execute its activities. Community partners can thus be used not only for promotion but also delivery of programmes partially or in a supporting function.

→ **Customise the educational offer for different geographic areas:** *Radio Ecce* delivers different types of adult learning programmes at regional, national and international level. Offerings reflect different geographic needs and objectives, funding availability and target group interests (e.g. courses to promote secondary education are only accessible and funded for the local population). Initiatives of similar geographic scope can consider a comparable approach, delivering services according to different levels and type of demand.

→ **Allow face-to-face interaction:** It is important that even when flexible and distance learning options are made available, a component of face-to-face interaction between education providers and adult learners is included. This will give learners the feeling that learning is personalised, and provide them with the opportunity to access guidance when needed.

→ **Engage teachers in developing curricula:** As a result of closer interaction and experience of adult learner needs, teachers are best positioned

to develop educational programmes and related modules, including delivery methodologies.

→ **Personalise education:** Education courses, particularly those aimed at gaining a formal qualifications should be personalised to learners' needs. By assessing and recognising students' previous knowledge and qualifications, education providers will improve learning outcomes and learners' satisfaction.

→ **Collect testimonials appealing to the target group:** Using highly regarded and well-known people within the local community helps establishing relevant role-models that could potentially inspire adult learners.

Kampagne M (Campaign M) AEWB and NLM, Germany

Kampagne M was developed in 2007 by the Agentur für Erwachsenen- und Weiterbildung⁽⁸⁹⁾ (Agency for Adult and Continuing Education of Lower Saxony – AEWB) and the Niedersächsische Landesmedienanstalt⁽⁹⁰⁾ (Media Authority of Lower Saxony– NLM). The programme aims to educate trainers and adult education professionals working in adult and lifelong learning institutions, on the subject of media literacy⁽⁹¹⁾.

Many adult educators and course instructors involved in adult education and lifelong learning programmes still struggle to view media literacy as a useful pedagogical topic. Additionally, since media literacy is considered a cross-cutting theme, most institutions do not know how they exactly should teach the subject. Kampagne M therefore aims to provide training opportunities for suitable staff in media literacy based on ready made projects which can be adopted by the lifelong learning institutions. Training courses help instructors to teach media literacy not only their students but also other teachers.

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(89)
<http://www.aewb-nds.de/cms/>

(90)
<http://www.nlm.de/>

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Media literacy is a repertoire of competences that enable people to analyse, evaluate, and create messages in a wide variety of media modes, genres, and forms. Media literacy education provides tools to help people critically analyse messages, offers opportunities for learners to broaden their experience of media, and helps them develop creative skills in making their own media messages. Media literacy education is sometimes conceptualised as a way to address the negative dimensions of mass media, popular culture and digital media, including media violence, gender and racial stereotypes, the sexualisation of children, and concerns about loss of privacy, cyber bullying and Internet predators.

(92)
The minimum group size for this on site teaching courses is set at 10.

(93)
Individual issues differ from institution to institution and can range from giving advice on promoting the qualification courses, engaging with target audience, choosing relevant course themes and material etc.

(94)
<http://www.blickwechsel.org/>

(95)
<http://www.lbm-niedersachsen.de/>

(96)
<http://www.jugendschutz-niedersachsen.de/>

(97)
<http://www.multimediamobile.de/>

(98)
<http://www.smiley-ev.de>

(99)
<http://www.multimediamobile.de/>

(100)
http://www.soziales.niedersachsen.de/live/live.php?navigation_id=1&_psmand=2

Overview of activity

Objectives

- Offer teaching staff and learners comprehensive information about media literacy;
- Place qualified staff in schools and adult learning institutions offering free courses⁽⁹²⁾ on media literacy;
- Counteract the existing fear of adults to embrace new technologies;
- Promote better understanding of the benefits of being media literate; and
- Integrate the issue of media literacy into adult education in Lower Saxony.

Format

- Adult education institutions can access the following training and networking tools:
- Qualification courses for adult educators and staff;
 - Catalogues of media education information and counselling services that can be used on site for free;
 - Advice on individual issues⁽⁹³⁾ and with regards to the implementation of media education measures; and
 - Traditional communications tools and materials such as flyers and information packs.

Target Groups

- Institutions of adult and continuing education, community colleges;
- Adult Educators and relevant practitioners who could benefit from the initiative; and
- Secondary target: citizens (including parents) who would then benefit from a media literacy course.

How was the activity developed?

The main institutions involved in development and promotion were as follows:

- Blickwechsel e.V.⁽⁹⁴⁾ – Media education provider (NGO).
- Bürgerrundfunk in Niedersachsen⁽⁹⁵⁾ – State Association for Citizen Radio.
- Landesstelle Jugendschutz Niedersachsen⁽⁹⁶⁾ – State Authority for Youth Protection in Lower Saxony.
- Multimediamobile der NLM⁽⁹⁷⁾ – Agency of the State Media Authority of Lower Saxony (NLM), which are the six mobile media centres that train teachers, educators and multipliers from the education sector.
- Smiley e. V.⁽⁹⁸⁾ – Association for the promotion of media literacy (NGO).

The main steps in the programme development involved:

1. Develop training courses: Due to the apparent lack of qualified staff in the area of media literacy, the first step was to develop training courses on a variety of subjects. For the staff of adult and lifelong learning institutions, the development was financed by the state of Lower Saxony and developed by AEWB and NLM. Courses were first presented to experts in the field, before being promoted to adult learning institutions.

2. Provide training: Adult education institutions were asked to provide competent staff (multipliers) able to provide training in other institutions. Trainers and practitioners were then trained, both to be able to educate students, as well as other teachers. A total of 40 persons were trained in media literacy.

3. Evaluation meeting: An evaluation meeting was carried out after the completion of the first cycle of course delivery. Though the general feedback from participants was positive, some issues were raised:

- Implementing the courses proved challenging due to technical issues including lack of Internet access, PCs and other equipment; lack of available and competent staff able to teach media literacy; and lack of interested course participants.
- Subjects in the area of youth protection were no longer popular.
- Participating institutions preferred to have ready made projects – these institutions did not want theoretical solutions; rather, they asked for practical tips and ready made course books.
- The lack of knowledge exchange amongst institutions was criticised.
- The fact that the training was for free was also criticised. It was thought that this would not evoke the desired discipline in teachers and staff to participate in and follow through with the training.

4. Implementation of changes: A consultation was carried out amongst the participating institutions and partners to determine relevant subjects. A course fee was also introduced to encourage regular attendance and general demand for available places. The lack of ready-made courses and activities to be offered to adult education institutions was also addressed, and practical courses teaching the participants every step of an activity were developed and made available.

Additionally, adult education institutions have the option of using mobile media literacy experts, who support the implementation of individual activities locally through their expertise and knowledge. These experts are provided by ‘Multimediamobile’⁽⁹⁹⁾ of the NLM, partners of Kampagne M. In addition, the exchange of information and best practice amongst the institutions in Lower Saxony is addressed in the form of a catalogue, which is also aimed at increasing networking possibilities.

5. Development of a PR strategy: To confront the problem that nobody was subscribing to the offered courses and activities, a series of communications tools were developed. These included:

- A new logo;
- Internal mailings to relevant institutions to provide information and create a strong network;
- Flyers with information on the campaign to be distributed at trade fairs and networking events;
- Partner’s websites, providing information about the campaign; and
- Info packs for potential members of the network.

In addition, promotion via social platforms is envisaged for new topics relating to teaching media literacy to young people at lifelong learning centres.

6. Funding: The campaign receives funding from the Lower Saxon State Department for Education⁽¹⁰⁰⁾ and is a joint project between the AEWB and NLM.

Results of the activity

- Some 40 teachers have participated and made use of the training programme to become experts in media literacy and are thus able to teach the topic to staff at other institutions. The initial target was 20.
- The start-up training programme has been increased to three different courses.
- A stable network of adult and life-long learning institutions has been established in the region to exchange best practice and teach additional staff.
- Over 30 institutions have fully committed themselves to Kampagne M.
- Better access from Kampagne M to the individual institutions has been achieved, and strong contacts have been developed to facilitate further awareness raising.
- Kampagne M has established itself as a brand and the main contact point at regional and national level in relation to media literacy.

→ The innovative approach of bringing together the Agency for Adult Education and the state media authority has allowed the subject of media literacy to be debated for the first time in Germany. Additionally, this level of cooperation amongst an adult learning agency (AEWB) and a regional media authority (NML) did not exist before.

Lessons learnt from the activity

→ **Tailor content to meet demand:** NLM specifically tailors the course content to match demand and needs of teachers and professionals. The key was to make courses adaptable, depending on what each adult education institution wanted to offer its participants. Consequently, training courses were customised so that teachers at each faculty could learn exactly what their organisation wanted to offer. The provision of different courses to match different needs therefore ensured higher uptake of courses.

→ **Evaluate activities annually:** Each year, the NLM holds an annual evaluation conference to review the progress and results of the preceding year's activities. As part of the conference, it collects best practice examples as well as individual project evaluations. Based on the evaluation, it develops new content for future years. This means that the new content is evidence based.

→ **Connect content with concrete activities:** NLM places emphasis on providing tangible projects, by connecting content to concrete activities that teachers can 'take home and implement'. This practicality ensures that the tools would be easier to use, thereby making stakeholders more likely to use them.

→ **Identify means to pre-test your activity:** The example of Kampagne M shows that pre-testing can significantly help in identifying potential barriers to access or participation rates of a specific activity. By involving field experts, courses can be reviewed and refined before going to wider promotion for adult learning institutions. This is a cost-effective tool to pre-assess the potential impact.

→ **Give an incentive to participate:** Participation always requires time, money, and other resources on the part of the target group. It is important to provide participants with an incentive to take part and using means relevant to their needs. Kampagne

M was successful in curbing drop-out rates from courses introducing a reduced training fee.

→ **Identify relevant subjects:** Kampagne M teaches the subject of media literacy, including youth protection. These subjects are pertinent to teachers and to target groups in contact with young people, which include parents who want to teach their children how to be safe while using media. By identifying subjects that are relevant to target groups, there is an ensured uptake of courses.

→ **Pilot programmes:** In addition to basing activities on needs of target groups, it is important to test the progress of the campaign and adapt it according to feedback. Consultations with relevant stakeholders ensure that divergences in expectations are minimised, and the programme meets the requirement of target groups.

→ **Set up mobile networks of experts:** Kampagne M enabled a group of experts to support the implementation of activities locally. By providing this network of experts, Kampagne M ensures that activities are implemented thoroughly in each region of Lower Saxony, and that any best practices learnt in one area can be applied to other areas.

The Kha Ri Gude⁽¹⁰¹⁾ Mass Literacy Campaign is an integrated multilingual programme implemented across the entire country of South Africa, that was launched in February 2008. Its aim is to enable 4.7 million adults above the age of 15 to become literate and numerate in one of the 11 official languages⁽¹⁰²⁾ of South Africa.

The campaign was initiated and managed by the Department of Education⁽¹⁰³⁾. It enables adult learners to read, write and calculate in their mother tongue in line with the Unit Standards for ABET level one⁽¹⁰⁴⁾, and also to become proficient in spoken English.

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Overview of activity

Objectives

The aims of the Kha Ri Gude Mass Literacy Campaign are to:

- enable 4.7 million illiterate and functionally illiterate adults to become literate and numerate in one of the 11 official languages of South Africa by 2012;
- reduce the national rate of illiteracy by 50% by 2015, thereby fulfilling its UNESCO Dakar 2000 commitment⁽¹⁰⁵⁾; and
- alleviate poverty by providing Kha Ri Gude volunteers in the poorest communities with a small income.

The campaign enables adult learners to read, write and calculate in their mother tongue in line with the Unit Standards for ABET level one, and also to become familiar with spoken English.

Format

- Free education classes held in communities, at convenient times for the learners; these take place in homes, churches, community centres, prisons, etc. Learners are required to commit to attending classes for 240 hours over six months. Once learners are competent in their mother tongue to read and write, they are given English lessons for two hours a week.
- Free workbooks in the 11 languages of South Africa that help educators teach reading, writing, numeracy, and practical English, integrating themes and life skills such as health, gender, the

environment and civic education. The workbooks have also been adapted for use in Braille⁽¹⁰⁶⁾ in the 11 languages.

Target group

- 4.7 million functionally illiterate⁽¹⁰⁷⁾ adults who have had little or no schooling.

How was the activity developed?

- The main actors involved in development of the Kha Ri Gude Mass Literacy Campaign were:
- Government Department of Basic Education;
- Writers of workbooks; and
- Provincial coordinators, who oversee the activities at provincial level.

The main steps in the development and promotion of the activity were as follows:

- 1. Conception:** In 2000, the Department of Education launched the South African National Literacy Initiative⁽¹⁰⁸⁾ (SANLI), which oversaw the establishment of a voluntary service to reach the estimated 3.3 million illiterate adults at the time. In 2006, a ministerial committee was established to assess literacy in the country, which found that 9.6 million adults (24% of which were adults aged 50+), were functionally illiterate. Thus, the Kha Ri Gude Mass Literacy Campaign was formed in 2008.
- 2. Development of materials:** Writers who were native speakers in each of South Africa's 11

⁽¹⁰¹⁾ *Tshivenda for 'Let Us Learn'.*

⁽¹⁰²⁾ *Afrikaans, English, Ndebele, Northern Sotho, Sotho, Swazi, Tswana, Tsonga, Venda, Xhosa and Zulu.*

⁽¹⁰³⁾ <http://www.education.gov.za/>

⁽¹⁰⁴⁾ http://www.dct.co.za/abet_1.htm

⁽¹⁰⁵⁾ *Achieving this goal will enable South Africa to reach its UN: Education For All commitment made at Dakar in 2000 – that of halving the country's illiteracy rates by 2015.*
http://www.unesco.org/education/efa/ed_for_all/dakfram_eng.shtml

⁽¹⁰⁶⁾ <http://en.wikipedia.org/wiki/Braille>

⁽¹⁰⁷⁾ http://en.wikipedia.org/wiki/Functional_illiteracy

⁽¹⁰⁸⁾ http://www.fs.gov.za/Departments/SAC/Library/jan-mar2002_literacy_forum.htm

languages were identified and asked to develop the workbooks. These writers were experienced teachers and facilitators who worked in the field and knew the needs of learners. They were identified by subject matter experts, and because of the work they did in the community. A public tender was issued for the printing of the workbooks.

3. Designation of Provincial Coordinators, Supervisors and Educators: Twenty provincial coordinators per province were identified through the Director of the Kha Ri Gude Programme, and comprised mainly of teachers from the adult basic education and training faculty at the University of South Africa⁽¹⁰⁹⁾. Their primary role is to ensure that the programme is implemented in each province. This includes marketing the programme in each province, and recruiting and training supervisors and educators. They also visit classrooms once every month, and monitor and evaluate the teaching process. The coordinators then identified provincial supervisors, who generally worked in the Department of Education on ad hoc basis. The supervisors recruited educators, who were trained to spend 10 hours per week on the programme.

4. Recruitment of learners and creation of portfolio of assessment: Learners are recruited through public announcements in churches and schools, advertisements in local newspapers, and NGOs and community-based organisations. Learners have to complete the workbook, which is their 'portfolio of assessment'⁽¹¹⁰⁾; this is used to assess their competence, and determine whether they can move on to another level of education. If their portfolio of evidence is completed, they get a certificate of accreditation for ABET level one.

Some provinces have implemented innovative ways of using the programme. In the Western Cape Province, supervisors train prison inmates to teach other inmates.

The programme is scheduled to continue until at least 2015.

Funding

The Department of Basic Education allocated ZAR 6 billion⁽¹¹¹⁾ to the programme. In the last year, the programme has been supported by the Department of Public Works⁽¹¹²⁾, as it is connected to job creation.

Evaluation of the activity

The activity is evaluated in various ways:

→ **Participation:** By the end of 2010, 1.2 million learners had participated in the programme. In addition, each year, there is an increase in the number of participants.

→ **External audit of portfolio of assessment:** All of the portfolios are collected and returned to the campaign head office where the site-based marking is verified. In 2008, Kha Ri Gude had an 80% return rate of portfolios. South Africa Quality Assurance⁽¹¹³⁾ verified the marking of the portfolios, and the results were uploaded on National Learners' Records Database⁽¹¹⁴⁾.

Lessons learnt from the activity

→ **Develop an evidence-based strategy:** The Kha Ri Gude programme was based on the findings of a ministerial committee established to assess literacy in the country. Since the programme was based on research, it was possible to set SMART⁽¹¹⁵⁾ objectives for the campaign, as well as take benchmark measurements along its course.

→ **Customise materials for each region:** South Africa has nine provinces and 11 languages, with each province home to very diverse ethnic groups. As a result, it has been necessary to customise Kha Ri Gude materials to local needs. This was done through the assignation of a regional coordinator, as well as finding native speakers in each province to develop materials, versus translating from English. This ensures that materials are suited to local culture and learners' needs.

→ **Make activities relatable:** The Kha Ri Gude campaign's materials were built around themes and life skills such as health, gender, the environment and civic education. The relevance of the materials encouraged learners to stick with the programme, and attracted new learners.

→ **Allow sufficient time to create impact:** The Kha Ri Gude programme is a seven year-long programme, and is scheduled to run until 2015. By making the programme long term, it is possible to support learners through their education advancement, chart their progress, and ensure that the programme can be customised to support their learning path.

(109)
<http://www.unisa.ac.za/>

(110)
<http://www.kharigude.co.za/index.php/about-kha-ri-gude/39-assessment/73-assessing-learneing-outcomes>

(111)
The Rand (ZAR) is the currency of South Africa.

(112)
<http://www.publicworks.gov.za/>

(113)
<http://www.saqa.org.za/>

(114)
The South African Qualifications Authority (SAQA) is responsible for the development and implementation of the National Qualifications Framework (NQF). The primary objective of the NQF is the creation of a high quality education and training system in South Africa that embraces the concept of life-long learning for all. One of the features of a quality system is the ability to manage and report information about the system accurately. The National Learners' Records Database (NLRD) is the electronic management information system that facilitates the management of the National Qualifications Framework and enables the South African Qualifications Authority to report accurately on most aspects of the education and training system of South Africa.

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Specific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime bound.

→ **Require commitment to the programme:** The Kha Ri Gude campaign requires learners to commit to attending classes for 240 hours over six months, as well as complete their portfolio of assessment. This significant time commitment ensures that campaign efforts bring about the expected learning outcomes, preparing the adult population to have solid basic literacy skills in their mother tongue and English.

→ **Encourage peer-to-peer learning:** The use of innovative techniques such as training prisoners to teach other prisoners had a two-fold benefit: (i) it allowed existing prisoners to gain a 'second chance' and to improve their record, and (ii) it provided learners with motivation to complete the course and continue their learning path while incarcerated.

→ **First solidify the basics:** It was important that learners were comfortable in basic English; however, this could only be achieved once learners were able to read, write, and do basic mathematics in their own native tongues. They had to demonstrate a thorough grasp of their local language before English was introduced into the curriculum.

→ **Favour wider societal benefits:** The Kha Ri Gude campaign's activities provide support in the form of monetary compensation to volunteers. By doing this, it helps in the alleviation of poverty in the poorest communities. By creating activities that help the community beyond the provision of adult learning, it allows for increased social cohesion, something that adult learning is designed to achieve.

Låtarna som förändrade musiken (Songs that changed music) Swedish Educational Broadcasting Company, Sweden

The *Swedish Educational Broadcasting Company* (UR⁽¹¹⁶⁾) is part of the Swedish national public TV and radio service. It produces education programmes targeting adult learners, in consultation with the Swedish Council for Adult Education (Folkbildningsrådet⁽¹¹⁷⁾), which operates under mandate of the Swedish Government and the Riskdag⁽¹¹⁸⁾ (Swedish Parliament).

UR's TV and radio programmes are accessible to the general public during its broadcasting time. Moreover, adult learners enrolled in an educational programme provided by one of the 10 Study Associations (Studieförbundet⁽¹¹⁹⁾) or one of the 150 Folk High Schools (Folkhögskolorna⁽¹²⁰⁾) enjoy unlimited access to the programmes on the Folkbildningsnätet's⁽¹²¹⁾ web network, an e-Platform containing further learning tools and pedagogical resources for Swedish liberal adult education.

One of the latest programmes is *Låtarna som förändrade musiken*. This is a music-based TV education programme which aims at inspiring adult learners to use their musical skills and passions in life.

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(116)
<http://www.ur.se/>

(117)
<http://www.folkbildning.se/>

(118)
<http://www.riksdagen.se/>

(119)
These Study Associations represent the largest and oldest organisations for adult education in Sweden. They mostly work in the field of non-formal adult education. More information is available at
<http://www.studieförbundet.se/>

(120)
Folk High Schools operate in the field of voluntary and general adult education. The main goal is to offer general education to both young and adults and their courses cover a wide spectrum of subjects. In some cases, they also provide vocational education,
<http://www.folkhogskola.nu/>

(121)
This platform functions as a meeting place, information site, conference hall and study centre for study associations, folk high schools and adult learners. More information is available at
<http://www.folkbildning.net/>

(122)
Liberal and non-formal adult education is based on the idea that learning should provide a comprehensive and broad pedagogical approach as well as stimulate curiosity and critical thinking without necessarily implying attendance of formal education courses, such as for the pursuit of a degree.

Overview of the activity

Låtarna som förändrade musiken is a 30-minute TV programme featuring artists and producers from the post 1950s rock music scene, telling the story of their songs. Each episode includes seven- to eight-minute commentaries on three selected tracks, and aims at providing ideas on how adults can cultivate and pursue their musical talent. Learners enrolled in a Folk High School or Study Association course can access further online materials, songs, music education tools and guidelines on the Folkbildningsnätet platform.

Format

- TV;
- Web, where TV episodes can be re-played, and additional interactive learning resources are available; and
- Print materials, which are prepared in cooperation with Studieförbundet. They contain guidelines for both adult learners and educators on how to use the programme, with tips for teaching and learning.

Target groups

- Adults between 18 and 65+ years, interested in music and non-formal learning⁽¹²²⁾;
- Adult learners enrolled in a Swedish Folk High School or a Study Association programme; and
- Adult education professionals (e.g. working in Study Associations and Folk High Schools).

Objectives

- Inspire adults to get interested in music, and improve their musical skills;
- Promote music as an opportunity for individuals to learn teamwork;
- Inspire listeners to pursue their interests in the music field (e.g. starting a band, producing a song);
- Encourage people to listen and learn from each other by sharing personal experiences;
- Present non-formal learning as a potential starting point for engaging in formal education; and
- Foster wider deployment of TV and radio as tools for learning.

Development and Promotion

1. Needs assessment: UR produced the programme with input from one of the 10 Study Associations, which mostly contributed in terms of content development. Music constitutes an important aspect of this Study Association's activities, which it uses to attract and engage adult learners. By cooperating with UR, the Study Association identified the possibility to create an inspirational programme aimed at pushing adults to develop their talent and interests. The programme also sought to meet the Study Association's education goals, reflecting its pedagogical approach.

2. Selection of songs: TV producers and education professionals from the Study Association jointly selected popular pop/rock tracks, meant to be inspiring for learners. Artists and studio producers are then invited to provide insight on their songs, share their experiences and offer lessons learnt to aspiring musicians.

3. Promotion: The programme is promoted using:

- Press releases;
- TV trailers;
- Events organised with Study Associations;
- Fair exhibitions organised by companies producing educational material;
- Websites: UR, Studieförbundet and Folkbildningsrådet; and
- Social media to attract younger adults.

Additional print material is produced by the Study Association and widely distributed to both learners and educators, including those enrolled or working in other Study Associations.

Evaluation

The evaluation of the programme is done in the following ways:

→ **Quantitative assessment:** Based on the number of web clicks and/or downloads per programme and of additional features/resources/tools made available on the Folkbildningsnätet network.

→ **Qualitative assessment:** Based on face-to-face dialogue with adult learners in Folk High Schools through visits to the schools and Studieförbundet campuses, interviews with teachers, attendance of seminars, workshops and lectures. Plans are underway to develop an online platform where

users of the programmes can share ideas and opinions as well as provide feedback.

→ **Feedback:** Teachers are encouraged to use the channel and its TV shows in several innovative ways, integrate them into their educational programmes, and communicate with learners.

Lessons learnt from the activity

→ **Ensure stakeholder consultation and engagement:** As a result of its close cooperation with the Swedish National Council of Adult Education, UR maintains constant dialogue and communication with teachers, digital education experts and adult learners from the Folk High Schools and Study Associations across Sweden. This demonstrates that project ideas reflecting the needs of both learners and educators highly impact on three main levels:

i) Approach to research: UR's project developers and media education specialists proactively attend seminars and workshops on non-formal adult education, follow the debate in the media, and use key available research or reports on the status quo of adult education in order to develop their programmes. Learners' needs are thus never taken for granted and programmes reflect an effort to mirror and address the challenges of the adult learning sector at national level.

ii) Development and planning: Besides having the opportunity to propose projects to UR, educators are also involved in the development of programmes, thereby ensuring that the final product serves as a useful pedagogical tool for their teaching goals.

iii) Dissemination and promotion: TV and radio programmes are promoted through joint and coordinated communication activities implemented by UR, the Swedish National Council of Adult Education, Folk High Schools, and the Study Associations. These organisations act as multipliers, thereby maximising impact and allowing campaign messages to resonate more widely.

→ **Include interactive interim evaluation:** Programme developers and media education specialists from UR interact with learners through face-to-face meetings and peer sessions with teachers on a regular basis. This open dialogue helps understand how the programme is being used by both learners and educators and how

it could be best reviewed or further enriched with pedagogical tools on the e-Platform. The approach to evaluation is thus not entirely detached from the execution of the project, which allows constant monitoring of the programme's performance from a qualitative perspective. This, in turn, helps developers provide teachers with ideas on how to use and integrate the programme tools into their classes.

→ **Push to action using mass communication channels:**

The *UR* programme demonstrates how mass media channels could be used to provide 'samplers'. This would entice the target group to investigate an activity or a programme further, and sign-up for the 'bigger' offer (in this case, an educational programme at one of the study associations).

→ **Integrate the activity within broader educational curricula:**

This activity features producers and media education experts engaging teachers in study associations, to help them integrate the programme's educational tools within their teaching curricula. In this way, producers can better understand how executing actors, such as education professionals, use the programme. They can consequently encourage the executing actors to consider alternative approaches or exchange practices with peer colleagues.

→ **Tie adult learning to accessible activities:**

Music represents an accessible activity that constitutes a big part of many people's lives. Exploiting its potential to engage the public in adult learning activities makes it enjoyable and non-formal for the hardest-to-reach target groups. Adult learning can thus be promoted using everyday life concepts or activities which are normally not perceived as connected to education; examples could be dancing, cooking, gardening, etc.

→ **Promote soft-skills:**

This initiative teaches music skills, and uses it to promote teamwork, brainstorming, listening, and sharing of experiences. Both formal and non-formal adult education programmes should emphasise hard and soft skills that can be acquired through learning.

10

Lire et Ecrire Communauté française (Reading and Writing – French speaking Community of Belgium)

Lire et Ecrire Communauté française (Reading and Writing) is a popular education organisation set up in 1983. It is funded by the Ministère de la Communauté française⁽¹²³⁾, the European Integration Fund⁽¹²⁴⁾, the European Social Fund⁽¹²⁵⁾ and the Grundtvig programme. It is legally recognised as a 'mouvement d'éducation permanente'⁽¹²⁶⁾, which means its mandate is to provide popular education on an ongoing basis. It focuses almost exclusively on teaching reading, writing and numeracy skills in French to those individuals who are harder to reach – those who are 'farthest away' from the workforce, be they Belgian citizens or immigrants.

Every year, it organises a campaign to coincide with La Journée internationale de l'alphabétisation (International Literacy Day⁽¹²⁷⁾) on 8 September, focused on highlighting to the public the value of people with difficulty reading and writing. The campaign is notable for its creative strategy, execution, and its remarkably low budget.

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Overview of activity

Lire et Ecrire Communauté française is focused on training adults with low or no literacy levels in French (both Belgians and migrants/immigrants), and training other trainers for such instruction. Some studies indicate as much of 10% of the adult population cannot read or write to a sufficient level, that of primary school. Every year, Lire et Ecrire Communauté française welcomes between 5 000 and 6 000 learners (whom the organisation refers to as 'stagiaires' or 'learners') to its programme, but has to exclude some 3 000 others due to lack of space. The problem is particularly acute in Brussels⁽¹²⁸⁾.

Lire et Ecrire Communauté française is one of the largest of the more than 100 civil society organisations involved in adult literacy, active in the French speaking part of Belgium. Lire et Ecrire Communauté française is not just focused on literacy as means towards employment, but sees it as a right of all citizens, even those who due to circumstances, cannot join the labour force. The organisation is also involved in research in the area of adult literacy. Included in the Lire et Ecrire Communauté française programme was an Internet portal called Alpha⁽¹²⁹⁾ to help in the exchange of best practice and other information, which pursued the goal of making adults literate. The portal provides addresses in Brussels and Wallonia where such training takes

place, as well as dates for upcoming events, trainings publications and other practical information pertinent to this sector.

Every year since 2006, Lire et Ecrire gets involved in a campaign to raise awareness among the mass audience and public authorities on the value of those with low or no literacy skills. The objective is to promote a more positive image for such individuals.

The organisation's mandate is to provide quality, tailor-made, close-to-home literacy training across the French-speaking community in Belgium. Its specific objectives are to:

- draw public and government attention to the problem of adult illiteracy, analyse the causes and find solutions;
- expand the availability of training slots for adults with little or no literacy skills and provide them support in their individual projects; and
- seek ways and create structures that are most likely to help develop quality literacy in the French-speaking Community of Belgium.

Format

Lire et Ecrire's asked its 'stagiaires' what they thought would be useful and to brainstorm a campaign theme. Many of them volunteered to provide their personal story to illustrate how the training programme had helped them validate their role in society.

(123)

<http://www.cfwb.be/>

(124)

http://ec.europa.eu/home-affairs/funding/integration/funding_integration_en.htm

(125)

<http://ec.europa.eu/esf/>

(126)

Loosely translated as 'permanent education programme'.

(127)

<http://www.unesco.org/new/en/education/themes/education-building-blocks/literacy/advocacy/international-literacy-day/>

(128)

The total number of individuals seeking adult literacy instruction in French speaking Belgium is around 16 000 -17 000 – shared amongst the over 200 operators.

(129)

<http://www.alphabetisation.be/>

Lire et Ecrire Communauté française decided to produce two simple tools:

- 90 000 placemats with the photo and story of those with literacy issues. The placemats were used primarily in the canteens of companies and government departments.
- 30 000 sets of six small booklets with personal stories from these same people. These sets were distributed across the target groups, but especially with the FNAC⁽¹³⁰⁾ (a large music and book chain) and other large bookshops.

Lire et Ecrire Communauté française then put together a very comprehensive list of intermediary bodies (please see section on Target group, below).

The campaign is kicked off with a press conference and then a media tour – visiting the major French-speaking television and radio stations to publicise the campaign. The campaign also includes political outreach (lobbying) by publicising issues affecting adult literacy with government officials and bureaucrats. Backed up by research, it publicises its concerns directly with officials and via the media. Furthermore, Lire et Ecrire Communauté française seeks a place at the table of interministerial groupings dealing with adult learning to ensure its issues remain a priority. Finally, Lire et Ecrire Communauté française has an ‘ambassadors programme’ which brings together some 150 stagiaires who volunteer to visit schools to reinforce the notion that education which is a key issue for social, professional, cultural inclusion.

Target groups

Lire et Ecrire Communauté française targets the French speaking community in Wallonia and the bilingual Region of Brussels-Capital⁽¹³¹⁾. The campaign sought to target a mass audience. Lire et Ecrire Communauté française compiled a list of possible organisations which could be viewed as natural allies and which could act as multipliers to their membership or employees. The list comprised operators from the economic, political, social and cultural areas, including:

- European Parliament;
- Forem (public employment service in Wallonia);
- RTBF (state French-speaking broadcaster);
- Roularta (major Belgian publisher);
- ONE – Office National de l’enfance (child protection government authority);
- Large companies with many workers (e.g. Caterpillar, etc.);
- Organisations with a cultural remit (e.g. FNAC);
- Public hospitals; and
- CPAS (local welfare offices).

Key messages

Messaging is developed (and tested) in close collaboration with its stagiaires. For the campaign in 2011, the message was ‘Nous avons autant de talent que vous’ (We have as much talent as you).

As part of its mandate, Lire et Ecrire is responsible for sensitising the public-at-large to the issues facing adults with low literacy, namely that they deserve our respect and understanding, and how they can be integrated into society. The campaign seeks to address the taboos related to illiteracy, and highlights that those with difficulties in reading or writing still have competences. Lire et Ecrire Communauté française is particularly focused on getting rid of the stigma associated with low or no reading/writing skills.

How was the activity developed?

The campaign was largely developed in-house due to scarce resources. The main actors were Lire et Ecrire Communauté française’s communications department and volunteers from among the stagiaires. Lire et Ecrire Communauté française also expended considerable effort getting outside suppliers to provide services/products as a ‘prudent administrator’.

The main steps in the development of the activity were:

1. Consultations with stagiaires on campaign themes, messaging, tools to be produced;
2. Stakeholder targeting;
3. development of editorial content, including press releases;
4. Development of campaign tools (placemats, brochures);
5. Distribution of campaign tools;
6. Press conference and direct outreach to government; and
7. Monitoring and evaluation.

Promotion

The tools developed for this campaign were promoted to the key target audiences, who were then provided with the printed collateral material. Press outreach was equally significant.

Results of the activity

The campaign can be deemed to have been a huge success – in terms of publicity value. Highlights include the following:

⁽¹³⁰⁾
<http://www.fnac.be/>

⁽¹³¹⁾
<http://www.brussels.irsnet.be/>

- Close to 3 500 hits on the Lire et Ecrire Communauté française website (in a three-week period of time);
- Wide distribution of the placemats and booklets across Belgium, at locations such as NGOs, universities, schools, restaurants, community organisations, etc.; and
- Testimonials from major public and private companies including Forem⁽¹³²⁾, the RTBF⁽¹³³⁾, Sodexo⁽¹³⁴⁾, Caterpillar Belgium⁽¹³⁵⁾ and Ethias⁽¹³⁶⁾.

Lessons learnt from the activity

- **Run cost effective campaigns:** As seen in the case of Lire et Ecrire, large scale impactful campaigns can be run cost effectively on a ‘shoe-string’. This campaign cost around EUR 6000, which was used primarily for the development of the two tools, and still had wide impact. This impact was achieved through its targeted approach to finding stakeholders, and linking its campaign to larger initiatives such as the International Day of Literacy.
- **Involve learners:** The participants and learners in the Lire et Ecrire Communauté française programme were involved in the project from the planning phase of the campaign to the execution. This meant that the campaign was tailor-made to suit their needs, and they were happily implicated in the project.
- **Research target groups:** Lire et Ecrire Communauté française put significant effort into researching their list of target groups and organisations. These organisations were viewed as Lire et Ecrire’s allies, who would act as multipliers within their organisations, and could distribute the information to their employees, clients, customers, etc.
- **Develop simple but compelling messages:** The primary messages that Lire et Ecrire Communauté française develop pertain to removing the stigma associated with illiteracy and those who cannot read or write. This message was successful as it was primarily a simple message that could resonate widely, that could be understood by all target groups, and that appealed to peoples’ emotions.

⁽¹³²⁾
<http://www.leforem.be/>

⁽¹³³⁾
<http://www.rtbf.be/>

⁽¹³⁴⁾
<http://be.sodexo.com/befr/>

⁽¹³⁵⁾
<http://www.cat.com>

⁽¹³⁶⁾
<http://www.ethias.be/>

NOSTE Programme Ministry of Education and Culture, Finland

NOSTE is a national programme launched in 2003 by the Finnish Ministry of Education, in cooperation with the Ministry of Labour and social partners. It aimed to promote and improve working adults' access to government-funded vocational education and training schemes through targeted dissemination and outreach activities at national, regional and local level.

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Overview of the activity

NOSTE was implemented by the Finnish Ministry of Education and Culture from 2003 to 2009. The programme consisted of 59 regional and provincial projects⁽¹³⁷⁾, organised in the form of networks of various providers of adult education and their partners⁽¹³⁸⁾. It also included a national outreach project coordinated by the Central Organisation of Finnish Trade Unions⁽¹³⁹⁾ (SAK).

Objectives

- Encourage 10%⁽¹⁴⁰⁾ of working adults aged 30-59 to obtain one or more of the following: vocational upper secondary qualifications; specialist vocational qualifications; computer driving licences⁽¹⁴¹⁾; and/or comprehensive or upper secondary school education (if not already completed).
- Increase the number of study places available in vocational education and IT training programmes.
- Improve career development prospects for adults with basic education and low employment rates.
- Tackle labour shortage issues resulting from the retirement of the post-war generation.
- Strengthen cooperation and partnership between educational institutions, social partners and learners.
- Develop the adult education sector at national level.

Format

Dissemination and outreach activities consisted of seminars, workshops, peer study counselling and face-to-face meetings in workplaces between adult educators⁽¹⁴²⁾ and employees/employers.

Target group

- Adults aged between 30 and 59 in the labour market, without secondary school education.

Development and Promotion

1. Needs assessment: Prior to the launch of NOSTE, several national education policy initiatives⁽¹⁴³⁾ pointed to the challenges posed by the low number of adults with basic education in Finland. Studies showed that the situation of the least educated social groups was deteriorating on the labour market. People with higher educational background were more likely to engage in vocational training, whereas less-privileged groups needed incentives to do so.

Independent research⁽¹⁴⁴⁾ also showed that individuals with a lower educational background have ambivalent attitudes towards learning: although learning per se might be perceived as positive, the formal schooling environment is associated with negative experiences.

NOSTE was thus developed and proposed to the government by the Finnish Parliamentary Adult Education and Training Committee⁽¹⁴⁵⁾. The goal was to change these ambivalent attitudes towards education by linking the concept of learning to an environment closer to the target group's identity, i.e. the workplace.

2. Partners and funding: NOSTE included a high number of cooperating partners, ranging from adult education organisations to education providers (including training centres), national, regional and local policy makers, trade unions, business and employers' associations, and public employment offices. The total budget allocated by the government was EUR 124.5 millions, 10% of which was spent in outreach activities and face-to-face meetings with employees and employers.

(137)

Six of these projects were in Swedish to account for the minority in the country.

(138)

Such networks included organisations such as vocational adult education centres, folk high schools, upper secondary schools, apprenticeship training centres, business associations and job centres.

(139)

This is the oldest employee confederation in Finland with over one million members in 21 affiliated trade unions. It is also the largest lobbying organisation in Finland. More information is available at <http://www.sak.fi/english/whatsnew.jsp?location1=1&lang=en>

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The total size of the target group for the programme was 350 626 adults (as of 2002). The aim was thus to reach about 39 000 adults.

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<http://www.ecdl.com/>

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Other individuals who carried out these activities comprised of project workers, trainers, peer study counsellors or outreach officials.

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Examples include the studies of the Lifelong Learning Committee in 1997, the participation in the OECD thematic review of adult education in 1998-2003 and the Incomes Policy Agreement for 2001-2002, http://www.minedu.fi/OPM/Julkaisut/2010/Nosteohjelma_2003_2009_Loppuraportti.html?lang=&extra_locale=en

(144)

This study was conducted by the University of Joensuu, http://www.joensuu.fi/tutkimustuki/koovee2/sisallot/the_university_of_joensuuhtm

(145)

http://www.minedu.fi/OPM/Julkaisut/2002/parlamentaarisen_aikuiskoulutustoryhman_mietinto?lang=fi&extra_locale=en

(146)

<http://www.noste-ohjelma.fi>

(147)

This took place between September and October 2006 and toured around Finland visiting 28 Noste programme areas and 44 localities. The communication and outreach activities that took place during the tour were the responsibility of the regional Noste projects.

(148)

http://www.minedu.fi/OPM/Julkaisut/2010/Noste-ohjelma_2003_2009_Loppuraportti.html?lang=&extra_locale=en

(149)

<http://www.uef.fi/uef/english>

(150)

<http://www.uta.fi/english/>

(151)

http://www.stat.fi/index_en.html

3. Promotion and tools: NOSTE was centrally promoted through a national communication strategy which helped establish a common visual identity for the programme, using one logo and a defined set of colours per target group. Slogans, brochures and posters were regularly distributed and a 'Nostetta' magazine was produced to disseminate information on best practices. The NOSTE website⁽¹⁴⁶⁾ was used to promote visibility among all target groups, and the media on the website was updated annually. Further promotional tools comprised of:

- Adverts/articles in regional and provincial newspapers;
- Accounts written by students;
- TV and radio;
- 2006 Noste road show⁽¹⁴⁷⁾;
- The Pulpettikammo ('goodbye school phobia') campaign⁽¹⁴⁸⁾; and
- Exhibitions, seminars, and fairs.

A series of tools was also produced to train and assist outreach workers in their face-to-face meetings, such as guidebooks describing examples of best practice, follow-up research, and recommendations prepared by the Ministry of Education and the programme steering group.

Results of the activity

→ **Annual evaluation:** Annual follow-up studies were carried out during the entire implementation period between 2003 and 2009. These studies were conducted independently by the University of Eastern Finland⁽¹⁴⁹⁾ and the University of Tampere⁽¹⁵⁰⁾ at national level, and education partners and regional authorities at local level. Statistics Finland⁽¹⁵¹⁾ collected data at national level.

→ **Final evaluation:** The overall evaluation of NOSTE showed that the total number of participants in the programme by 2009 was 25 680, about 73% of the initial target group. Additionally, a total of 19 540 qualifications and partial qualifications, including computer driving licences, were completed.

→ **Long-term impact:** One of the key implications of the programme is that education providers, employers and trade unions were pushed to create new operating and outreach structures for adult learning. The project made improving access to vocational adult learning programmes a nation-wide challenge for all stakeholders involved, thus raising overall levels of awareness

regarding adult education needs. Teachers became more aware of the need to personalise education programmes, and partnerships between workplaces, state agencies and course providers were significantly strengthened beyond the scope of the programme.

→ **Secondary target group:** It was found that adults between 25 and 30 years old and unemployed adults who did not complete their comprehensive school education also became engaged with the programme.

Lessons learnt from the activity

→ **Encourage stakeholder engagement:** The NOSTE programme had two key overarching goals; first, to increase participation in vocational adult learning and, secondly, to develop the adult education sector at national level. In order to achieve this in the short and long term, the strategy aimed at building established networks and communication channels among all the main stakeholders with the potential of integrating vocational adult learning into their working structures. These comprised of:

- Actors capable of implementing structural changes (national, regional, local government);
- Actors best positioned to promote adult learning (print media, TV, radio, NGOs, ambassadors);
- Actors delivering adult education programmes (teachers, study counsellors, etc.); and
- Actors well positioned to direct and gear adults towards continuing education (particularly employers, trade unions, job centres).

All parties were actively engaged and mobilised as part of the strategy in order to implement or facilitate delivery of campaigns and targeted activities at local level (e.g. in the workplace). This comprehensive approach allowed unifying isolated efforts through a structured network of partners working together, with incentives from the government to identify common solutions to build the adult education sector at national level.

→ **Build an evidence-based strategy:** Research efforts by the government prior to the proposal of NOSTE concerning attitudes and predisposition of low skilled adults clearly highlighted that if adult education was to be promoted successfully, there was a need to identify strategies to make it more relevant and appealing to the target group. Adult education could not be promoted as a concept and a broad sense. It needed to be in

a format and context that reflected the social and psychological needs of the target audience. This research also enabled establishing SMART⁽¹⁵²⁾ objectives before the campaign's inception.

→ **Centralise strategy and decentralise delivery:** Despite being a single large-scale national campaign with a single visual identity and centralised plan for the rollout, responsibility for implementation was left at regional/local level according to a decentralised structure. Independent of geographic scope and reach of a campaign, using such an approach allowed enough flexibility to address local level challenges and adapt the delivery of promotional tools to each specific context, whilst ensuring consistency.

→ **Support the campaign with structural changes:** In its aims to build the adult learning sector at national level, the NOSTE campaign was supported by key operational changes in adult learning policy structures. One example is the increase of funding and of vocational training study places in the providing institutions. This means that public policy changes are necessary to accrue the potential benefits deriving from a nationwide campaign.

→ **Use multiple communication tools:** The campaign made use of a wide range of internal/external and on- and off-line communication tools to strengthen cooperation amongst stakeholders and raise the target group's awareness. Each tool should have a defined objective and be pre-tested in terms of its accessibility and relevance to the target groups.

→ **Push stakeholders to take up leadership roles:** NOSTE succeeded in empowering cooperating partners and stakeholders, by providing them with a sense of ownership of their projects. Stakeholders should thus not simply be engaged as executing actors of a campaign, but should be directly empowered to act as active advocates of the cause. This helps them drive their target groups independent of the campaign, thereby favouring greater sustainability of efforts undertaken.

→ **Move away from generic messages to promote adult learning:** Using research and pre-testing is key to identifying the right messaging. There is a need to move away from the classical arguments promoting the broad benefits of adult learning and communicate specifically what is appealing for the campaign's target groups.

→ **Personalise programmes:** One of the key success factors for NOSTE was that potential learners were given the opportunity to meet teachers and peer study counsellors face-to-face. This allowed for the tailoring of the teaching offer to learners' needs, personalising plans, and re-directing target groups towards the appropriate vocational training centres or employment offices. It was acknowledged that a 'one-size' fits all strategy would not sufficiently engage learners to assess their own skills gaps and educational interests.

→ **Conduct regular annual evaluations:** This activity is of particular importance for campaigns executed over an extended time-span. Conducting regular follow-ups will enable the establishment of benchmarks as the programme progresses, which will in turn help in the review or adaptation of the strategy.

(152)
Specific, Measurable, Achievable, Realistic, Time-bound.

(153)
<http://www.hrp.org.uk/>

(154)
<http://www.hrp.org.uk/toweroflondon/>

(155)
<http://www.hrp.org.uk/hamptoncourtpalace/>

(156)
<http://www.hrp.org.uk/BanquetingHouse/>

(157)
<http://www.hrp.org.uk/kensingtonpalace/>

(158)
<http://www.hrp.org.uk/kewpalace/>

(159)
The programme was launched with Kensington Palace. The next cycle of the programme will take place at the Tower of London.

(160)
<http://www.rbkc.gov.uk/>

(161)
<http://www.hrp.org.uk/KensingtonPalace/stories/Palacehighlights/EnchantedPalace/Fashion>

(162)
Children and their families were invited to the Palace and children were asked to 'share their stories' at a family celebration. At a separate event participants showed their work to a wider audience in a Fashion Show at the free annual dance event in the grounds of the Palace.

(163)
While it was not widely adopted, in the next iteration of the programme at the Tower of London, it will be promoted more.

Historic Royal Palaces⁽¹⁵³⁾ (HRP) is an independent charity that looks after the Tower of London⁽¹⁵⁴⁾, Hampton Court Palace⁽¹⁵⁵⁾, the Banqueting House⁽¹⁵⁶⁾, Kensington Palace⁽¹⁵⁷⁾ and Kew Palace⁽¹⁵⁸⁾. It is not publically funded, and depends on the support of its visitors, members, donors, volunteers and sponsors. HRP developed the Palace Explorers programme, which uses intergenerational interaction to encourage students and their families from varied backgrounds to visit palaces in the UK, and increase their knowledge and understanding of British history.

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Overview of activity

Objectives

- Engage schoolchildren by reaching out to schools; consequently, engage families of school children.
- Expand diversity of adult visitor profiles to Kensington Palace.
- Increase scope and frequency of visits.
- Increase knowledge and understanding of specific palaces, and British history and culture in general.
- Encourage learning in both children and adults through intergenerational interaction.
- Assist schools with development of relationships with parents.

Target group

- Students and their families from less privileged backgrounds, living in the vicinity of Kensington Palace⁽¹⁵⁹⁾.

How did the activity work?

Stage I: HRP selected primary schools from less prosperous areas and primarily immigrant areas of the Royal Borough of Kensington and Chelsea⁽¹⁶⁰⁾ in London to participate in the programme. The goal was to deepen their engagement and understanding of the palace. Schoolchildren from these selected schools were provided a DVD from a 'bookkeeper' at Kensington Palace, asking them to help him find the 'lost stories of the palace'. They were taken to the palace on two visits, and in their role of 'explorers', were encouraged to 'find' these old stories by scouring the palace, listening and sharing ideas. Back

in the classroom, the students were encouraged to create characters and develop their own storytelling skills, pertaining to the palace.

Stage II: Parents and families of the schoolchildren were then invited to the school to participate in the creative process alongside their children in the classrooms, and to learn about the palace, British history, and cultural identity. In addition, since Kensington Palace houses the Royal Ceremonial Dress Collection⁽¹⁶¹⁾, fashion was a primary topic of learning. Parents along with their children were encouraged to explore their own cultural identity, and design clothes that reflected the stories of the palaces, using materials from their own cultural backgrounds – this was known as the 'Fabric of Cultures' and was the basis of a Fashion Show later showcased to the public.

Stage III: After each seven-week project, children and their families were invited to the palace for a celebration, where the children were finally declared 'palace explorers'. They told their stories in front of families and friends as well as passing members of the public, and were rewarded with certificates.

Format

- **Face to face interaction:** including visits to the palace, workshops, and art activities. This included a Community Display session, where parents and children showcased the results of their activities⁽¹⁶²⁾.
- **Digital media:** to provide learning resources both for this project and for wider web audiences.
- **Blog:** to encourage communication among teachers from different schools⁽¹⁶³⁾.

DVD: capturing the whole process of the programme, to be also posted on the website.

Key Messages

- Kensington Palace is accessible for everyone;
- Heritage is for everyone, irrespective of background; and
- Cultural identity is very important.

How was the activity developed?

- 1. Knowledge gathering:** Visitor surveys and general outreach revealed that the types of palace visitors were from a narrow socio-economic group: older, well educated, and who visited numerous heritage sites. There was recognition that other types of visitors needed to be encouraged to visit the palace.
- 2. Selection of schools:** Demographically, each palace had a very different constituency, and attention was on schools that had not specifically organised trips to the palace previously.
- 3. Focus groups with parents:** HRP conducted focus groups with parents from the selected schools to determine their experience of British culture and heritage.
- 4. Funding:** The programme was funded mainly by the Historic Royal Palaces. Because of the nature of the outreach, Historic Royal Palaces also received funding from the local authority.
- 5. Partners:** The final programme was developed in consultation with local community partners, participating schools, the extended schools coordinator, a local study support centre and professional storytellers and artists.
- 6. Promotion:** The programme was promoted through flyers which were distributed at schools. E-mails were also sent to interested parents.

The programme started in November 2010 and the school element finished in May 2011. Interaction with parents is ongoing.

Results of the activity

The original Palace Explorers programme ran at Kensington Palace from September 2010 until July 2011. The activity's results are as follows:

- **Participation:** 180 children, 153 family and friends attended the Community Display, 38 took part in the family learning session.
- **External evaluation:** External evaluators, who attended family sessions and conducted face to face interviews with teachers, children, and parents, provided positive feedback. There was a marked increase in learning and skills amongst participants, an increase in knowledge about the Palace specifically, and about British history more generally.
- **Feedback:** Parents have continued projects that were begun during the programme, have expressed interest in visiting other heritage sites, and have purchased memberships to other palaces. They have also joined together to create a 'Family Forum', acting as a valuable sounding board for the school and the programme. Three parents have become HRP volunteers and are developing programmes of activities related to the Palace in local languages for their families and friends.

Lessons learnt from the activity

- **Build an evidence-based strategy:** The HRP based the programme and the ensuing campaign on research and data gathered from visitor surveys and past observations of visitors to the palaces. This provided an overview of socio-economic and demographic backgrounds of the general visitor profile, and highlighted the groups that were not visiting the palaces (which included people from less privileged backgrounds and immigrants). This initial research made it possible to develop a programme specifically targeted to these groups and customised according to their needs.
- **Form partnerships:** In addition to the research gathered, the HRP found that coordinating with local organisations and community leaders who had links to the targeted community provided them a comprehensive picture as to the best type of programme to develop. These partnerships also helped increase participation and ensured that the learnings of the programme lived beyond the lifespan of the programme, through reinforcement of local leaders. Dissemination of information was also made easier through use of local partners.
- **Engage learners by using situations that they are in:** The HRP reached adult learners in the relevant community through their children's schools and schools communications.

This not only encouraged parents to participate first hand in the teaching of their children, but also drew parents into the learning environment, and increased communication with their child's school. It also highlighted how adult education need not be an individual formal experience, but could also take place through the educational experience of others in an informal setting.

- **Leverage intergenerational learning:** The HRP promoted the Palace Explorers programme in a manner that appealed to students, but also engaged their parents. They found that parents were very likely to be engaged when they were helping their children to learn in two ways: (i) in terms of imparting information to their children, and (ii) parents were more comfortable with their children being their spokespersons, especially if there were language barriers. They communicate with their children who are the 'primary learners', but nonetheless are involved themselves in the learning process.

- **Develop activities specifically for marginalised groups:** The education needs of groups who are at the risk of social exclusion have to be addressed in a different manner than others. An adult learning strategy targeted towards them should focus on bringing them into the fold of mainstream society, before involving them in further education. The Palace Explorers' strategy therefore first helped participants feel more connected to their community, by developing activities that linked their cultures with British culture. It then encouraged participants to learn more about British history by making it easier for them to visit other palaces.

- **Reach out to immigrants through cultural activities:** Education targeted towards adults needs to be linked to each person's individual identity, especially when the subject is culture. The Palace Explorers programme taught learners a new culture through linking in participants' own cultures. Personalisation and finding different ways of entry to their social situation (in this case, encouraging them to express their cultural background by linking it to British history) was therefore very successful.

- **Create benefits beyond learning:** An additional benefit that the Palace Explorers programme offered (beyond that of getting adults to learn) was strengthening relationships between parents and schools. By encouraging parents to participate in school activities with their children,

the programme allowed schools to engage parents with the teaching of their children, as well as establishing a system of feedback.

- **Create social ambassadors:** The presence of a social issue such as cultural identity, and the parental engagement in this programme helped in the creation of parent ambassadors and volunteers, thereby connecting to the local community. The HRP found that this was possible because of the longer time they invested, as parents need reason and motivation to get involved, which was then cemented over time.

Premier League Reading Stars National Literacy Trust, United Kingdom

The National Literacy Trust is an independent UK charity that works to transform lives through literacy, by supporting those who struggle with literacy and the people who work with them. It conducts research on issues relating to literacy, and it works with teachers, literacy professionals and librarians, providing literacy news and teaching resources to the 48 000 visitors to its website every month.

The National Literacy Trust developed the Premier League Reading Stars programme, which is a reading motivation project, harnessing the power of football to encourage people to enjoy reading. It targets hard-to-reach groups in society who may not have shown an interest in reading, but who do have a passion for football. Although primarily aimed at school age children, this project also engages with, and brings benefits to, parents. The project was implemented through a partnership with the UK Premier League⁽¹⁶⁴⁾ and the participation of local libraries that organised a series of football and reading activity based meetings for local children and their families.

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Overview of the activity

Objectives

- Increase access amongst target groups to local libraries, books, and professional football clubs;
- Improve attitudes towards all aspects of literacy;
- Raise confidence to read well, enjoy reading and to mix with others socially;
- Provide motivation towards reading more and to improve one's reading ability; and
- Change perceptions towards reading and the stereotypically negative view of readers.

Format

The project involved a small group of pupils (10 pupils) from over 70 different schools from different regions, each local to one of the 20 Premier League football teams. These pupils took part in reading group activities in cooperation with their local library. The groups also invited families to attend with their children. The project culminated in celebration activities and certificate presentations that were attended by a Premier league football player from the local club.

Target groups

- The project targeted both boys and girls aged 7-11 who were not achieving their expected levels in literacy, but had a passion for football. A higher number of boys than girls struggle with or are uninterested in reading. Although the selection procedure did not specifically target

boys, the project was designed to appeal to boys so as to address this disparity.

- Parents and care-givers were a secondary target group of the project. Although no specific targeting measures were used for this group, the project was particularly concerned with engaging fathers as research shows that fathers were generally less active in helping their children with reading.
- The project targeted children in particular from low social income groups C2DE groups⁽¹⁶⁵⁾.
- Libraries were the contact point for the project, which then subsequently recruited the children/families by coordinating with local schools.

How was the activity developed?

The main steps in the development of the activity included:

1. **Background:** The idea for the project was created in response to a number of factors:

- The National Literacy Trust had previously initiated football related activities including a poster campaign in 1996 that exhibited national football players reading their favourite books. This project received positive feedback, notably from teachers, which motivated the Trust to consider other ways in which it would advocate for literacy through football.
- There has been a growing realisation of a gender

⁽¹⁶⁴⁾ <http://www.premierleague.com>

⁽¹⁶⁵⁾ C2DE indicates 'working class' groups as classified by the NRS social grading system used in the United Kingdom

http://en.wikipedia.org/wiki/NRS_social_grade

⁽¹⁶⁶⁾ National Literacy Trust 2010. http://www.literacytrust.org.uk/news/2366_national_literacy_trust_research_reveals_widening_gender_gap_in_boys_and_girls_attitudes_towards_reading_and_writing

⁽¹⁶⁷⁾ <http://www.premierleague.com>

⁽¹⁶⁸⁾ <http://www.artscouncil.org.uk>

⁽¹⁶⁹⁾ <http://www.footballfoundation.org.uk>

⁽¹⁷⁰⁾ <http://www.sportrelief.com>

gap in reading capabilities as well as a gap between income groups. This has been backed up by research⁽¹⁶⁶⁾.

- The National Literacy Trust wanted to come up with a new way of engaging children and their families in reading – particularly boys and fathers – that was fun and did not appear overtly focused on reading – i.e. introducing literature 'by stealth'.
- Finally, the National Literacy Trust was confident in the power of role models in encouraging reading. Research on this topic has since demonstrated that the most important role models for children are family members and sports persons. This latter group is particularly important for C2DE groups.

2. **Concept:** The National Literacy Trust brought these different ideas together and came up with the concept of footballer 'reading champions' who would engage with readers that struggle with reading but have a passion for football. Participants would be involved in football-related reading activities, which would culminate in a final celebration and certificate ceremony that would typically be attended by a footballer from the local club. Parents and care-givers would also be encouraged to attend and to partake in the activities. The project ran annually between 2003 and 2010.

3. **Partners and funding:** The project idea was taken up by the Premier League⁽¹⁶⁷⁾ which provides on-going funding for the project and recruits footballers to participate. The Arts Council of England⁽¹⁶⁸⁾ has also supported the project with funding from its inception, and the Football Foundation⁽¹⁶⁹⁾ provided both funding and support for the project. Sport Relief⁽¹⁷⁰⁾ has come on board in 2011 as a new partner to provide joint promotion.

4. **Promotion:** The project was implemented through support from local football clubs that were recruited through the Premier League. The clubs were then encouraged to reach out to a selected local library, which would in turn consult with local schools so as to recruit relevant children to participate. This system of coordination was highly efficient and the National Literacy Trust discovered that promotional activity was not required to recruit participants. However, the activities attracted significant media attention.

Results of the activity

- **Formal evaluation:** An external evaluation was carried out on the project to determine the outcomes of the activities. The study used focus groups to determine attitudes towards the project, how the successes could be built upon and how the activities could be up-scaled in the future.
- **Internal evaluation and feedback:** The National Literacy Trust carried out an ongoing monitoring process by asking all children, parents and care-givers to complete an online evaluation, pre and post project questionnaires. This revealed overwhelmingly positive feedback for the project – e.g. 71% of children reported that they would be more likely to read having learnt that footballers were also keen readers.

Lessons learnt from the activity

- **Leverage intergenerational learning:** Premier League Reading Stars designed its programme to appeal to young children, but it also engaged their parents. It found that parents were more willing to participate if they were involved in helping their children to learn. In this particular case, fathers constituted a key target as they appeared to be less engaged with their children's reading or learning skills.
- **Developing innovative methodology:** Hooking a project to a popular activity with strong interest of the target group combined with a learning activity is a strong recipe for a successful project. By introducing the literacy element to the project 'by stealth', the National Literacy Trust found that children and parents/care-givers alike were more likely to engage with and enjoy the project, whilst still demonstrating strong literacy based outcomes. Similarly, the use of recognised 'champions' as endorsers of the project attracted nation-wide attention, whilst also allowing for the scale-up of activities.
- **Base activities on research:** The Premier League Reading Stars programme was based on a growing realisation based on research of a gender gap in reading capabilities as well as a gap between income groups. This research made it possible to identify specific target groups and to design a suitable programme idea.

→ **Develop strategic partnerships:** Founding the project on a strong collaboration with a high-capacity partner was vital to its success. It provided access to a network of contact points and valuable endorsers of the activity. It demonstrates that learning, especially amongst disadvantaged groups, is an area that has the potential to motivate individuals and partner organisations to get involved and support a project. Premier League Reading Stars first partnered with the Premier League, which implemented the programme through support from local football clubs. The clubs were then encouraged to reach out to their local libraries. By using a high profile organisation like the Premier League, Premier League Reading Stars ensured that the programme would be high profile, gather media attention, and facilitate partnerships with local organisations.

→ **Identify appropriate supporters:** By using appropriate partners such as libraries, whose remit was already to encourage people to read, Premier League Reading Stars ensured that its programme could reach its specific target groups. Identifying and engaging the right partners is likely to impact positively on two levels: first, favour ownership in the long-term; second, increase chances of sustainability after the programme.

→ **Use relevant role models:** In the publicity of adult education, it is important to use role models who are appealing to learners. By picking football players and students and their families who have a passion for football, Premier League Reading Stars makes the programme pertinent and aspirational for the learners.

→ **Build on past successes:** Premier League Reading Stars was based on a recognition that working with role-models (in this case footballers) to promote an activity (in this case reading) could be successful. The project then aimed to scale-up the initial activities that had demonstrated this fact (i.e. the poster campaign).

→ **Expand existing activities:** The Premier League Reading Stars project also demonstrates how activities can be taken even further by transforming the project online so as to include many more participants. The methodology used by the libraries will now be made available as a pack for many more schools and libraries. Online literacy challenges will also be delivered by the next wave of football Reading Champions. Although the results of this new phase are yet to be established, the process

demonstrates how a practical project that receives significant attention from the target group (including in this case many other schools that were not able to participate) can be scaled-up online. Any organisations wishing to roll out this programme or develop a similar project should contact the National Literacy Trust regarding licensing. See <http://www.literacytrust.org.uk> for more.

(171)
The Random House Group is one of the largest general book publishing companies in the UK.
<http://www.randomhouse.co.uk/>

(172)
<http://www.direct.gov.uk/en/EducationAndLearning/index.htm>

(173)
The full list is the following:
Accent Press, Arrow, Barrington Stoke, BBC Books, Bloomsbury, Bookpoint, Ebury, HarperCollins, Hodder, Little, Brown, Pan Macmillan, Orion, Penguin, Random House, Transworld, Vermillion, X-Press.

(174)
<http://www.niace.org.uk/>

(175)
<http://www.bis.gov.uk/>

(176)
NIACE intends Quick Reads to be a starting point to come back into reading, but not the only material people should read. It tries to encourage learners to move past Quick Reads, look at other titles by the authors, read books they have not read before, and start developing reading habits.

(177)
This includes a database of approximately 70 000 contacts.

(178)
Unionlearn aims to help unions to become learning organisations, with programmes for union reps and regional officers and strategic support for national officers.
<http://www.unionlearn.org.uk/>

In 2003, a governmental study was commissioned in the UK that examined the population's skills sets, and literacy was identified as an important area for development. Based on the results, the Chief Executive of Random House⁽¹⁷¹⁾ conceived of a set of books that would be accessible for readers at Entry Level 3/Level 1 literacy levels⁽¹⁷²⁾. A partnership of publishers was then formed⁽¹⁷³⁾ to develop Quick Reads, a series of short books by bestselling authors and celebrities.

The National Institute of Adult Continuing Education (NIACE)⁽¹⁷⁴⁾ was funded by the Department for Education and Skills (DfES, subsequently the Department for Business, Innovation and Skills⁽¹⁷⁵⁾, BIS) to manage the engagement and outreach of the Quick Reads series with relevant stakeholders, in order to ensure highest uptake of the books.

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Overview of activity

Objectives

The aim of the Quick Reads series is to improve the literacy rate and overall reading skills, reintroduce people to literature, and to open up a new market for booksellers. For NIACE, which manages the outreach and engagement of Quick Reads, the first year's objectives were to:

- Raise awareness of the books; and
- Distribute five million book tokens that were to be used in bookstores to get a discount on books.

In the long term, NIACE's objectives are to:

- Ensure that the Quick Reads series are viewed as books that people could trust.
- Provide intermediaries (including literacy tutors) with a tool that could be used to promote literacy and support literacy teaching to adults at Entry Level 3/Level 1.
- Encourage learners to develop a reading habit⁽¹⁷⁶⁾.

Format

→ **Books:** Available directly through publishers, booksellers and supermarkets (online and offline).

→ **Website:** Has the first chapters of books available as samples (the chapter samplers have been made available through the BBC site in recent years and linked to from the Quick Reads site: <http://www.quickreads.org.uk/>).

Target groups

NIACE manages the outreach and engagement aspects of Quick Reads using its intermediaries⁽¹⁷⁷⁾, who enjoy learners' trust as they interact with each other on a regular basis. Intermediaries include:

- Literacy tutors working in adult education colleges and formal education establishments, who would be teaching literacy classes for most of their working week.
- Unionlearn⁽¹⁷⁸⁾ representatives who distribute materials to their member's organisations.
- Voluntary groups and charities engaged in adult learning as well as other fields, such as old age care, working with young mothers, etc.
- Community leaders in the field of adult learning.

Groups that were not targeted, but were found to be reading the books included:

- Readers for whom English is a second language; and
- Young adults and school children.

How was the activity developed?

The main actors involved in development and dissemination of Quick Reads were as follows:

- Major UK publishers;
- NIACE and its intermediaries
- Libraries; and
- Representatives of workplaces through Unionlearn.

The main steps in the development of the activity were as follows:

- 1. Conception:** Quick Reads was conceptualised by the Chief Executive of Random House, based on a study conducted in 2003, which demonstrated that literacy should be a priority area for development in England. The World Book Day⁽¹⁷⁹⁾ charity consisting of the major UK publishers then set up Quick Reads, which would help improve the literacy rate, develop a reading habit and enjoyment of reading for people that didn't read regularly as well as open up new markets for book publishers in the longer term.
- 2. Partnership with publishers:** A partnership of publishers was then formed as part of the World Book Day charity and they agreed on the number of books to be published as well as a framework for the authors, i.e. the criteria for writing the book, how the process should be managed, and the type of audience the books were aimed at. Each publisher was responsible for lining up its authors⁽¹⁸⁰⁾, developing titles for the series, and the publication of the books. The partnership included the major publishing houses in the UK.
- 3. Involvement of NIACE:** NIACE was asked to manage the national outreach and awareness campaign of Quick Reads by the DfES, subsequently BIS. Its job since 2005 has been to engage as many people as possible, and make them aware of Quick Reads. Since its organisation has a remit to raise awareness and stimulate demand for learning, it wanted to be involved.
 - It received funding from the Department of Business, Innovation and Skills^(181, 182).
 - It aimed to engage as many organisations as possible, make them aware of new titles, support literacy tutors and other intermediaries who had access to learners who would benefit from improving their literacy skills, and provide materials that would help intermediaries. This included provision of posters, bookmarks, and teaching resources to help publicise books.

Promotion

- **Direct mail:** sent out to intermediaries and to all representatives who were in mailing list for Unionlearn (22 000 on list at the time).
- **E-mail:** sent to intermediaries and partner organisations who distributed it through their contacts.
- **Attendance at events:** such as at sector specific conferences, e.g. Unionlearn and tutor conferences. At these conferences, authors were

asked to be on the main stage to present their books and raise their profiles. In addition, NIACE also participated in other relevant events in the community or workplaces, in cooperation with partners. As an example, Rolls-Royce held a Family Fun Day in some workplaces, which included profiling of the Quick Reads books.

- **Press coverage:** the responsibility for which was split between NIACE's press office, and the PR agency that worked with the World Book Day Event. NIACE focused on getting press in the educational publications, including the Guardian, the Independent and the BBC. The PR agency was responsible for other press, including the organisation of a launch event in London with Tony Blair.
- **Linked to other partner activities:** including cooperation with BBC on their Read and Write (RaW) project⁽¹⁸³⁾.
- **Vouchers:** in the first year, five million GBP 1 book vouchers meant to reduce the costs of the books were made available from GBP 2.99 to GBP 1.99. The books have subsequently been priced at GBP 1.99.
- **Sector specific adverts or articles:** NIACE advertised in sector specific publications that worked with groups of organisations that it wanted to be involved in.
- **Social media:** Authors as well as campaign partners with Twitter accounts were encouraged to publicise the books. The advantage was that these messages did not have to be 'vetted' through a formal process, as was the case with other print publications. In addition, the tweets reached a variety of different audiences not necessarily targeted by the campaign, including readers of the authors other books.
- **Galaxy Mars⁽¹⁸⁴⁾ sponsorship:** Galaxy Mars was involved in the development of Quick Reads from Autumn 2010 and used consumer advertising to highlight their involvement (as part of the company's Corporate Social Responsibility programme). It is hoped that the relationship with Galaxy will continue in the longer term with continued financial support and closer working relationships. NIACE is currently exploring how Galaxy Mars staff can act as reading volunteers in their local area and to develop reading initiatives with Galaxy Mars staff.

⁽¹⁷⁹⁾
<http://www.worldbookday.com/>

⁽¹⁸⁰⁾
Such as those who did prison visits and worked with offenders for their literacy issues.

⁽¹⁸¹⁾
<http://www.bis.gov.uk/>

⁽¹⁸²⁾
GBP 400 000 in first year, GBP 300 000 last year and GBP 75 000 this year.

⁽¹⁸³⁾
<http://www.bbc.co.uk/raw/>

⁽¹⁸⁴⁾
<http://www.mars.com/uk/en/index.aspx>

⁽¹⁸⁵⁾
89% of learning providers reported an increase in their learners' communications skills and 78% of tutors also reported that their learners had better written skills after using Quick Reads. Some 50% of learning providers also felt that using Quick Reads had increased their learners' job prospects.

Results of the activity

The results of the activity were measured in numerous ways:

- Information was collected from people reading books on the review section on the website.
- Impact evaluation through questionnaires with intermediaries, focus groups led by intermediaries, discussion groups, and interviews with groups of learners.

Since the beginning of Quick Reads, the results are as follows:

- **Sales:** The year-on-year sales of books are increasing. Three million books were distributed through book sales or union representatives buying and distributing through their networks.
- **Loans:** One and a half million books were loaned out through libraries.
- **Engagement:** NIACE engages with between 10 000 and 15 000 intermediaries per year.
- **Development of literacy abilities:** Those who did use the books showed significant positive changes in terms of literary abilities, when marked against the curriculum.
- **Soft skills:** There has been a marked increase in confidence and engagement in the workplace⁽¹⁸⁵⁾.
- **Tokens:** 4.9 million tokens were distributed in the first year of Quick Reads, just shy of the stated goal of 5 million.

Lessons learnt from the activity

- **Monitor national research:** The Quick Reads project was conceptualised based on a governmental study commissioned in the UK. By monitoring existing research, the CEO of Random House was able to identify an existing need of the population, and thereby develop Quick Reads to address the need.
- **Develop objectives for different stages of the campaign:** The Quick Reads campaign had both short-term and long-term objectives. This ensures that there was an initial realistic goal established, such as distribution of specific number of tokens, as well as an understanding of

where the campaign needed to get to in a few years. Therefore, each promotional activity was developed in a paced manner that worked towards the achievement of the objectives.

- **Use intermediaries:** Although the Quick Reads campaign was a national campaign, NIACE reached adult learners almost exclusively through its intermediaries. As a result of their continuing relationship, NIACE is able to leave the majority of the decision making and tactical execution to the intermediaries. NIACE has found that the use of intermediaries, whom learners are more inclined to trust and interact with, allows dissemination of materials with greater ease.
- **Define the role of each partner clearly:** By establishing upfront the remit of each partner in a partnership, it was ensured that each organisation had their own set of activities and consequently limited any waste of resources. This is especially valid when partnering with other organisations that have similar remits (such as NIACE with BBC RaW): while the reach of the activity is widened, it must be ensured that there is no overlap in activities.
- **Present materials innovatively:** The Quick Reads book series are designed to be accessible at all levels of literacy. They are not written in a manner that could be seen as condescending. The marketing and presentation of the books at bookstores follows the same retail principle; the books are not promoted as a tool that would improve literacy, but just as another one of the author's titles, and are consequently placed on the same shelf as the author's other titles after the initial launch where prominent floor space is secured in a range of stores across the country. This strategy is intended to make Quick Reads' readers feel confident in their ability to read the author's other titles.
- **Select participants who want to be involved:** The publishing houses responsible for the Quick Reads series selected some authors who were already involved in literacy issues. This ensured that the promotion made by these authors would take into account the types of readers and their needs.
- **Involve other target groups:** It was important to NIACE to include other socio-economic and demographic sectors in their promotional activities, apart from traditional adult learners. This included young mothers, as research has found that parents' reading habits have an impact on

whether the child would develop a reading habit. This would not only introduce books to new potential learners, but also opened up new markets for Quick Reads. In addition, although young adults and those who spoke English as a second language were not primary target groups, NIACE's awareness raising activities still reached them. By making the books accessible for anyone who wanted to buy them, NIACE ensured wider uptake and increased dissemination.

→ **Use a variety of promotional tools:** The Quick Reads campaign uses the *BBC* and its own website to promote the books. This ensures that potential readers can easily find the books going about their daily activities such as visiting the *BBC* news site. In addition, potential readers can 'sample' books through these tools before deciding whether they wish to purchase them.

→ **Integrate activities with that of established actors in the field:** Literacy tutors and Unionlearn's representatives' activities are mainly focused on promoting adult education and getting learners to read. NIACE therefore encouraged them to distribute the Quick Reads books to their students and members. By leveraging existing networks, NIACE is able to ensure wider distribution of books.

→ **Leverage the CSR arm of larger organisations:** NIACE and Quick Reads partnered with Galaxy Mars as part of the promotional campaign. This ensured higher level of sponsorship and wider publicity for the books. This demonstrates an opportunity to cooperate with large organisations with CSR activities to help champion the cause of adult learning.

15

Réunir Pour Mieux Agir (Together to Act Better) ANLCI, France

The Agence Nationale de Lutte Contre l'Illettrisme⁽¹⁸⁶⁾ (ANLCI) was founded in 2000. It aims at unifying resources of important stakeholders in the field of adult education in France, to streamline the effectiveness of their commitment to counteract illiteracy, and to increase stakeholder visibility.

The organisation is based on the fundamental principle 'Réunir Pour Mieux Agir'⁽¹⁸⁷⁾, thereby demonstrating participatory and interactive working methods with all stakeholders involved. This ensures that the guiding principles on how to address illiteracy are commonly known and reflected in stakeholder policies and practices.

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Overview of activity

Objectives

- Ensure that everyone is aware of illiteracy, its definition and impact on society;
- Ensure that actors operating at different levels of the society (e.g. policy making, national administrations, employment offices) are aware of methods to combat illiteracy and integrate them into their work policies;
- Engage leading national and local level actors in the fight against illiteracy;
- Collect best practice examples and optimise stakeholders' existing resources; and
- Identify synergies between public authorities' initiatives and other actors counteracting illiteracy to improve effectiveness and impact of outputs.

Format

- Website;
- The ANLCI Infos newsletter⁽¹⁸⁸⁾;
- Reference scales for basic skills evaluation in a professional context;
- A national guideline handbook which acts as a structuring tool designed to provide policy makers and key actors with a comprehensive view of essential components of the fight against illiteracy;
- A charter, developed under the patronage of the French Minister for Vocational Training, in partners' commitment to the ANLCI principles for professional training; and
- An action plan that combines the efforts of all stakeholders.

Target groups

- Policy makers;
- Social partners;
- Civil society actors (e.g. family and parents organisations); and
- Any stakeholder taking part into the prevention and the fight against illiteracy.

Development and promotion

Given the number of actors in the field, including public authorities and civil society organisations, it was necessary to structure and to develop a more cooperative and coherent intervention strategy. The approach devised by ANLCI was based on a report made by the Director for the Ministry for Work, Employment and Vocational Training in 1999.

1. Situational analysis: ANLCI worked with the National Institute of Statistics and Economic Studies⁽¹⁸⁹⁾ (INSEE) to measure illiteracy in France. It was able to produce the very first figures about 'illettrisme' in the French population between the ages of 16 and 65, based on tests created by the ANLCI⁽¹⁹⁰⁾. These tests comprised of evaluative tools specially designed to evaluate reading and writing difficulties. Based on this model, ANLCI develops compatible and comparable tools to the IVQ to be used in other assessment contexts⁽¹⁹¹⁾, including Evado⁽¹⁹²⁾, a programme testing people's (basic) skills in literacy and numeracy, which could be installed and run locally or over the Internet. With these tools,

(186)

National Agency
to Fight Illiteracy.

(187)

'Together to act better'.

(188)

<http://www.anlci.gouv.fr/?id=infospratique>.

(189)

<http://www.insee.fr/>

(190)

The ANLCI module within the 'Information et vie Quotidienne' carried out by INSEE http://insee.fr/fr/themes/document.asp?reg_id=26&ref_id=16591

(191)

'IVQs' are International Vocational Qualifications. IVQs measure learners' underpinning knowledge and practical competence to ensure that they are ready to enter the world of work or progress in their careers by the time they graduate.

(192)

<http://www.evadoo.fr/>

ANLCI was then able to produce more detailed statistics on who the illiterate people were, to build comparable indicators which allowed all the organisations involved in the fight against illiteracy to coordinate their actions with the same statistical reference and to define and develop a shared targeted strategy.

2. Cooperation with stakeholders: ANLCI brought together their members to draft and establish national guidelines on the definition of illiteracy and how to combat it. Guidelines were written by all partners⁽¹⁹³⁾ during workshops, whereby participants were provided with draft proposals and were then given the opportunity to amend the text and agree on a common version.

3. Definition of 'illettrisme': The main actors developed the following commonly approved definition of illettrisme as follows: 'The term illettrisme describes the situation of people over 16 years old who, although they have attended school (in France), cannot read and understand a text related to situations in their daily life, and/or are unable to write in order to communicate simple information.' This definition is different from the definition of illiteracy because if the determination of difficulties facing reading and writing tasks is the same, the target population (in the case of 'illettrisme') is narrowed to people over ageing 16 and who have been at school in France for at least 5 years. Those persons could be French or foreign citizens. The population targeted by this definition different from the population of people learning French as a foreign language because they can speak French but they failed at school to get an enough high level reading and writing competences allowing them to manage the everyday tasks involving writing documents. Generally those people have a bad reminding of school and refuse training out of hand. In France, two third of illiterate people are 'illettrés'.

4. Production of a national guideline handbook: This was provided to stakeholders with a comprehensive overview of what they should do to combat illiteracy.

5. Regional action plans: All partners of ANLCI then signed an action plan that committed them to prevent and fight against illiteracy in their region.

The ANLCI will carry on its activities at least until October 2015.

Engagement activities

- Establishing common definitions such as illiteracy, and developing common goals;
- Signing agreements with social partners and local associations to define each other's role; with the national government, including the Ministries of Education, Employment, and Vocational Training to establish a long-term structured partnership; and
- Developing regional actions plans⁽¹⁹⁴⁾ and encouraging signees to work together.

Promotion

- Lobbying policy makers and other decision makers.
- Ensuring consistency across all stakeholders' communication tools, e.g. leaflets, booklets, guidelines, print materials – which contain clear definitions, data, and examples, to ensure common and same understanding of the issues.
- Enabling regional project leaders to act as contact points of ANLCI at regional level. They thus promote ANLCI's initiatives undertaken at national level at the local level to ensure consistency.
- Establishing networks for dialogue with organisations wishing to support actions in the field of illiteracy.
- Dissemination using members of the various committees as intermediaries. They leverage their own internal channels to communicate with members of the same stakeholder group.
- Launch of the Forum of good practices (Forum permanent des pratiques⁽¹⁹⁵⁾) in 2004, which comprises a repository of good practices, as well as workshops/seminars whereby participants follow three stages: (i) Present their case studies; (ii) Identify elements of success as well as actions to be avoided; and (iii) Produce guidelines for translation in other contexts.
- Taking part in various events, such as a national meeting of actors favouring school success at the European University of AFEV⁽¹⁹⁶⁾; a national meeting for local educative projects; a national meeting on long life learning organised by the Minister to Vocational Training.

Funding

The funding for the ANLCI comes from its Board of Directors. Its budget is EUR 600 000 per year, and is doubled by the European Social Funds to EUR 1 200 000.

Evaluation and results

Each year, the ANLCI presents its yearly activity to the Board of Directors, which evaluates the actions

(193)
These consisted of the Board of Directors; the Advisory Committee; the Scientific and Assessment Committee; 26 regional project leaders; and 50 illiteracy resource centres.

(194)
24 signed action plans, five second generation plans signed, and seven second generation plans about to be signed.

(195)
<http://www.fpp.anlci.fr/>

(196)
AFEV is a student association to promote education in cities.

(197)
<http://www.carlabrunisarkozy.org/en/the-fight-against-illiteracy/presentation-of-anlci/>

and provides future orientations. In 2010, the constitution of the Agency was renewed for a further five years.

The ANLCI has received positive feedback on its working method from the following actors:

- The European Commission;
- The media, which considers ANLCI a reference body, and contacts it for reports and articles;
- Other foundations in the field refer to the ANLCI for their actions to promote literacy; and
- The ANLCI's Director was invited to a session on illiteracy during the G8 for Heads of State spouses⁽¹⁹⁷⁾.

The evaluation also shows:

- Businesses are increasingly considering basic and vocational skills training opportunities;
- The subject of adult illiteracy is becoming a mainstream issue, and is less marginalised;
- Improved involvement between partners and increased awareness of their initiatives was seen (e.g. with respect to regional action plans, conventions, national and international events, etc.); and
- 159 000 hits on Google for the term 'ANLCI'.

A new evaluation phase is expected to commence in 2011, with results to be published in 2012. It will be run by INSEE and ANLCI and will measure current national progress and outcomes.

Lessons learnt from the activity

→ **Build an evidence-based strategy:** ANLCI used existing and new research to analyse demographics and illiteracy, thereby ensuring that the strategy that they devised had an accurate initial benchmark. Further research at interim and end stages of the programme cycle allowed for a proper charting of the progression made towards objectives.

→ **Pool resources:** ANLCI's strategy was based on joining up its stakeholder resources. This pooling optimised outcomes not only in terms of promotion and awareness raising, but also reduced costs, avoided the repetition of efforts, and diminished the proliferation of disjointed initiatives with limited potential of impact.

→ **Build a common understanding:** ANLCI developed an action plan which tackled the problem at its most basic level, beginning with the lack of a systematised and commonly agreed upon

understanding of basic definitions concerning illiteracy and adult learning. By ensuring there was an agreement on these basic definitions and principles, stakeholders were able to frame policy and engage in debate according to set goals, promoting a trickle down effect at all levels of action (national, regional, local and individual actor level, e.g. businesses).

→ **Require commitment from stakeholders:** ANLCI required its stakeholders to sign regional action plans, which committed them to fight against illiteracy. This ensured that stakeholders had to adhere to agreed upon actions and interventions, and their non participation would be frowned upon by co-signees.

→ **Enable social change:** The Réunion Pour Mieux Agir model clearly shows that 'social change' can happen if all interested parties with influential capacity are grouped together. By encouraging stakeholders to share their awareness raising solutions, the necessity for constantly developing new ideas (which may or may not be successful) is reduced.

Written Off? National Adult Literacy Agency, Ireland

Since 2000, the National Adult Literacy Agency⁽¹⁹⁸⁾ in Ireland (NALA) has been using television⁽¹⁹⁹⁾ to highlight literacy issues, outline supports that are available, motivate people to return to education, and provide opportunities for learning in the privacy of the learners' homes through the Distance Learning Service⁽²⁰⁰⁾. One such TV programme was 'Written off?', an eight-part series that followed 11 adults who returned to learning, and showed the benefits it has had on their lives.

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Overview of activity

Objectives

The objective of NALA's Distance Learning Service (DLS) is to provide distance learning opportunities free of cost, targeted at improving literacy for all social, economic and cultural backgrounds. The specific objectives of Written Off? were to:

- Ensure that learners featured on the show were able to get the required educational accreditation, and continued with further learning.
- Raise awareness about literacy issues and the Distance Learning Service⁽²⁰¹⁾.
- Show potential learners the advantages of returning to education and its long term benefits, in terms of how quickly progress can be made in improving knowledge and skills.
- Demonstrate to policy makers that intensive education worked better than a slower format⁽²⁰²⁾, and gain increased funding for the intensive format of education.

Format

Written Off? is an unscripted TV series that follows 11 adults in an eight-week, specially designed 104 hour intensive learning course. The course was held in a classroom, and included specific learning content related to real-life situations⁽²⁰³⁾. It was designed to be a motivational call to action for prospective learners, where educational participation and progression would be presented in an interesting and entertaining but factual and ethical manner.

It was supported by a free telephone number and a free text message number, which people could use to get more information on literacy opportunities.

The show was developed in 2007, the first season

was broadcast in 2008, and the second in 2009. It was broadcast on the most popular and most watched television channel in Ireland, RTÉ One⁽²⁰⁴⁾ and attracted weekly audiences of 200 000 viewers. The show cost EUR 631 000 to create and produce.

Target group

- People with literacy difficulties amongst the general public; and
- Policy makers.

How was the activity developed?

The main actors involved in the development of Written Off? were as follows:

- Broadcasting Authority of Ireland, which provided funding for the programme⁽²⁰⁵⁾.
- Animo⁽²⁰⁶⁾ the TV Production company that made the programme, managed the logistics, and made it appropriate for the medium.
- RTÉ, which broadcast the programme.
- NALA, which was in charge of content development, to ensure there was a balance between the requirements of a TV programme and the learning aspects of the show. It was important that the delivery of the course adhered to NALA's Guidelines for Good Adult Literacy Work⁽²⁰⁷⁾.

The main steps in the development of the activity were:

1. **Become an accredited provider of education:** NALA wanted to develop a series around accreditation from the National Framework of Qualification⁽²⁰⁸⁾ in Ireland. They therefore registered with the Further Education Training Awards Council⁽²⁰⁹⁾, who validated the course

(198)
<http://www.nala.ie/> NALA is a non profit registered charity funded by the Department of Education and Skills.

(199)
<http://www.nala.ie/tv-programmes>

(200)
<http://www.nala.ie/distance-learning-service>

(201)
This included getting more people to call the DLS about local providers in their area, or the opportunities provided by the DLS.

(202)
Two hours a week with a volunteering tutor.

(203)
Previous DLS' flagship TV series 'Read Write Now' (5 series) and The Really Useful Guide to Words and Numbers (two series) were pedantic in content, and had been broadcast in prime time on RTÉ One, the most popular state funded national TV channel. However, when RTÉ, which is funded through taxes, came under commercial pressure, the format of television programming needed to change. The show was moved onto a secondary channel, which led to a drop in audience share and a poor timeslot. Viewership dropped from 200 000 to 10 000, and there was a sharp reduction in the number of people who were calling the DLS for information. Hence, the DLS discussed with the broadcaster how to get back onto primetime. The realisation was there was a need for a different format that was more exciting than observational document series that was not didactic and pedantic in content. The Written Off? series related to real-life situations (budgeting for a meal, etc.).

(204)
<http://www.rte.ie/tv/rteone.html>

(205)
The BAID are funded by 7% of licensing fees in Ireland. NALA has a commitment from them that 10% of that would be accessible by NALA. This funding will be available to NALA for activities promoting Adult Learning until 2016 at least.

(206)
<http://www.animo.ie/>

(207)
<http://www.nala.ie/publications/guidelines-good-adult-literacy-work> It committed NALA to maintaining a learner-centred approach and designing content around individual learner needs.

(208)
<http://www.rfq.ie/>

(209)
<http://www.fetac.ie/fetac/>

(210)
Corresponds to Access Level 3 in the Scottish Credit and Qualifications Framework and to Entry Level in the England, Wales and Northern Ireland National Qualifications Framework.

(211)
<http://www.writeon.ie>

(212)
Tutors, who are trained adult literacy practitioners, calls the person back at a convenient time, conducts an initial assessment, and supports them for as long as is required, using print, web content and other materials.

(213)
It was an interactive learning website providing initial assessment, individual learning plans, interactive learning content, and post-assessment options at Level 2 to independent learners who have access to the internet and the skills to engage with interactive online learning materials.

(214)
An Post is a major commercial organisation providing a wide range of services which encompass postal, communication, retail and financial services.
<http://www.anpost.ie/>

(215)
The TV and cinema advertisements profile three individuals (a train driver, a mother and a hairdresser) who have addressed their literacy difficulty and they aim to encourage others to take the first step and reap the rewards by contacting NALA. The ads focus on the benefits of returning to further education, as well as demonstrating that this issue is not confined to any particular demographic segment. An Post later developed a series of radio advertisements 'words and numbers' to accompany the campaign.

(216)
In addition, two of the students set up their own businesses: a flower shop and a pizzeria. Another two became taxi drivers following successful completion of the appropriate written tests, something they would have been unable to do previously.

and provided the option of accreditation for interested learners. Provision of literacy tuition in Ireland is mainly carried out by the 33 Vocational Education Committees (VECs). NALA's only role in provision is around its Distance Learning Service, so it was unusual for NALA to be delivering face-to-face tuition in this instance.

2. **Find participants:** NALA conducted a series of interviews with local literacy providers around the country to identify 25 potential participants from different socio-economic backgrounds and age groups who wanted to acquire education accreditation at Level 2 standards in the National Qualifications Framework for Ireland⁽²¹⁰⁾.

3. **Partner with a TV production company:** NALA partnered with Animo, a leading production company, and set up interviews for them to meet the different literary centres, present what they wanted to do, and interview interested learners.

4. **Select an experienced literacy practitioner:** NALA selected a practitioner who assessed the learning needs of the potential participants, and produced a list of people who were at the right literacy level.

5. **Select a tutoring team:** NALA and Animo jointly selected two experienced VEC-based tutors, who did the tutoring on the programme. They also selected an organiser who supported the tutors and learners.

6. **Finalise participations:** NALA selected 11 participants in conjunction with Animo. All 11 learners opted to work towards an accredited award.

7. **Test programme:** A Media Advisory Group, comprised of representatives from RTÉ, the TV production company, the Department of Education and Skills, and NALA, as well as students and learners, was set up to meet three or four times during the broadcast period of the show. The group saw the programme before it was broadcast, and provided feedback which was then taken on board.

8. **Support during broadcast:** During the broadcast, a free telephone number and website⁽²¹¹⁾ were provided. Callers to the number were either directed to local literacy services or allocated to a Distance Education Tutor⁽²¹²⁾. In addition, the website allowed people to watch each programme whenever it suited them⁽²¹³⁾.

Promotion

→ **Cooperation with An Post**⁽²¹⁴⁾: NALA coordinated with An Post for promotional activities. An Post is Ireland's national postal provider and a major commercial organisation providing a wide range of services which encompass postal, communication, retail and financial services. An Post researched, developed and funded an advertising campaign to encourage those with literacy and numeracy difficulties to contact NALA's freephone support line⁽²¹⁵⁾. Whenever NALA had a TV series that was to be broadcast, An Post bought advertising space around the programme's slot and aired their advertisements at that time, as well as bought sponsorship opportunities with the programmes.

→ **Radio:** NALA took part in interviews with local and national radio stations.

→ **TV:** NALA participated in afternoon TV talk shows on national stations, sometimes alongside adult learners who had appeared on the show.

→ **Promotion by Written Off? participants:** NALA organised interviews on TV, radio and in print with the learners from Written Off?

→ **Other:** NALA also used its website, sent e-mails to local literacy authorities and mailed flyers to libraries and local employment services. Social media was not used at the time of Written Off? because it was not as prevalent at the time, but is now being used for a new Adult Learning TV series.

Key messages

→ There is free educational support available in your community.

→ Education can be in a non-formal enjoyable environment: it does not have to be in a school.

→ Educational accreditation is available for learners at Level 2.

→ Literacy problems should not always be associated with negative aspects: the role models on Written Off? have been very successful in other fields of life, such as in their marriages, the workplace, etc.

Results of the activity

→ All 11 learners on the programme achieved a Level 2 Certificate in General Learning.

→ The course tutors and NALA supported the learners individually for the continuation of their learning. Nine of the eleven learners enrolled in additional adult learning courses within a short time of finishing filming of Written Off?⁽²¹⁶⁾.

- All learners demonstrated significant improvement in their reading, writing, numeracy and technology skills. They also showed progress in terms of setting goals, making decisions and self confidence.
- The programme was featured as 'Pick of the Week' in the TV section of five major Irish newspapers.
- Written Off? was featured on The Late Late Show – the first time that adult literacy and learning had received such high-profile coverage.
- There was an increase in the number of calls for information to the DLS from May to July 2008.
- Written Off? was run on a prime time slot in May/June 2008, and attracted an average of 210 000 viewers a week, which was 14% of the viewing public. The largest numbers of viewers came from the farming community and people over the age of 55, both traditionally hard-to-reach groups.
- The viewership of Written Off? increased from week to week.
- The show has provided an incentive to NALA to explore other means of interacting with TV viewers. This includes collaborating with TV networks to see whether digital broadcasting services could be used to include web content in the programme, such as having viewers press a button to send an e-mail for more information.

Lessons learnt from the activity

- **Reinforce positive messages:** It was very important for NALA to highlight that adult learning should not be stereotyped or associated with baseless negative perceptions. Participants selected for Written Off? were successful in other fields of their life, be it in their personal life, workplace, community (as leaders), etc. Improving their literacy (reading, writing, spelling) and numeracy skills, was thus promoted as a way of complementing their personal development and life achievements.
- **Use mass media:** If budgetary constraints permit, mass media such as radio and television should be used. Written Off? enjoyed an audience of 200 000 visitors each week; similarly, if

properly implemented, mass media has the ability to reach people across different socio-economic and demographic backgrounds.

- **Use innovative methods/partners to increase visibility:** Initially, NALA approached An Post to see whether they could provide free postage for any information packages to be sent to prospective learners. An Post could not do so; however, it proposed extensive promotional opportunities for Written Off?. NALA found that its cooperation with An Post was as profitable as it led to an increased profile of both Written Off? and An Post.
- **Show real learning situations:** Written Off? shows a group of adults who have returned to learning, and participate in a course, which was held in a classroom. By using actual learning situations in class, potential learners can understand what it would be like should they choose to return to education.
- **Make content accessible:** The learners for Written Off? were selected from a cross section of the population with regard to age, location, school experiences, and socio-economic background. The series content also related to real-life situations, such as budgeting for a meal. This meant that viewers of different backgrounds could watch the show and identify with the learners, and consequently be inspired by them and take up a learning option
- **Account for adult learners' needs:** Whilst Written Off? was developed in an entertaining way that would engage with viewers as well as entice potential learners to enter education, it was always important to adhere to the basic principles of respecting adult learners, as well as design content around individual learners needs. This ensures that in no situation could learners or their journeys be ridiculed.
- **Become a provider of education:** NALA became an accredited provider of education in order to be able to provide the training. It demonstrated that education did not have to be limited to formal providers such as schools and universities; any organisations with the ability to deliver education and gain accreditation can become an adult education provider. Since Written Off?, NALA has also received funding for and delivered a very successful learning programme directly targeting the labour market, particularly learners who have been unemployed for three months or longer.

- **Provide support during and after activity:** During the broadcast of the show, callers to the freephone number provided were either directed to local literacy services, or allocated to a Distance Education Tutor. The tutor, who was a trained adult literacy practitioner, called the person back at a convenient time, conducted an initial assessment, and for as long as was required, using print, web content and other materials. This allowed the show to work as an immediate call to action with a tangible benefit.
- **Establish an advisory group:** By establishing a committee to monitor and evaluate the progress and results of the activity, it can be ensured that the activity can be adapted at each step. For this to be effective, the advisory group would have to comprise of representatives from each stakeholder group involved in the process of development and implementation of the programme.
- **Involve learners in promotional activities:** By involving learners themselves in promotional activities, they can share firsthand what their learning experience was. Potential learners can therefore get an idea directly from existing learners as to what their return to learning experience would be.
- **Measure soft skills:** As a result of participation in Written Off?, it was reported that the learners' confidence levels rose. It is therefore important to develop measurements that would chart the progress of learners' soft skills. This would also help in the development of future programmes, allowing for all-round learning.

Matrix
overlooking
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4 Matrix
overlooking
the activities

activities

Upon completion of the best practice analysis and the case studies, 52 proposals for potential new activities and campaigns have been developed.

These campaigns are new ideas (some based on existing activities) that could be adapted and implemented by different groups of stakeholders. The activities were developed to address gaps in existing initiatives in the field of adult learning.

The activities can be found in section 5) [List of potential new activities \(by primary executing actor\)](#).

Each activity is detailed as follows:

Title	Name of new activity
Target groups	Which groups would participate in this activity
Executing actor	Stakeholders who would design and implement the activity
Reference	The activity from the Database of Activities or Case Study that provided the idea/insight for the new activity
Description	<p>Introduction to activity</p> <p>Objectives: What the activity would aim to achieve</p> <p>Development and promotion: How executing actors could develop and promote the activity</p> <p>Expected outcome: The passport would become a key tool available to the European Commission to solve labour market problems and improve active citizenship</p>

The Matrix in the follow section categorises these newly developed activities for easy reference. Each activity is listed in the Matrix by the executing actor (that would develop and organise the activity) and the target group the activity is meant for.

	National governments	Regional and local governments	Associations and NGOs at European and national level	Education providers	Social partners (e.g. trade unions, employers)
Adult learners	<ul style="list-style-type: none"> European Adult Learning Bus Initiative Stay ON Language for Incomers Recognise Learning Save and Learn Parents' Toolbox for Safe Media Use Digital literacy week Alternative Learning Experience European competence passports Acquire working knowledge on a daily basis One step up, Mothers! Booth at food/music festivals Take a Walk Through History Learning through subtitling 	<ul style="list-style-type: none"> The Entrepreneurship Programme Bring your Parents to School Cooperation with Secondary Schools Health Literacy for Elders Education in Prisons A Book for your Coffee Don't look back! Open day for Migrants 	<ul style="list-style-type: none"> (European) Adult Learner's Day European Award – Adult Learner of the Year Innovative Adult Learning Forum A Book for your Coffee Stay ON All You Need to Know About Volunteering Parents' Toolbox for Safe Media Use Digital literacy week Adult Education Campus on Second Life Show and tell Partner with public service providers Language courses in new Member States Culinary Explorations Booth at food/music festivals Take a Walk Through History Cooperation with Secondary Schools 	<ul style="list-style-type: none"> Grandparents on the Net Open day for Migrants Don't look back! Stay ON Adult Learning Abroad Adult Education Campus on Second Life Language courses in new Member States Culinary Explorations Alternative Learning Experience Bring your Parents to School 	<ul style="list-style-type: none"> Parents' Toolbox for Safe Media Use Acquire working knowledge on a daily basis Open day for Migrants
National govnt.	<ul style="list-style-type: none"> Communications toolkit 		<ul style="list-style-type: none"> Benefits of Adult Learning (European) Adult Learner's Day Innovative Adult Learning Forum Lobbying/Writing to MPs and MEPs 		<ul style="list-style-type: none"> Reforming Vocational Training
Regional & local govnt.	<ul style="list-style-type: none"> The Adult Education Funding Network 				
Associations & NGOs	<ul style="list-style-type: none"> Together for Learning The Adult Education Funding Network Women Empowerment Programme Adult Learning Partner Provider The Adult Learning Triad Communications toolkit 				
Educators & Education providers	<ul style="list-style-type: none"> For a More Inclusive Adult Education European competence passports Together for Learning The Adult Education Funding Network Adult Learning Partner Provider 	<ul style="list-style-type: none"> Bring your Parents to School 	<ul style="list-style-type: none"> Innovative Adult Learning Forum For a More Inclusive Adult Education Adult Education Campus on Second Life Language courses in newer Member States 	<ul style="list-style-type: none"> Train the Trainer Proficiency in adult education 	<ul style="list-style-type: none"> Reforming Vocational Training Train the Trainer
Social partners	<ul style="list-style-type: none"> Addressing skill gaps in the workplace Work Skills AWARE Network Investor in Workplace Education Award Gain at Work Handbook for Employers Communications toolkit 	<ul style="list-style-type: none"> The Entrepreneurship Programme Learning@Work Partnership 	<ul style="list-style-type: none"> Communications toolkit 	<ul style="list-style-type: none"> Step-up Learning@Work Partnership Handbook for Employers 	<ul style="list-style-type: none"> Skills for Work European Trade Union's Network for Adult Learning Unions for Learning

List of potential new activities

5 (by primary executing actor)

List of
potential new
activities

(by primary executing actor)

National governments

Title	European Adult Learning Bus Initiative
Target groups	Adult learners
Executing actor	National, regional or local governments
Reference	Learning on the Move
Description	<p>The idea of a European Adult Learning Bus Initiative is based on the experience of small-scale projects implemented at community level aimed at interacting with adults of various demographic and socio-economic groups.</p> <p>Objectives: Touring across major European cities, the bus would operate in venues with high potential of attraction and provide information on available formal and non-formal learning opportunities. Interested learners could be given information on where to access funding or find mentoring on learning options.</p> <p>Development and promotion: The bus would be fitted with PC stations and Internet connection to facilitate access to resources and interactive learning tools, such as games. Visits should be planned in coordination with local authorities to ease access to facilities, promotion at local level and support from relevant providers.</p> <p>Expected outcome: Attract EU, national and local media coverage; increase public attention on adult learning and promote it in an innovative way; create debate.</p>

Title	One step up, Mothers!
Target groups	Adult learners: mothers with childcare age children
Executing actor	National governments
Reference	UK Edenred Childcare Vouchers Scheme
Description	<p>One step up, Mothers! is a government initiative intended to give working mothers and their employers an incentive to use childcare vouchers for training purposes, e.g. vocational courses and professional qualifications.</p> <p>Objectives: Working mothers would benefit from skills upgrading opportunities after a period of time off work; employers retain and attract workforce by improving quality and training in the workplace. It would help raise awareness on the socio-economic value of vocational training and provide an incentive to invest in it. It would activate learners, providers, public offices and employers to work towards a common goal.</p> <p>Development and promotion: This activity requires concerted effort from public and private sector and thus demands positive changes in structural policies for childcare support and mothers' re-integration in the labour market. Childcare vouchers would be changed to provide offers and discounts on training courses on top of current offers on everyday shopping, life-style and other products. Promotion from government and voucher providers towards families and employers.</p> <p>Expected outcome: Integrate lifelong learning into practical aspects of adult life.</p>

Title	Stay ON
Target groups	Adult learners enrolled in adult learning programmes
Executing actor	National governments, NGOs, education providers
Reference	N/A
Description	<p>Stay ON would be a campaign targeting adult learners currently enrolled in formal educational programmes, demonstrating to them the benefits of continuing their education journey. Once learners have been drawn into the field of education, it is more efficient to retain them than invest to re-attract them later.</p> <p>Objectives: The activity would encourage learners to stay in education and complete their courses. It would create a bridge between their existing education pursuits and future opportunities, so that the transition would not be challenging or off-putting.</p> <p>Development and promotion: Organisers would coordinate with local education providers to determine the enrolment of adult learners, types of courses being pursued, and potential future courses. They would provide this information to adult learners through targeted activities (including fairs, info days, peer-to-peer counselling, networking opportunities). They would also create incentives and deliver information on prospective opportunities upon completion of courses.</p> <p>Expected outcome: Adult education would become a journey for learners instead of a one-off experience.</p>

Title	Language for Incomers
Target groups	Adult learners
Executing actor	National, regional or local governments
Reference	European Conference on Migrants' Language Skills
Description	<p>This would be a country or region-wide programme to help newcomers, ranging from asylum-seekers to foreign workers, acquire national language skills through publicly provided and funded language courses. The primary target group would be groups at risk of illiteracy or social exclusion. The programme would be available regionally and would be implemented by regional and local authorities, directing learners towards the affiliated education providers.</p> <p>Objectives: The goal of the activity would be to equip incomers with national language skills to facilitate assimilation and employment.</p> <p>Development and promotion: Organisers would conduct a needs assessment at national level to determine the areas where language courses for incomers are most needed. They would conduct research on incomers and establish criteria which define and classify the different groups at risk. The next step would be to source education providers that have the capacity to run language courses for foreigners on an ongoing basis. National and regional governments would also have to make public funding available. They would need to promote language courses and their benefits at institutions that incomers are most likely to turn to (e.g. migration offices, employment agencies, etc.).</p> <p>Expected outcome: Incomers would have acquired necessary language skills which could prevent them from social exclusion and enable them to actively engage in the employment market.</p>

Title	Save and Learn
Target groups	Adult learners (low income)
Executing actor	National ministries of Education and/or Labour
Reference	learnSave
Description	<p>This activity would encourage low income adults to save money to invest in education. It would see adults creating Individual Development Accounts (IDAs). For every euro that they would deposit in their IDA, the Save and Learn programme would match with the same or higher amount. The funds would then be used by participants for activities in the field of adult education and training, including computer literacy courses, business school, and in the acquisition of trade skills. The organising parties would also provide support in the form of financial advice and management.</p> <p>Objectives: The activity would encourage the uptake of education courses by low income adults by making access to funds easier.</p> <p>Development and promotion: The national ministries in each country would partner with interested agencies to develop the programme and source funding. They would also have to identify local financial institutions that would be willing to offer an IDA account. The programme would first require a rollout phase with a small portion of the target audience, in order to test the effectiveness and economic viability of the programme.</p> <p>Expected outcome: Encourage adult learning amongst participants by making funding available through matched savings.</p>

Title	Learning through subtitling
Target groups	Adult learners
Executing actor	TV Networks funded through national governments
Reference	PlanetRead
Description	<p>The activity would take popular songs, stories and soap operas and subtitle them. This would help people learn to identify words and therefore read. The songs and stories are first recounted out loud along with the captioning, and then it is presented without the reading voice, so that people may read the words themselves. The songs and stories are filmed using real world footage of people and animals acting out the individual scenes that incorporate the words envisioned to be learned. The words are presented in a manner to help people derive the meaning. For example, the word 'stripes' is written in stripes, and the word 'big' is bigger than the other words in the captioning. The stories and songs also contain rhyming and repetition, which also help people master reading.</p> <p>Objectives: The activity would help learners to improve their reading skills and broaden their overall vocabulary.</p> <p>Development and promotion: National governments would identify and approach publicly funded national TV networks. They would conduct research on national level to determine appropriate songs, stories and possible soap operas to be adapted to subtitling. They would develop audiovisual material that helps learners to understand the new words. The activity would be promoted through the official TV network channels.</p> <p>Expected outcome: Learners including immigrants would broaden their vocabulary and improve their reading skills. Social exclusion would be mitigated and employment skills enhanced.</p>

Title	Together for Learning
Target groups	NGOs, education providers
Executing actor	National governments
Reference	N/A
Description	<p>The Together for Learning initiative sees national governments encouraging stakeholders in the adult learning community to use evidence-based policy analyses and public reports (e.g. white papers etc.) as a basis to develop their activities.</p> <p>Objectives: The activity would encourage providers of adult education to reach targets set by national governments. It would close the gap between provision of courses addressing national needs or challenges and the demand for them.</p> <p>Development and promotion: Organisers would publish public reports based on research, specifically addressing the skills and labour shortages and national priority areas of development. Reports could be issued by theme or learning field, e.g. level of digital learning, numeracy skills, vocational training, education for marginalised groups, etc. Reports should be developed keeping in mind information that is pertinent for NGOs and education providers. Promotion would be supported by national governments and sectoral organisations/employers, which have a vested interest in the uptake of the courses.</p> <p>Expected outcome: Development of educational programmes and courses that address national labour and skills shortages.</p>

Title	The Adult Education Funding Network
Target groups	NGOs, regional/local policy makers, education providers
Executing actor	National governments
Reference	A Funding guide for Adult Learning
Description	<p>This would be an official platform established by national governments to keep stakeholders within the adult learning community up-to-date with national project-based funding opportunities.</p> <p>Objectives: The activity would create one central storage location managed at a national level, where information on all nationally available funding opportunities would be stored, easily accessible for stakeholders involved in the development of programmes to either deliver or raise awareness of adult learning.</p> <p>Development and promotion: Funding may be issued by governments or foundations interested in advertising their grants. The idea would be that organisations seeking to develop engagement activities/campaigns for learners could directly access a single platform where funding opportunities are compiled together.</p> <p>Expected outcome: Improve access and ensure that available funds are used.</p>

Title	Women Empowerment Programme
Target groups	NGOs, community organisations
Executing actor	National, regional or local governments
Reference	N/A
Description	<p>This initiative would aim to set-up women empowerment centres across the country in areas where women are considered to be at risk of social exclusion. These would serve as learning or advice/counselling centres on suitable formal or non-formal educational opportunities available locally. Trainers and advisors would receive ad-hoc training and the promotion would be run locally through events and face-to-face meeting opportunities. The activity would be conducted in connection with women's centres, faith groups, and civil society organisations working in the field.</p> <p>Objectives: The aim of the activity would be to minimise women from being excluded socially and increase their competitiveness on the employment market by providing them with information on and opportunities for non-formal learning in their area.</p> <p>Development and promotion: Organisers would conduct research on a local level with social workers, education providers, civil society organisations, established women's centres and local employment agencies to identify suitable formal and non-formal learning opportunities that also meet local skills demand. They would create incentives and supply information on opportunities upon receiving further education. They would also set up advisory training for people envisaged to work in these centres in conjunction with organisations already working in the field. They would then promote the existence of the women empowerment centres at local events, through face-to-face counselling sessions and through a local poster campaign.</p> <p>Expected outcome: Women faced by social exclusion would receive advice and information on local learning opportunities that would provide them with the skills necessary to increase their individual employment chances.</p>

Title	Adult Learning Partner Provider
Target groups	NGOs, education providers, social partners
Executing actor	National governments
Reference	N/A
Description	<p>This is intended to be a social network or integrated section of an existing website with a search function to identify potential partners interested in cooperating in adult learning projects at national level. The platform will mainly target organisations developing or executing programmes and will serve them to quickly screen and identify appropriate partners for independently initiated activities or to respond to publicly funded (EU or national) calls. The target would thus comprise of stakeholders from different categories and it be open for registration to all those with an interest and capacity to contribute to the adult education sector (provider, private enterprise, media organisation, etc.).</p> <p>Objectives: The activity will assist organisations wishing to run adult learning programmes to find suitable partners based on geographic regions, areas of specialisations.</p> <p>Development and promotion: National administrations would develop an online platform or social media forum, open to stakeholders working in the field of adult education. Organisations and individuals wishing to use the platform would need to register, providing information such as their geographical location, their specific business areas and expertise, and examples of programmes or campaigns they have run in the past. Stakeholders interested in developing a new programme or campaign could visit the platform, and through the use of a search function, locate contact information for suitable partners in their region. The platform would be promoted on the adult learning pages of national administration and ministries websites.</p> <p>Expected outcome: Finding partners to develop adult education programmes or campaigns would be facilitated. A second potential outcome (especially if the platform involves a forum aspect) is for there to be a community of best practices.</p>

Title	The Adult Learning Triad
Target groups	B2C actors
Executing actor	National administrations
Reference	Skills Funding Agency, UK
Description	<p>This would consist of a call for proposal or funding opportunity issued by government bodies to identify innovative ways of tackling adult education access challenges faced by marginalised groups at risk of social exclusion. It is based on a Triad Model encompassing three key points of information access for such groups and aims at developing working and cooperation structures among such points, which consist of: (i) Social services; (ii) Employment offices; and (iii) local councils / authorities.</p> <p>Objectives: This would make funding accessible to the access points working with marginalised groups, to identify innovative ways to make education available.</p> <p>Development and promotion: National administrations from countries with substantially large groups of marginalised groups would develop and implement the funding programme. They would issue a call for proposals to each of the three access points, which would have to demonstrate implementable ideas for the exploration of adult education targeted to marginalised groups. Upon grant of funding, the programme would be implemented.</p> <p>Expected outcome: Increased development of innovative ideas for the implementation of adult education amongst marginalised groups.</p>

Title	Addressing skill gaps in the workplace
Target groups	Employers, SMEs, business associations
Executing actor	National, regional or local governments
Reference	Workplace Guidance
Description	<p>This would be a government-initiated programme targeting employers, to understand the employers' key needs in the workplace, major educational gaps of (potential) employees, skills shortages etc., and to help employers address these needs.</p> <p>Objectives: The activity would encourage employers to promote education in the workplace to their employees. It would help employees improve their skills and education in order to make the workplace more efficient.</p> <p>Development and promotion: Organisers must work with employer and employee associations, using of teams of ambassadors, counsellors and education experts that would engage employers in face-to-face meetings. The information collected would then be used to direct employers towards the most appropriate/suited vocational centres where employees could be sent.</p> <p>Expected outcome: Employers would be more involved in the education of their employees, thereby improving company productivity.</p>

Title	Work Skills AWARE Network
Target groups	Employers and trade unions
Executing actor	National, regional or local governments
Reference	Semaine du Développement Durable
Description	<p>This activity would target employers and trade unions to encourage them to provide input on major skill gaps and job training needs in different sectors. The needs assessment would be used to discuss how vocational training offers should be changed/reformed to better suit market place needs.</p> <p>Objectives: The activity would solicit employer and trade union input to better customise vocational training offers.</p> <p>Development and promotion: Regional and local governments, through funding provided at national level, would interact with employers in the region and solicit their opinions on existing skills gaps and what types of training courses are required to help the workforce skill up. This would be the basis of a conversation with education providers, to help them develop relevant courses that are likely to have a higher rate of uptake.</p> <p>Expected outcome: Development and participation in relevant vocational training courses that are matched to market requirements.</p>

Title	Investor in Workplace Education Award
Target groups	Employers
Executing actor	National and regional governments
Reference	N/A
Description	<p>This activity would aim to recognise the outstanding investments of employers in training their staff, by providing funding for continuing education or on-the-job training opportunities. It could specifically target small and medium-sized enterprises, giving them a tangible award, which would reward and incentivise them to make a sustainable investment in their people by using innovative training solutions available on the market. It would be promoted using print and online media, central and local government business networks, chambers of commerce, etc.</p> <p>Objectives: The key goal would be to incentivise employers operating SMEs to commence or continue providing adult education opportunities or on-the-job training, and to engage themselves in sustainable investment in people.</p> <p>Development and promotion: The award scheme would be developed by national or regional governments. These would set appropriate selection criteria, participation incentives (financial or recognition based), and rewards. Information on the award scheme would be distributed through central and local government business networks, trade unions, and chambers of commerce via newsletters, website banners or online forums, as well as through the online and print media.</p> <p>Expected outcome: Employers are encouraged to proactively invest in continuing learning opportunities for employees thereby increasing the competitiveness of SMEs through qualified, skilled and productive staff capable of meeting fast changing customer and market requirements.</p>

Title	Handbook for Employers
Target groups	Employers
Executing actor	National level policy makers, Chambers of Commerce & Industry, education providers
Reference	N/A
Description	<p>This handbook would provide employers with a vision for new, more effective adult education programmes, including the key elements to ensure greater programme participation, an understanding of the role employers can play in developing programme content, best-in-class examples of employer involvement in adult education for work programming, and tools employers can use to assess training needs and the quality of existing programmes and to access training resources. Employers can use these tools as a guide to advocate for programmes that better meet workforce needs.</p> <p>Objectives: The aim of this activity is to supply employers with: an overview of existing courses at local level; access to training resources and best practice examples of employer input with regards to adult education programme content; and secure employer commitment to invest in adult learning and in the development of training programmes tailored to current needs.</p> <p>Development and promotion: Policy makers would need to conduct a needs assessment at national level with chambers of commerce as well as industry and education providers to identify skills gaps, suitable self-assessment tools and best practice examples of employer involvement in developing effective adult education programme content. Chambers of commerce and other stakeholders who are in regular contact with employers would promote the handbook at targeted events such as fairs, info days, networking opportunities and through announcements on websites of trade unions and chambers of commerce.</p> <p>Expected outcome: Employers would continue to depend on adult learning as a tool for ensuring a highly skilled and knowledgeable workforce. Individuals would engage in programmes as a means for upward career mobility, job enhancements and enriched quality of life.</p>

Title	Gain at Work
Target groups	Employers and adult learners (employees)
Executing actor	National governments
Reference	National Learning at Work Day
Description	<p>This campaign aims at encouraging older workers to stay longer in the labour market instead of retiring early. It targets employers as it aims to give them financial and operational incentives to retain older workers, offering them more flexible arrangements, including part-time work, with the rest of their time being used to train new workers on the job in order to ensure knowledge transfer and more efficient learning.</p> <p>Objectives: The activity aims to allow employers to keep their existing employees on staff, and pass on their knowledge to new workers.</p> <p>Development and promotion: This project would require extensive changes in structural policies and review incentive systems to keep people longer in the workplace. It however has the potential of favouring adult learning tackling demographic challenges and pension sustainability issues.</p> <p>Expected outcome: Older workers would benefit from more comfortable working conditions, teaching skills practising, and more attractive pension benefits. Those entering the workforce would benefit from mentoring and training on the job support.</p>

Regional and local governments

Title	The Entrepreneurship Programme
Target groups	Employees, self-starters and interested adult learners
Executing actor	Regional or local governments
Reference	N/A
Description	<p>This activity would aim to promote entrepreneurial and business skills in the local community and help encourage adults with business ideas to learn how to put them into practice and better manage their own businesses. It would be a learning programme informing on existing incentive structures and available funding and skills training. It provides basic management, legal and financial tutorials on how to take the first steps. It primarily targets adults interested in learning how to set-up a business, but it may also include courses on how to run a business, thereby targeting current business owners to help them improve their skills.</p> <p>Objectives: The aim of the activity would be to provide potential adult learners with knowledge and tools to start their own business or improve the efficiency of existing business.</p> <p>Development and promotion: Local governments would develop courses on basic business skills, in conjunction with local education institutions providing business and entrepreneurial training. In addition to publicising information in local business journals, it would identify existing start-ups to target their owners.</p> <p>Expected outcome: Empower new and existing small business owners to be more entrepreneurial and work more efficiently.</p>

Title	Learning@Work Partnership
Target groups	Employers
Executing actor	Regional or local governments, education providers
Reference	Advising working people: Career Progression through work-based HE
Description	<p>This initiative would be initiated by regional and local authorities to target businesses within their community. After assessing needs, authorities would develop a set of courses which could be offered in the workplace with the support of trainers from vocational institutions.</p> <p>Objectives: The activity aims to provide customised training in the workplace, based on organisation and employees' needs.</p> <p>Development and promotion: Local authorities would conduct needs assessments of businesses in their regions. Cooperating with education providers, they would develop training modules that address workplace needs. Courses could comprise of modules such as Health and Safety at Work, Accountancy, Language, Management, etc. They would be advertised through print brochures and the website. They are expected to be delivered in the workplace to minimise time-off-work costs for employers.</p> <p>Expected outcome: Employees are trained in specific areas that are important for their workplaces.</p>

Title	Bring your Parents to School
Target groups	Education providers, adult learners
Executing actor	Regional or local governments, education providers
Reference	N/A
Description	<p>This activity is targeted at parents, encouraging them to visit their schools on a weekend day with their children, in order to learn about existing activities run by the school and community organisations in the field of intergenerational learning. The activity aims to strengthen relations between adult and children education, because children represent a way of motivating adults to learn, in order to improve their skills, address critical social issues in their communities, and because a culture of active learners should be developed early in the childhood.</p> <p>Objectives: The activity envisions healthy communities in which individuals of all ages are valued and work together to enhance the quality of life for all. The goal is to raise awareness amongst parents about activities in the school and community that allow them to interact with their children in a learning environment and to participate in intergenerational activities.</p> <p>Development and promotion: Regional or local governments would develop approaches that build on the capacity of people of all ages to work together to improve practical skills and to react to the community's needs. They would set up targeted events such as info days at local schools inviting parents and community organisations working in the field of intergenerational learning. The activity would be promoted through information flyers and invitations via the schools and education providers' networks.</p> <p>Expected outcome: Children would become familiar with the added benefits of lifelong learning early on. Adults would be motivated to engage in active learning through which they would be able to develop new skills and achieve qualifications that will impact positively on their career development and community life.</p>

Title	Cooperation with Secondary Schools
Target groups	Adult learners: young adults in secondary schools
Executing actor	Local governments, NGOs
Reference	N/A
Description	<p>This activity would see national institutes of adult learning, in cooperation with local governments, working with secondary schools in areas with low education rates to provide personalised support to avoid existing young adults entering the vicious circle of low participation in adult learning.</p> <p>Objectives: The activity would target disadvantaged groups of young adults to help them continue learning through their lives.</p> <p>Development and promotion: Local governments would support NGOs in the identification of secondary schools in areas that have lower education rates. They would cooperate with these schools to identify disadvantaged groups of adults at an early stage of their development. These groups face the risk of leaving education at an early age, as well as not participating in adult education in their future. They would therefore be provided with personal support to impress upon them the value of education, both currently and as adults. This support would be in the form of workshops, seminars and similar activities to be held at the secondary schools.</p> <p>Expected outcome: Students in secondary school would be more likely to stay in secondary school and join adult education in the future.</p>

Title	Health Literacy for Elders
Target groups	Adult learners: elderly and chronically ill
Executing actor	Regional, local governments
Reference	Education in Older Years
Description	<p>As the population ages and older adults become the largest segment of the population, low health literacy poses a challenge to quality of life and healthcare systems. Public health professionals, nurses and educators from cross-cutting disciplines would need to be engaged to train individuals affected by chronic diseases on how to self-manage their condition, preventative action, and healthy life-style.</p> <p>Objectives: The key goal of the activity would be to enable the elderly and chronically ill to read, understand and use healthcare information to help them make decisions and follow instructions regarding their individual treatments.</p> <p>Development and promotion: This activity requires concerted effort from public health professionals, nurses, and public and private education providers to give and receive training on how to teach health literacy to the elderly and chronically ill. Training course content would need to be developed by education providers in close cooperation with health professionals and nurses based on a needs assessment. Additionally, suitable participants that have experience in training others need to be sourced. Training can be delivered at local practices and or hospitals. Promotion would need to come from national health ministries including regional and or local governments.</p> <p>Expected outcome: Increased health literacy amongst the elderly and chronically ill to reduce health disparities, increased quality of life of the target group, and reduced economic burden on national health care systems.</p>

Title	Education in Prisons
Target groups	Adult learners: offenders
Executing actor	Policy makers, adult learners, ex-offender associations
Reference	Kha Ri Gude Mass Literacy Campaign case study
Description	<p>The programme would target offenders under probation and parole supervision. It consists of skilled offenders teaching other offenders through a liberal non-formal approach.</p> <p>Objectives: The activity would cultivate offenders' interest in education implementing a bottom-up approach; stimulate intellectual skills, peer-to-peer knowledge transfer and teamwork; and facilitate re-integration in society in the long-term.</p> <p>Development and promotion: Organisers need to conduct an ex-ante needs assessment and evaluate potential for developing an adult-to-adult learning programme. They should establish a structure/space for learning and information access point for coordination. They also have to host orientation workshops and provide further practical information for leavers on where and how initiated informal learning activities could be pursued out of prison.</p> <p>Expected outcome: Convey to offenders the advantages of education, and improve their ability to re-integrate into society in the long-term.</p>

Title	A Book for your Coffee
Target groups	Adult Learners: poor interest in reading
Executing actor	Local authorities, libraries, bookshops
Reference	Quick Reads case study
Description	<p>This would be an initiative promoted by libraries and book stores to get people interested in reading. Instead of adults going to libraries, libraries would follow them into places, such as stands on a beach, parks, or open galleries, where they could enjoy a cup of coffee and borrow a book for a few hours.</p> <p>Objectives: The activity would help learners associate books and literature with day to day activities, instead of classrooms, libraries or other formal settings. It would moderate the negative perception of reading as a mundane or elite past time. Through increased reading, it would enhance learners' ability to communicate better, and enable them be more at ease with practical documentation they come across in the course of their lives. It would also introduce reading to young children through their parents.</p> <p>Development and promotion: Local authorities would partner with publishers for the supply of books at free or reduced costs. They would coordinate with local authorities to determine optimal locations and operational considerations such as: storage, distribution, maintenance of books.</p> <p>Expected outcome: Make reading an accessible activity that can be enjoyed anywhere.</p>

Title	Don't look back!
Target groups	Adult learners
Executing actor	Regional or local governments, media providers, education providers
Reference	National Adult Learners' Forum
Description	<p>Don't look back! would be the name and slogan for a large-scale campaign engaging mature students and adult education programme ambassadors to share their experiences through radio, face-to-face events and similar. Using catchy messaging ideas, it would promote the stories of how adult education improved their lives. Through the campaign, members of the public would be re-directed towards stakeholder organisations capable of providing them with information on existing adult learning opportunities (e.g. phone line services, public employment offices or regional authorities). The activity would aim to target both on and off-liners.</p> <p>Objectives: The goal of the activity would be to inform adult learners about the added benefits of adult education, and the existing opportunities at regional and local level.</p> <p>Development and promotion: Organisers of the activity would cooperate to gather success stories from adult education programme ambassadors and adult learners having participated in life-long learning schemes. The stories would be disseminated through mass media via a PR campaign. Additionally, stories would be provided to learners through targeted activities including local and regional fairs and info-days.</p> <p>Expected outcome: Raised awareness on the benefits of life-long learning and on available adult learning opportunities in learners' regions, thereby increasing subscription rates to courses that could potentially provide participants with new skills. Raised participants' competitiveness in the labour market and improved quality of life.</p>

Title	Open Day for Migrants
Target groups	Adult learners: foreign migrants
Executing actor	Local policy makers, education providers, trade unions
Reference	Svenska för Invandrare (SFI)
Description	<p>This would be an open doors event/fair for migrants to introduce them to learning possibilities in their area/region. It targets skilled and low-skilled labourers as well as non-native language speakers. It provides information on the education system in general as well as government-funded training schemes.</p> <p>Objectives: The activity would facilitate the integration of migrants into the local education system; advertise ongoing training initiatives (e.g. language courses for immigrants). It would promote social and cultural integration through learning.</p> <p>Development and promotion: Local authorities and education providers would present their programmes, exchange information, give mentoring/advice and enrol learners in courses. To be held systematically, e.g. at the beginning of the academic year. Promoted using the web, ad space in free newspapers and public transport, social media and using intermediaries such as trade unions as multipliers.</p> <p>Expected outcome: Raise awareness and increase participation in targeted educational initiatives to help those with limited access to information not to miss out on opportunities.</p>

Associations and NGOs at European and national level

Title	Ambassadors for Adult Learning
Target groups	Local authorities, adult learners
Executing actor	NGOs, with funding from DG EAC
Reference	N/A
Description	<p>This activity would see NGOs at national, regional and local levels identify and establish Ambassadors for Adult Learning, from different areas such as sports, literature and film, including those who had been adult learners themselves.</p> <p>Objectives: Encourage adults to enter learning, by following examples of well known celebrities, who endorse learning, and have participated in the learning process themselves.</p> <p>Development and promotion: NGOs would identify local organisations such as publishers, sports leagues, arts councils etc., which would be willing to participate in a programme, whereby one or more celebrities from their organisation would be appointed an Ambassador for Adult Learning. This ambassador would also be adult learners, who entered learning at a later age in life, either to improve their literacy, or to skill-up. The programme would be funded by DG EAC. The programme would comprise of group learning sessions at locations such as the local library. It could be promoted through a public relations campaign targeting local newspapers, encouraging them to cover the 'events' in order to increase participation in future sessions. Ambassadors would be encouraged to tell their stories of success to local magazines and newspapers, and learners would also be encouraged to share their experiences.</p> <p>Expected outcome: Learners would be inspired by the examples of the Ambassadors, and enter education.</p>

Title	Innovative Adult Learning Forum
Target groups	Adult learners, education providers, policy makers
Executing actor	NGOs, National Institutes for Adult Learning, community organisations
Reference	NALA's National Forum for Adult Literacy Tutors
Description	<p>Innovative Adult Learning Forum is intended to be a defined research project to assess needs and challenges faced by potential adult learners. It would serve as basis to re-think delivery and promotional models of adult education.</p> <p>Objectives: The activity would identify perceptions and attitudes towards current educational offers and adult education in general. It would involve potential learners in defining obstacles to access and channels to improve participation rates.</p> <p>Development and promotion: The forum would bring together potential learners, senior students and community learners to discuss how to promote learning more successfully and what structural changes/incentives are needed to overcome existing barriers. It would be organised according to pre-defined socio-demographic groups and include focus group sessions to stimulate open but structured debate. Promote using internal community and education providers' channels.</p> <p>Expected outcome: Use communication research techniques to support structural reforms in the way education is proposed to adults, and create an evidence base for its development.</p>

Title	All You Need to Know About Volunteering
Target groups	Adult learners: older
Executing actor	NGOs
Reference	N/A
Description	<p>It is important to ensure that the elderly section of the population remains active, and is still part of mainstream society, in order for them to be both mentally and physically healthy. Encouraging them to volunteer will achieve this, and provide them with a feeling of self-worth as they continue the acquisition of skills and share their knowledge with their local community.</p> <p>Example: The Red Cross in Belgium organises volunteering for interested participants in locations such as hospitals.</p> <p>Objectives: The aim of the activity is to keep the aging population active, and encourage them to share their knowledge and skills with their communities.</p> <p>Development and promotion: Local NGOs and civil society organisations would cooperate to develop a handbook targeted towards older adults, with information on local volunteering opportunities available to them, as well as its benefits. In liaison with local government offices and town halls, a list of seniors in each community would be identified, and the handbook would specifically be sent to them. There would be an information line available for anyone who wanted to call for more information.</p> <p>Expected outcome: Older citizens would be more informed on volunteering opportunities available in their local communities, and encouraged to take up these activities.</p>

Title	Parents' Toolbox for Safe Media Use
Target groups	Adult learners: parents
Executing actor	NGOs, national governments, businesses
Reference	Kampagne M case study
Description	<p>In an age of increasing exposure to different forms of media, both online and offline, children are being placed in a precarious position in terms of their safety while using and interacting with media. Parents therefore need to be educated about the various types of media available, the advantages and disadvantages of each, and what they need to teach their children. This activity would therefore see the development and distribution of a "Parents' Toolbox" containing information and advice about positive and safe media use.</p> <p>Objectives: The aim of the activity is to help parents learn about media literacy, and provide them with information that would let them educate their children on how to keep safe while interacting with the media.</p> <p>Development and promotion: National NGOs would cooperate with national governments and businesses in the field of media, and develop an information package for parents on (1) types of media; (2) what each media type consists of, and main tools of each; (3) advantages and disadvantages of using each type of media; (4) risks these media pose to their children; and (5) steps that parents can take to mitigate the risk. The information would be made available online on NGOs and national government's websites.</p> <p>Expected outcome: Parents would be better informed on media literacy, and could keep their children safer both online and offline.</p>

Title	Digital literacy week
Target groups	Adult learners
Executing actor	NGOs, national governments
Reference	IT: 5th Digital Literacy Week in Italy
Description	<p>Digital literacy can help adults improve their skills for the workplace and make them more employable. It also integrates them into day to day society, given the emphasis now placed on online media. This activity would therefore encourage adults to go to their neighbourhood community organisations, and acquire basic computer skills, learn how to send emails, and browse the web.</p> <p>Objectives: The aim of the activity is to enable adults to improve their knowledge about media literacy, and increase their skills in the use of digital tools.</p> <p>Development and promotion: NGOs cooperating with national governments would organise and develop a national Digital Literacy Week to be held in conjunction with local libraries, schools, cultural centres. The facilities would include opportunities for training and provision of mini computer courses, which would make participants familiar with the basics of digital literacy. The programme would be promoted through flyers, posters and radio spots, specifically targeting areas where populations have lower digital literacy levels, which would be identified in conjunction with national ministries of labour.</p> <p>Expected outcome: Adults enabled to use computers with more ease than previously, and would encourage them to enrol in classes that would further improve their digital literacy. This would further allow them to improve their workplace skills.</p>

Title	Show and tell
Target groups	Adult learners
Executing actor	Community organisations
Reference	Lifelong learning U3A
Description	<p>The idea of this activity is to hold low level community events where community members would present their individual and/or businesses skills to give other community members ideas about what skills are needed to carry out certain jobs, further their own career or change their career path. The idea is based on job information days which are frequently held in schools to educate pupils about future career possibilities.</p> <p>Objectives: The activity would provide information on skills necessary for developing a new career or improve already existing skills to further individual development.</p> <p>Promotion and development: Community organisations would resource community members able and willing to share their experience and knowledge. This would be promoted through flyers and on notice boards in local supermarkets. Information about local adult learning opportunities would be provided on the day.</p> <p>Expected outcomes: Community members would receive information on required skills and potentially enrol in local adult learning courses to learn new skills. Additionally, the sense of community life would be reinforced, improving the overall quality of life for everybody.</p>

Title	Partner with public service providers
Target groups	Adult learners
Executing actor	National adult learning institutes, public and online service providers
Reference	N/A
Description	<p>The idea of this activity is to reach new adult learners through new incentives. By partnering for example with public transport providers, adult learners could potentially pay a reduced fee for their public transport pass if they are enrolled in an adult learning institution. Partnerships would also be sought with online service providers such as online news (press) or entertainment (music, movies) to promote adult learning in the form of a catchy and entertaining video clip or similar.</p> <p>Objectives: The aim of the activity would be to create partnerships with public and online service providers to create new incentives and raise awareness of adult learning.</p> <p>Development: National institutes would develop partnerships with public service providers to determine incentives that are interesting to them and have a big impact on the general public. They would secure public funding and or sponsors for developing audiovisual awareness raising material and for renting public advertisement space. If the audiovisual material is particularly captivating, the promotion would be supported through a viral Internet campaign.</p> <p>Expected outcome: More people would become aware of the added benefits of adult learning and possibly sign up to relevant courses. An impactful video could go viral and captivate the entire nation and even spread across borders.</p>

Title	Booth at food/music festivals
Target groups	Adult learners
Executing actor	National adult learning institutes, local governments
Reference	N/A
Description	<p>The activity aims at establishing an information booth at local food, music or other festivals where festival goers can pick up information on local and regional adult learning opportunities in relation to the topic of the festival.</p> <p>For example: At a food festival, local cooking classes or related print material such as cooking books would be promoted; at a music festival adult learning courses that relate to learning an instrument or learning the skills to become a sound technician or a stage designer would be promoted, etc.</p> <p>Objectives: The aim of the activity is to raise awareness about local and regional adult learning opportunities and their added benefit.</p> <p>Development and promotion: National institutes would source upcoming festivals, and recruit a small number of educational providers relevant to the topic of the festival. Promotion could be made through partly sponsoring the relevant festivals and through advertisement space in local papers and on the radio.</p> <p>Expected outcome: Festival goers will become aware of adult learning opportunities where they can improve their knowledge and develop new skills.</p>

Title	Take a Walk Through History
Target groups	Adult learners: low income
Executing actor	NGOs, local governments, museums and cultural organisations
Reference	Palace Explorers case study
Description	<p>This activity would try to increase foot traffic in museums, by encouraging adults to visit their local museums through offering reductions and incentives. Increased knowledge and awareness about one's history and culture can make a person feel more integrated in their society and could lead to improved social cohesion.</p> <p>Objectives: The activity would encourage adult learners from low income households to visit their local museum with their families, and improve their knowledge and interest in history.</p> <p>Development and promotion: Local governments would coordinate with NGOs and community organisations to identify low income households, who would form the primary target groups. They would then coordinate with museums and other cultural organisations to develop an incentive programme to encourage visits, such as reduced ticket prices, family package deals, etc. Information on these offers would be disseminated by community organisations, as well as by the museums through their websites and other promotional materials. This offer would also be made available to the general public, but its primary target group would be adults in low income areas.</p> <p>Expected outcome: Increased knowledge about history and culture in low income areas. Creation of a habit/culture of visiting museums and other historical and cultural places of interest. Feeling of a sense of belonging to society.</p>

Title	For a More Inclusive Adult Education
Target groups	Education providers
Executing actor	NGOs, national and local governments
Reference	N/A
Description	<p>This would consist of a series of brief publications on adult learners' attitudes and perception of the current adult educational offer.</p> <p>Objectives: The activity would supply education providers with an overview of what adult learners think of existing courses in each subject area. It would overview what learners feel is missing from the education offer, and offer recommendations on the types of courses that providers could consider delivering.</p> <p>Development and promotion: Organisers would conduct research at local level with learners who have participated in courses at their educational institutions. They would also survey the general public to identify potential learners who express an interest in pursuing education. Organisers would gauge their opinions on existing education offers, and what they would ideally be looking for from education providers. This research should be provided free of charge to education providers, alongside information on available funding for the development of new courses.</p> <p>Expected outcome: Raised awareness amongst education providers' of learners' need and how their offer could better match demand.</p>

Title	Building Capacity for Adult Learning
Target groups	NGOs, community organisations
Executing actor	National Institutes for Adult Learning
Reference	Réunir pour mieux agir case study
Description	<p>This would be a training initiative implemented by organisations with experience in developing campaigns to promote adult education. It would target institutions that need to strengthen communications and skills to roll-out campaigns, focusing on those with high potential of local engagement but low resources. It could also include regional and local level policy makers wishing to refine their skills.</p> <p>Objectives: The activity would teach NGOs and other organisations communications skills for the promotion and dissemination of programmes that raise awareness of adult education. It could create a community of NGOs that share best practices beyond the life of the training programme.</p> <p>Development and promotion: Training programmes should be developed by national institutes that have access to communications experts, and prior experience executing nation wide campaigns, and involve elements of best practice. The activity could be organised in seminar or workshop packages. It would be promoted during the course of regular interaction with NGOs and other community organisations.</p> <p>Expected outcome: Empowerment of NGOs, community organisations to successfully promote their programmes, and reach a wider range of potential learners or policy makers.</p>

Title	Communications toolkit
Target groups	Any organisation wishing to implement communications campaigns
Executing actor	National institutes of adult learning, national governments
Reference	Adult Learning Campaign Toolkit case study
Description	<p>National institutes of adult learning, which have experience in running communications campaigns, are theoretically in an ideal position to provide support to smaller organisations wishing to implement communications campaigns aimed at raising awareness of adult education. With funding from national governments, they would be able to develop communications toolkits for smaller organisations that would include operational tools, strategy ideas, potential messages, tips on developing networks and selecting partners, and information on financing and budgeting.</p> <p>Objectives: The activity would provide smaller organisations with the basic information and tools needed to run successful communications campaigns.</p> <p>Development and promotion: National governments would coordinate with national institutes of adult learning, and fund the development of toolkits targeted to local organisations that wish to execute communications campaigns. The toolkit would be made available online, but organisations wishing to access it would need to register first. This would also provide national institutes and governments with a database of actors in the field. The toolkit would be promoted on the websites of national institutes and local governments. National governments would also make the research results about target groups available to the participating organisations.</p> <p>Expected outcome: Smaller organisations are empowered to run their own communications campaigns. Campaigns would be more targeted and efficient.</p>

Title	Lobbying/Writing to MPs and MEPs
Target groups	MEPs
Executing actor	General public, national adult learning institutes
Reference	N/A
Description	<p>Writing to MPs and MEPs would aim to increase the exposure of adult learning, and encourage further public funding from them. It is generally be more effective to contact Parliamentarians by email or postal letter. Many MEPs still measure public opinion on an issue by the number of letters they get about it.</p> <p>Objective: The goal is to raise awareness amongst MPs/MEPs about the added benefits of adult learning to secure greater public exposure.</p> <p>Development and promotion: National adult learning institutes would conduct research on relevant MPs/MEP's who can act as impactful facilitators. They would carry out local needs assessment to determine the issues that the general public would like to voice to these Parliamentarians. They would then determine local people and relevant national adult learning institutions that are willing and are capable of writing to them. The activity would be promoted during local festivals and job fairs, where it is also possible to promote adult learning and the opportunities that are already in place and those that require additional support and funding.</p> <p>Expected outcome: Public exposure of adult learning, its added benefits and available opportunities would be heightened. More people would become aware of adult learning opportunities and subscribe to courses or help develop tailored ones to local needs. Additional public funding would be secured.</p>

Education providers

Title	Grandparents on the Net
Target groups	Adult Learners: 50+ years old
Executing actor	Education providers (e.g. secondary schools, community centres)
Reference	Senior@Work
Description	<p>Grandparents on the Net is based on the idea of intergenerational learning, which encourages people of different ages to exchange skills or learn together. This activity encourages youth to teach elders how to surf the web.</p> <p>Objective: The key goal would be to activate older generations, bringing them closer to ICT and the Internet. It targets elders with basic IT skills but no experience in using the web and seeks to make them more capable of leading an autonomous life.</p> <p>Development and promotion: Teams of volunteer youth would be responsible for teaching elders key web skills, showing them the functionality and positive impact it could have on their daily life (e.g. scheduling appointments, finding stores, planning trips). Schools could be used as delivery centres for the courses using existing infrastructures. Youth could be engaged in the activity as part of extracurricular assignments and promotion would be done using links between school students and families.</p> <p>Expected outcome: Promote learning of ICT in an informal, cost-effective and interactive way; foster dialogue, exchange and solidarity between generations.</p>

Title	Adult Learning Abroad
Target groups	Adult learners
Executing actor	Education providers
Reference	Leonardo da Vinci Programme
Description	<p>This consists of a programme encouraging adult learners enrolled in a formal or non-formal course (e.g. mature students or adults taking part in vocational courses) to move abroad in a partner learning institution for a few months. It could be implemented as part of the Grundtvig programme and be administered by each education provider locally. The education provider would also be in charge of advertising and promoting these options to enrolled learners. The programme is expected to create a strong network of learners/individuals with positive and strong learning abroad experience, potentially including foreign languages skills.</p> <p>Objective: The activity aims to provide adult learners with language skills and helps them to gain new knowledge and qualifications in order to boost their overall competitiveness on the European labour market.</p> <p>Development and promotion: Local education providers should seek suitable partners abroad and establish exchange programmes. Simultaneously, local host families would need to be sourced to provide boarding. Learning institutions need to create incentives and deliver information directly to learners (e.g. via institution website and programme catalogues) and through targeted activities such as info days. The activity would be promoted locally where recruitment is taking place. In addition, providers could link with services such as EURES, highlighting the possibility of skills gained abroad. EURES and similar partner organisations could publicise this initiative on their respective platforms.</p> <p>Expected outcome: (1) Course participants would have learned the basics of a foreign language and broadened their individual skills (e.g. flexibility, social interaction, etc.). (2) A variety of success stories from adult learners having mastered a foreign language and adapted to cultural differences would be collected that could be at targeted events to promote life-long learning to adults as part of a PR campaigns.</p>

Title	Adult Education Campus on Second Life
Target groups	Adult learners, education providers
Executing actor	Education providers, NGOs
Reference	N/A
Description	<p>Second Life is an online virtual world, where residents can explore the world, meet other residents, socialise, and participate in individual and group activities. This activity would engage both education providers (encouraging them to hold online classes) and adult learners, specifically men (encouraging them to participate).</p> <p>Objectives: Education providers and NGOs would develop compelling, cost-effective virtual education solutions (online classes) to amplify an existing curriculum, vocational training or to create new models for engaged, collaborative learning that will equip adult learners with new skills thereby improving learners' quality of life and counteracting social exclusion.</p> <p>Development and promotion: Developers of the activity would conduct research at local level with education providers and learners who have previously participated in online courses or are thinking about subscribing to one in the future to determine learners' needs and how these can be matched. The research should focus on learning activities that would specifically interest men, as they would be more comfortable in an information personalised learning situation. The activity would be promoted on the virtual campus using the education provider and civil society organisations' channels.</p> <p>Expected outcome: Online courses would become an accessible activity for adult men who engage in social media platforms.</p>

Title	Language courses in new Member States
Target groups	Adult learners, education providers
Executing actor	Education providers, NGOs
Reference	N/A
Description	<p>Language courses in new Member States would provide adult learners with the opportunity to become proficient in official EU languages, which would increase their overall employability and facilitate assimilation and integration of migrant workers and EU citizens wishing to live and work in other EU Member States.</p> <p>Example: Teach English in Poland, because Polish people are interested in going to the UK, and therefore have motivation to go to classes.</p> <p>Objectives: The activity would aim to equip adult learners in new EU Member States with language skills to increase their competitiveness on the European employment market.</p> <p>Development and promotion: Local education providers would present their language programmes at targeted events including job fairs, info days and through their internal communication channels and networks. Additionally, available courses will be promoted using the web, free advertisement space in newspapers and public transport, social media and key multipliers such as trade unions.</p> <p>Expected outcome: Raised awareness and increased participation in local language courses to develop vital language skills necessary for living and employment in other EU Member States.</p>

Title	Culinary Explorations
Target groups	Adult learners
Executing actor	Education providers, NGOs
Reference	N/A
Description	<p>UNESCO recognised the Mediterranean diet pattern as an Intangible Cultural Heritage of Italy, Greece, Spain and Morocco, thus reinforcing it not only as a fundamental part of their history and culture, but also as a great legacy to the world. The aim of this activity is to provide cooking classes and recipes for kids and adults that will teach them about their cultural heritage. The cooking classes will not only recreate traditional recipes but will also explain the cultural roots, developments, influences and changes those dishes have undergone in time.</p> <p>Objectives: Cultural heritage would be introduced to adult learners and kids through cooking classes using traditional recipes and cooking methods. Learners would acquire new skills, become familiar with history and broaden their knowledge through intergenerational classes.</p> <p>Development and promotion: Education providers would resource adults familiar with traditional recipes and cooking methods, willing to be trained to become teachers of "home economics". These learners would be willing to participate in intergenerational cooking classes. They would promote the cooking course through the education provider channels and at local festivals.</p> <p>Expected outcome: Adults would broaden their basic knowledge, acquire new competences and improve their social and communication skills.</p>

Title	Alternative Learning Experience
Target groups	Adult learners
Executing actor	Education providers, national governments
Reference	BBC First Click, Radio Ecce
Description	<p>A concept that has recently emerged is the provision of education online, through the use of audio-visual tools. The Khan Academy is an example of this new use for technology. It is a website that hosts more than 2,600 micro lectures available for free via video tutorials stored on YouTube, on subjects including mathematics, history, finance, physics, chemistry, biology, astronomy, economics and computer science. Similarly, Stanford University recently began offering a free course on Artificial Intelligence online. The same course is also taught at Stanford University. The online course offers identical materials, assignments and exams, as well as uniform grading systems for online students. Instructors are also made available online.</p> <p>Similarly, through financial support from national governments, universities could begin offering their courses online as well.</p> <p>Objectives: The activity would provide those who are digitally literate with the opportunity to follow courses specifically targeted to adult learners from their own homes.</p> <p>Development and promotion: National governments would identify education institutions that already provide access to courses online. Through the provision of national funding, education providers would create teaching materials such as videotapes of lectures, and converting texts into electronic format, making them available online for free to prospective learners, in the form of a structured course of the same quality as the in-class course. They would also develop homework exercises for online learners to complete. Grading could be done through the support of teaching assistants. Online students would receive a letter of completion, as well as a final grade. Promotion of the course would be done through the education provider, and through national institutes of adult learning.</p> <p>Expected outcome: Learners would have access to courses that would otherwise be difficult for them to take, given geographic or financial constraints.</p>

Title	Train the Trainer
Target groups	Educators
Executing actor	Education providers, trade unions
Reference	Kampagne M case study
Description	<p>Train the Trainer would wish to keep educators in the education sector abreast of professional development opportunities, seminars, workshops and initiatives to refine their skills and capacity to engage students.</p> <p>Objectives: It aims to encourage continuous personal/educational development throughout life and enhance teaching capacity. It would promote adult learning under a different heading than literacy for low-skilled adults; rather, as a chance for everyone.</p> <p>Development and promotion: Organisers would conduct internal needs assessments through consultations on learning interests, skills gaps and teacher improvement necessities. They would leverage education providers and trade unions' internal channels to raise teacher awareness of relevant educational opportunities, e.g. internal newsletter circulation, subscription to providers' news. The effort would be to identify and present easy-to-access comprehensive material on courses relevant to the target. This would avoid a mere 'information distribution' exercise whereby relevant opportunities may be lost due to insufficient communication effort.</p> <p>Expected outcome: Raise participation rates in continuing professional education programmes.</p>

Title	Proficiency in adult education
Target groups	Adult education professionals
Executing actor	Education providers
Reference	N/A
Description	<p>This programme aims at considering adult learning as a separate discipline within teachers' educational curricula and degrees such as education management or other specific courses for education professionals. The goal is to improve quality and skills in the delivery of adult learning programmes and, as it will be attended also by educators not necessarily involved in adult education, encourage awareness and integration of continuing education into their work.</p> <p>Objectives: This activity aims to improve delivery of adult education programmes and raise awareness amongst educators of adult learning in general.</p> <p>Development and promotion: Education providers would develop specific training and educational courses that enhance a teacher's ability to deliver courses aimed at adult learners. The aftermath of the course would also see the teachers be recognised as being fully trained in adult education. These teachers would develop specific courses in conjunction with national institutes of adult education and national agencies. There should also be cross-EU (and other member countries of the Grundtvig programme) recognition of the degree, making it easy for those trained in adult education delivery to be geographically mobile.</p> <p>Expected outcome: The training of adult education professionals would be formally recognised through means of a diploma which would be recognised across countries participating in Grundtvig.</p>

Title	Step-up
Target groups	Employers
Executing actor	Education providers (Universities)
Reference	Advising working people: Career Progression through work-based HE
Description	<p>This activity would provide opportunities for universities offering part-time, executive education programmes, and other flexible learning options (e.g. distance courses) to market their programmes in the workplace.</p> <p>Objectives: Provide potential learners in the workplace with easy to access information on professional education opportunities available to them.</p> <p>Development and promotion: Education providers would reach out to the bigger employers in their region. They would provide information specifically designed for each organisation's employees, in terms of sectoral skills as well as general education degrees. This could be done through events and information sessions on, for instance, Learning At Work day, which is a recurring national campaign in the UK.</p> <p>Expected outcome: Direct link between employers and education providers.</p>

Social partners (e.g. trade unions, employers)

Title	Skills for Work
Target groups	Employers
Executing actor	Trade unions
Reference	N/A
Description	<p>This activity envisions trade unions targeting workplaces by sector. It consists of dissemination of print or electronic information on access points for workplace training relevant to the employers' business sector. The initiative could be complemented with an advisory service on how to fund and implement training in the workplace and could involve face-to-face meetings.</p> <p>Objectives: It aims to make information on sectoral training easy to access for employers.</p> <p>Development and promotion: Sectoral trade unions are in an ideal position to coordinate training and funding opportunities with employers in sectors that require their employees to skill up. They could therefore develop information kits on availability and costs of training for their region. These unions also have leverage over employers and could lobby for training to be made available as part of work contracts.</p> <p>Expected outcome: Encourage/require employers to provide sector specific training to employees.</p>

Title	European Trade Union's Network for Adult Learning
Target groups	Trade Unions
Executing actor	ETUC, trade unions
Reference	N/A
Description	<p>This is a networking and stakeholder information sharing activity aimed at facilitating experience and best practice exchange among same-sector organisations on how to raise the profile of adult education in their agenda. Ideally, it would be coordinated by the EU-wide association for trade unions (ETUC). It should be structured in a series of subsequent conferences and workshops where staff members from different countries can work together.</p> <p>Objectives: The activity aims to facilitate interaction among trade unions from different countries so as to share ideas on how to reach employers and their employees and involve them in adult learning. It would seek to raise the profile of adult education through a targeted approach for each employment sector.</p> <p>Development and promotion: ETUC would create sectoral based workshops comprising of interested participants, who would meet on an annual or biennial basis, to exchange best practice ideas on what worked in terms of targeting employers and employees to get them involved in adult education in their country. The discussion would circle on identifying replicable actions that could be implemented in countries where awareness raising is less successful. Learnings would come from the exchange of ideas on what worked with trade unions within the same sector, as well as cross sectors. A rapporteur would be appointed to ensure ideas generated at these meetings would be actionable.</p> <p>Expected outcome: Improve the ability of trade unions to reach out to employer associations and its employees, to convince them of the benefits of adult education.</p>

Title	Unions for Learning
Target groups	Trade unions
Executing actor	European Trade Union College (ETUCO) and European Trade Union Institute (ETUI)
Reference	N/A
Description	<p>This initiative is intended to favour good practice exchange among trade unions in Europe on how to set-up and run trade union learning centres.</p> <p>Objectives: The aim of the activity is to increase the number of trade union learning centres in Europe.</p> <p>Development and promotion: The activity would be centrally run and implemented by the European Trade Union Institute and its affiliated College. The Institute would invite well-known trade union centres in Europe running learning centres (e.g. SAK in Finland, CISL in Italy) to explain and share their experiences.</p> <p>Expected outcome: Trade unions could establish learning centres and train their union representatives, as well as promote the exchange of best practice.</p>

Title	Acquire working knowledge on a daily basis
Target groups	Adult learners, education providers
Executing actor	Publishers funded by national governments
Reference	Quick Reads and Lire et Ecrire case studies
Description	<p>Based on the Quick Reads and Lire et Ecrire case studies, this activity entails the creation of print materials on a variety of different life topics such as cooking or gardening aimed at getting adult learners to read as part of day-to-day life.</p> <p>Example: Lire et Ecrire publishes a recipe book, where, in addition to recipes, they provide background information on ingredients. This means that working knowledge is integrated into daily activities.</p> <p>Objectives: The activity aims to encourage adult learners to acquire knowledge, broaden their skills and increase their ability to communicate better through topical literature and books that are used to carry out daily activities. It would also help learners see books as 'tools' which provide practical knowledge and support in daily activities.</p> <p>Development and promotion: National governments would create partnerships with publishers that are publicly funded. They would need to conduct research on themes applicable to daily activities and then coordinate with local authorities to determine optimal storage, distribution and maintenance of books. Finally, they would need to promote them through the channels and networks of local education providers as well as at targeted events such as fairs and info days.</p> <p>Expected outcome: Learners equipped with working knowledge and broaden their skills as well as communication abilities, thereby counteracting social exclusion.</p>

Title	Reforming Vocational Training
Target groups	National governments and education providers
Executing actor	Chambers of Commerce and Business Associations
Reference	N/A
Description	<p>Chambers of Commerce and business actors would come together to assess and produce key reports on required national and regional level efforts to align the provision of adult and vocational education to workforce and skill gaps needs. The project would thus involve a number of business organisations across different sectors, which would be asked to supply information about the main skill gaps they face. The information would be used to raise awareness through print publications on reform needs and will thus target policy makers and education providers. This initiative, to be managed at national level, would reflect major EU-level undertakings such as the New Skills for New Jobs Agenda, facilitating job offer-labour supply matching.</p> <p>Objectives: Vocational training would be improved by matching training opportunities to skills demand thereby enhancing the employability of adult learners and the competitiveness of businesses.</p> <p>Development and promotion: This activity would require a concerted effort from Chambers of Commerce and key business actors, and demand changes in structural policies for vocational training. They would conduct research on the skills gap with key business organisations and Chambers of Commerce across various sectors. They would also assess feasible reforms and promote them to national policy makers and education providers through media outreach.</p> <p>Expected outcome: Vocational education would be reformed to meet and adapt to the current workforce and skills gaps thereby increasing employability.</p>

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Online Stakeholder Consultation Report

Overview

This online stakeholder consultation was in field from 29 March to 26 April 2011. The survey, disseminated to more than 1 500 stakeholders was made available in six languages: English, French, German, Italian, Polish and Spanish throughout the EU-27, EEA countries, Bosnia and Herzegovina, Croatia and Turkey. Some 1 808 respondents accessed the survey link.

The survey was intended to build upon the findings of previous research activities by further exploring the perspectives of stakeholders with respect to:

- how adult learning should be promoted;
- examples of activities that could be cited as best practice in the field of awareness raising of adult learning;
- specific messages to disseminate when communicating on adult learning;
- identification of which category stakeholders fit in;
- DG EAC's existing communications on adult learning; and
- specific target groups which are key players or actors in the field of adult education.

The survey was disseminated to stakeholders in two ways:

- Direct e-mail to DG EAC's stakeholder database; and
- European Lifelong Learning Programme's National Agencies.

Summary of key findings

Information and promotion of adult learning at national level:

Information on adult education directly supplied to potential learners is made available by a large majority of the organisations participating in the survey (about 83%); newer Member States in particular (especially Estonia, Latvia and Slovakia) scored very high in this regard.

However, when asked about the extent of promotional activities carried out (versus solely the provision of information), it was seen that education providers, trade unions, and social partners were less active.

Given the important role these stakeholders can play in reaching out to target groups, the findings suggest that there is potential for increasing their engagement in actively communicating on adult learning. Such organisations could for example be given guidance on best ways to promote adult learning, reach out to their target groups and measure outcomes, or be provided with 'ready made' tools for promotion.

Non profit organisations appear to be the most active in both the provision of information and active promotion of adult education. Furthermore, LLP Agencies were considered by most respondents as key actors disseminating information on adult learning through the implementation of Grundtvig-related activities.

Target groups:

Besides adult learners, respondents consider that the primary target groups should be policy-makers, who were rated higher than funders/grant providers (e.g. appointed bodies, businesses, SMEs or research institutes). This may be due to a shared feeling that a key obstacle to promoting adult learning is insufficient commitment from national policy makers.

Tools:

The majority of surveyed organisations stated that TV-based dissemination activities (independently of whether in the form of advertisements, documentaries or movies) are the most successful in outreach and engaging learners.

In addition, it emerged that themed events and festivals were considered successful because they allow for interaction with participants. In particular, 'umbrella' days such as Adult Learning Days and Adult Learning Weeks were rated very highly. These activities should therefore be encouraged and endorsed by DG EAC, for example by establishing a European Adult Learning Day with regular parallel or joint events co-organised with LLP National Agencies.

Conferences and formalised meetings were also considered very effective in communicating to policy-makers, more than the provision of statistical information. These include meetings under the aegis of the Open Method of Coordination (OMC)⁽¹⁾, Grundtvig-related promotional activities, and other events organised in the framework of the Action Plan on adult learning (2008-2010)⁽²⁾.

Respondents also believed that establishing a formal platform for the exchange of information and best practice amongst parties can prove to be highly effective for policy-makers and educational institutions alike.

Messages:

When prompted to develop and rank messages on the importance of adult learning, a large majority of respondent organisations ranked as highest the following:

'There is a demonstrated monetary return on investment for adult learning.'

The second ranked theme concerned "the cost of not investing in adult education", thus suggesting that rational arguments are more likely to resonate with respondents than emotional ones (e.g. "Adult education helps foster personal development and independence", which was ranked the lowest in terms of importance).

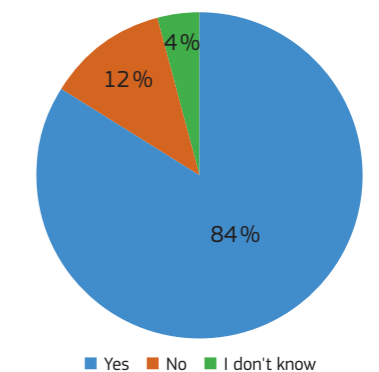
(1) <http://www.eurofound.europa.eu/areas/industrialrelations/dictionary/definitions/openmethodofcoordination.htm>

(2) *The European Commission Action Plan on adult learning was rolled out between 2007 and 2010, http://ec.europa.eu/education/policies/adult/com558_en.pdf*

I. Profile of respondents

→ **Does your organisation provide information on adult learning to potential learners?**

Does the respondent's organisation provide information on adult learning to potential learners?



Respondents were asked whether their organisation provided information on adult learning to potential learners, to which the majority (84%) said 'yes'.

II. Informational and promotional activities

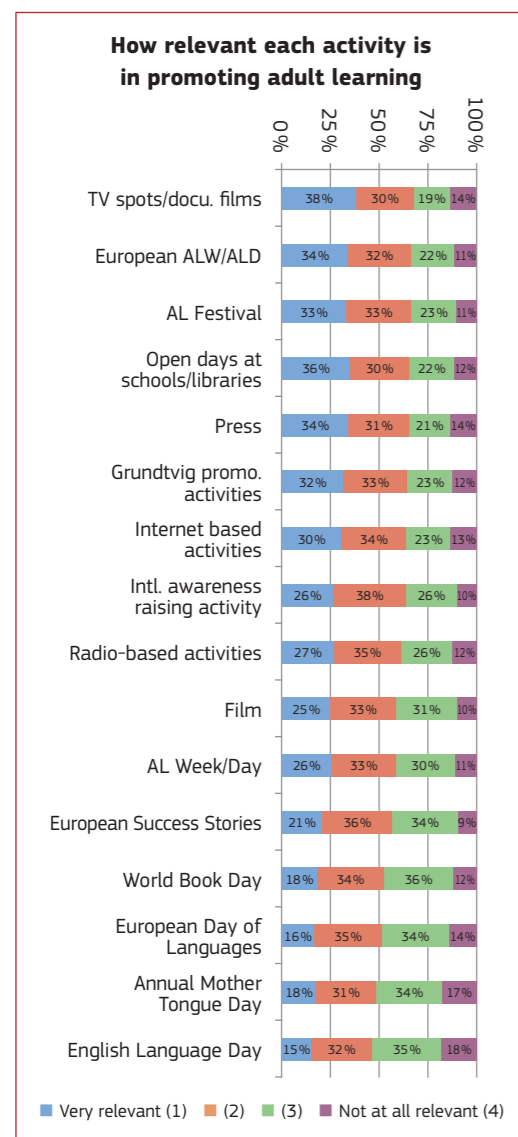
→ **In your opinion, what are the top five most successful promotional and awareness raising activities on adult learning external to your organisation?**

Respondents were asked to provide examples of successful promotional and awareness raising activities on adult learning in the field. This question was open ended. The top responses were:

1. Adult Learning Days/Weeks
2. Internet – online/email/website/social media information or campaign
3. Advertising and Media
4. Events
5. Face to face/personal contact or information

Activities that involved interaction between stakeholders, such as Adult Learning Days and Events, were generally rated quite high.

→ Please tell us how relevant each of these activities are / would be in promoting adult learning.



Respondents were then provided a list of current awareness raising activities in the field of adult learning, and asked to rank their relevance between 1 (very relevant) and 4 (not at all relevant).

In terms of percentage of respondents who answered the question, the top three activities that were rated either very relevant or relevant were:

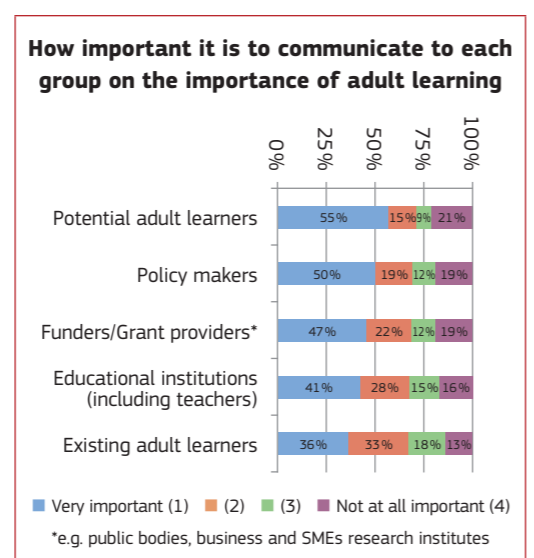
1. TV spots and documentary films (68%)
2. European Adult Learner's Week/Adult Learning Days (67%)
3. Adult Learners' Festival (67%)

In first place, TV is generally ranked high because of its perceived mass reach. Second place were

special Adult Learning Days – with a preference for 'umbrella' days (i.e. wider in their scope) vs. those which were more theme based (language, mother tongue, etc.) It is again clear that a setting which involves interaction among stakeholders is thought to be very relevant.

Print materials such as success stories were also rated low, which suggests that the existing practice of systematically providing print materials for the promotion of adult education is not based on evidence.

→ Please rank the following groups by how important you feel it is to communicate to them on the importance of adult learning.



Respondents were then asked how important it was to communicate to specific groups on the importance of adult learning. When looking at the ranking of 'very important', the top target group was potential adult learners (55%), followed by policy makers (50%).

As seen in the graph, funders and grant providers were considered by respondents as less important to communicate to than policy makers. This would imply that even if funds were available for the implementation of adult learning, there is a feeling among respondents that one of the key obstacles to promoting adult learning in Europe is insufficient commitment from national level policy-makers.

Changes would therefore first need to be carried out at policy level; there is potential for European Commission to make more of a case for adult learning, promoting its visibility in EU policy packages, and

provide national governments with thought leadership on how best to promote adult learning.

Policy makers may not be sufficiently engaged or kept informed of the economic and societal benefits of investing in adult learning, and there is therefore scope for developing target-specific activities disseminating such evidence more widely.

→ If you were asked to develop a message on why adult learning is important, what would your message be?



Respondents were provided with a text box, and asked to develop a message on the importance of adult learning. In order to understand the key aspects of their message, a tag cloud was created. The above tag cloud visually represents all responses provided.

The dominant words seen are 'learning', 'adult', 'life', 'society', 'education', 'development'. In order to understand better what other words had been highlighted, another tag cloud is developed with certain words removed⁽³⁾.

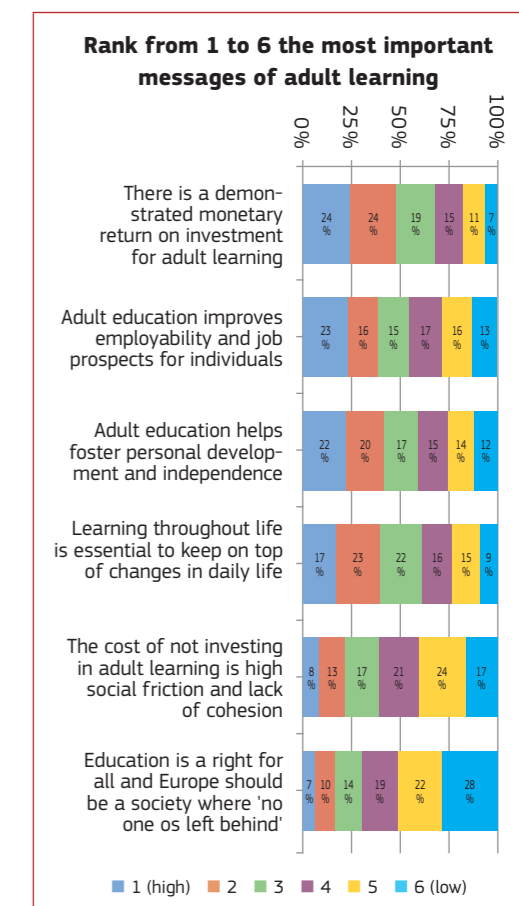


Note: the following words were excluded from the tag cloud: adult, education, keep, learning, something, life, learn.

In the above tag clouds, the count of words is as below:

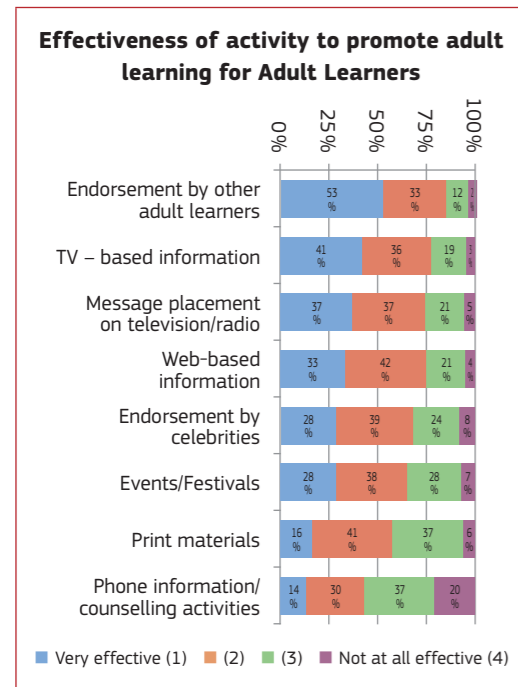
(3) Certain generic words (such as 'keep') or words which would be a part of all messages were removed (such as 'adult', 'education', 'learn', 'life', etc.). Active (38), better (54), change (74), important (76), improve (33), society (76), world (66), knowledge (62), opportunities (25), professional (22), social (53), society (76), employability (16), life (214), training (42), individual (21), value (16), experience (29), culture (14), chance (31).

→ Please rank the following messages from 1 to 6 (where 1 is the highest) by which you feel are the most important aspects of adult learning?



Respondents were shown six messages on adult learning, and were asked to rank each message's importance on a scale of 1 (high) to 6 (low). Considering the rank of 1 and 2, the message that ranked the highest on importance was 'There is a demonstrated monetary return on investment for adult learning'.

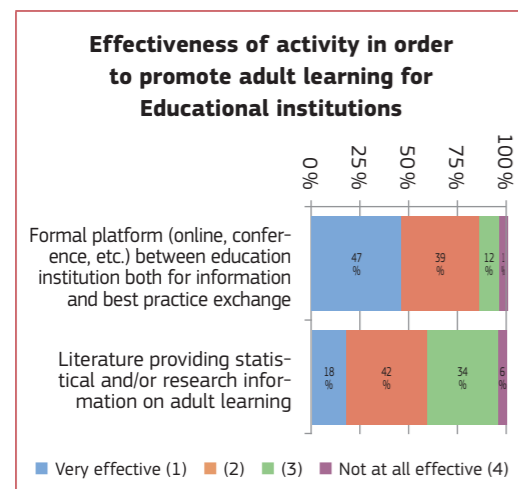
→ Please tell us how effective each of the following activities are in order to promote adult learning to prospective **Adult Learners**.



Respondents were then asked to rank a set of activities for different target groups from 1 (very effective) to 4 (not at all effective). The above graph is the rankings for the target group of adult learners.

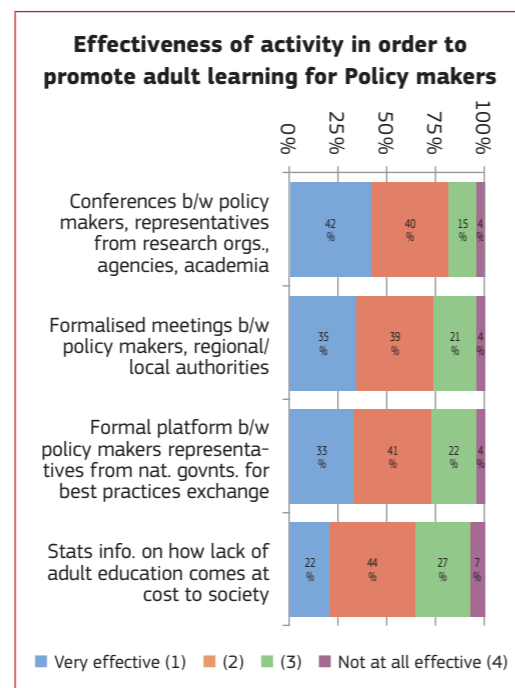
When taking into consideration rank 1 (very effective), endorsement by other adult learners (53%) and TV-based information (41%) score the highest. Also highly rated is web based information (33%).

→ Please tell us how effective each of the following activities are in order to promote adult learning for **Educational institutions**.



Respondents were then asked to rank activities for educational institutions. A formal platform for the exchange of best practices was rated more than 2.5 times higher than literature providing statistical and research information. In fact, only 1% of respondents thought that a formal platform would be 'not at all effective'.

→ Please tell us how effective each of the following activities are in order to promote adult learning for **policy makers**.



Respondents were then asked to rate activities for policy makers. Approximately 42% of respondents rated conferences as very effective (rank 1), followed by formalised meetings between policy makers and regional and local authorities (35%), with a formal platform for best practice exchange rated third (33%).

Examples of activities that could be developed in order to increase the level of awareness of the importance of adult learning – Top 15 ranked activities

Activity
Awareness Raising Campaigns
Increased funding
Conferences
Best practice exchange
Advertising
TV/films
Adult Education/Learning Day/Week/Festival
Promotional activities
Success story and case studies
Events
Research
Meetings
Platform
Workshop
Grundtvig programme

Database of existing awareness raising activities

Name	1001 Inventions: Discover the Muslim Heritage in our world
Country	United Kingdom
Type	Event/Conference
Target group	Adult learners
Website	http://www.nmm.ac.uk/about/press/adult-learning-events-nmm-may-august-2010
Date	13 July 2010
Frequency	One-off
Snapshot	This special lecture is part of the adult learning events for visitors to the historic Greenwich National Maritime Museum (NMM) in the UK. It provides an overview of some of the main Muslim civilisation advances and, besides enriching participants' knowledge it aims at promoting inter-cultural understanding and dialogue.
Contact	info@1001interventions.com

Name	11th German Adult Education Conference
Country	Germany
Type	Conference
Target group	Course providers, Educators
Website	http://www.iiz-dvv.de/index.php?article_id=442&clang=1
Date	7-9 November 2001
Frequency	One-off
Snapshot	The main message of the Conference is that 'The future needs learning'. Together with their partners around the world, the staff of the Volkshochschulen (German community adult education centres, VHS) discuss the challenges of the information and knowledge society, updating the image of the Volkshochschulen. The notion of 'public responsibility' is also discussed. Rather than aiming at answering all the questions raised by social and global change, the conference seeks to provide the encouragement to try unusual ideas.
Contact	Gisela Washeck, Head of Communication, washeck@dvv-international.de

Name	13th Adult Learners Week
Country	Estonia
Type	Adult learner week
Target group	Adult learners, Educators, Policy makers
Website	http://www.andras.ee/client/default.asp?wa_id=1223&wa_object_id=1&wa_id_key=
Date	8-15 October 2010
Frequency	Yearly
Snapshot	The 2010 edition of the event was themed as the Year of Reading. This is to celebrate the many ALW events that took place in libraries, which have become active and relevant cooperation partners of the ALW network in many countries. The event brings together national, regional, and local actors and aims at disseminating the increasing number of resources available to adult learners in public libraries on opportunities for education.
Contact	Sirje Plaks, Programme Manager, sirje@andras.ee

Name	A Funding guide for Adult Learning
Country	United Kingdom
Type	Publication
Target group	Adult learners, Educators, Course providers
Website	http://wales.gov.uk/docs/dcells/publications/101018adultlearnersen.pdf
Date	N/A
Frequency	N/A
Snapshot	This guide aims to help potential adult learners to find the student funding they need to make the most of the education and learning opportunities available to them. It lists sources of funding for all, including those specifically targeted at learners who have a disability or people with caring responsibilities.
Contact	Welsh Government, Dept. for Education and Skills, Dcells.enquiries@wales.gsi.gov.uk

Name	A Model of Inter-institutional Integrated Information System
Country	Bulgaria
Type	National project
Target group	Adult learners, Course providers
Website	www.ceeol.com/asp/issuedetails.aspx?issueid=cda53088-1483-42f6-8cb6-4e8f9e057b7d&articleid=edab8f68-f62f-42c6-8c8e-3a1dffe8945f
Date	2007-present
Frequency	N/A
Snapshot	This is a model of networking between the relevant agencies dealing with low-skilled adults, using ICT tools. The inter-institutional integrated information system allows a transparent, interlinked communication in real time between the employment agencies that maintain records of unemployed low-skilled adults on a website, and the training providers who have direct access to them. Since 2007, over 300,000 low-skilled adults have benefited from the integrated system.
Contact	National Agency for Vocational Education and Training, napoo@navet.government.bg

Name	A World Worth Living In – Adult Learning and Education for a Sustainable World
Country	Sweden
Type	International Conference
Target group	Course providers
Website	http://aworldworthlivingin.se/
Date	14-17 June 2011
Frequency	Yearly
Snapshot	The Swedish National Council of Adult Education (Folkbildningsrådet) hosts the World Assembly of the global adult education organisation, International Council of Adult Education (ICAE), entitled 'A World Worth Living In – Adult Learning and Education for a Sustainable World' in Malmö, Sweden on 14-17 June 2011. Around 800 people are expected to attend the assembly, which focuses on the role of adult education and folkbildning (popular/liberal adult education) in the world. The Swedish National Council of Adult Education wants to offer a dynamic and inspiring meeting place for discussions. At the assembly, similarities and differences between countries and regions are discussed with regard to adult education/folkbildning.
Contact	Mats Ehn, Project Manager, mats.ehn@folkbildning.net

Name	Adult Education – A Future in Europe
Country	Belgium
Type	Seminar
Target group	Academia/research, Course providers, Educators
Website	http://new.wales.gov.uk/topics/educationandskills/publications/reports/2323837/?lang=en
Date	1 March 2004
Frequency	One-off
Snapshot	This seminar is held in Brussels among stakeholders within the adult learning community. It is organised by EARLALL and aimed at sharing good ideas amongst each other in Europe to avoid reinventing the wheel; including others in debates to extend the legitimacy of EARLALL; building on discussions to carry out further research and pilot projects; contributing to the European debate on lifelong learning.
Contact	Andrews Leighton, Vice-President, leighton.andrews@wales.gov.uk

Name	Adult Education Channel
Country	Sweden
Type	TV programmes, on-line portal
Target group	Adult learners
Website	http://www.ur.se/webbtjanster/Folkbildningskanalen/
Date	Ongoing
Frequency	N/A
Snapshot	On Popular Education Channel is UR's training available and searchable. The programmes will be played directly when you choose what you want to see or hear, in the classroom or at home. Accessibility and independence in space and time creates new opportunities to use educational programs in the study circle or course. Select a programme, watch it together on the big screen in study hall or in pairs at the computer. Discuss and reflect. When and how you want.
Contact	Bernt Kviberg, Project Manager, bernt.kviberg@ur.se

Name	Adult Education Initiative
Country	Sweden
Type	National Action Plan
Target group	Adult learners, policy makers, education providers
Website	http://www.unesco.org/education/uiie/pdf/country/Sweden_app3.pdf
Date	1997-2000
Frequency	N/A
Snapshot	The Adult Education Initiative is a five year programme for adult education established on 1 July 1997. All municipalities in Sweden participate. The Adult Education Initiative is a part of the Government's strategy to halve unemployment by the year 2000. The aim of the state and municipalities is to achieve in a short period of time an overall boost in national knowledge thereby providing those with lower levels of education the opportunity to get a job and continue their learning. At the same time the Adult Education Initiative will contribute over a five year period.
Contact	Anders Stenberg, Evaluation Committee, anders.stenberg@econ.umu.se

Name	Adult Learners' Week
Country	United Kingdom, the Netherlands, Finland, Switzerland
Type	Adult learner week
Target group	Adult Learners, Course providers, Educators, Policy makers
Website	http://www.alw.org.uk/
Date	14-20 May 2011
Frequency	Yearly
Snapshot	Adult Learners' Week is a festival of learning, and the overall purpose of the initiative is to raise demand for learning and skills. It highlights the benefits of learning of all kinds, learning for work, informal learning as well as learning for personal development.
Contact	Emma Cliffe, Project Manager, emma.cliffe@niace.org.uk

Name	Adult Learning and Development
Country	Turkey
Type	Seminar
Target group	Academia/research, Course providers, Educators, Policy makers
Website	http://www.esrea2011.boun.edu.tr/
Date	28-30 April 2011
Frequency	One-off
Snapshot	Organised by the European Society of Research on the Education of Adults (ESREA), this seminar argues that the learning needs of adults cannot be limited to vocational skills compatible with the requirements of the market. Since the foundation of adult education as a field, there have been radical, humanistic and other perspectives that offer different ways of thinking about adult education and learning that have valuable implications for encompassing diverse needs of the individual and society; and for contributing to local development and empowerment. The seminar adopts perspectives focusing on adult education and learning in different contexts, and spaces.
Contact	Andreas Fejes, ESREA Secretary, andreas.fejes@liu.se

Name	Adult Learning and e-Learning Quality
Country	Lithuania
Type	Conference
Target group	Academia/research, Course providers, Educators, Policy makers
Website	http://www.eifl.net/events/adult-learning-and-e-learning-quality-lithu
Date	25-26 November 2008
Frequency	One-off
Snapshot	The goal of the conference is to discuss the factors influencing e-learning quality in the context of adult learning, and to contribute to adult learning and e-learning quality assurance. It contributes to the achievement of strategic goals defined by education reform by encouraging national and international dialogue and collaboration in quality assurance. The covered topics include adult learning and e-learning quality factors, evaluation strategies, social networking, library services and open access initiatives.
Contact	Rima Kupryte, EIFL Director, rima.kupryte@eifl.net

Name	Adult learning and local democracy
Country	United Kingdom
Type	Seminar
Target group	Academics, Counsellors, Policy makers
Website	http://www.niace.org.uk/campaigns-events/events/adult-learning-and-local-democracy
Date	14 October 2010
Frequency	One-off
Snapshot	To celebrate local democracy week, NIACE is highlighting the critical role that Adult Learning plays to this agenda. This seminar launches a special themed issue of Adult Learning. The aim is to ensure that adult learning fully contributes to the current local democracy agenda and through the seminar discuss issues, share strategies and raise awareness amongst decision-makers. Key contributors to the special themed issue will provide short overviews on social capital, national policy, working with the voluntary sector and share local practice.
Contact	Please see above

Name	Adult learning at Historic Royal Palaces
Country	United Kingdom
Type	Event, Lectures, Workshops, Games
Target group	Adult learners
Website	http://www.hrp.org.uk/learning/Default/educationevents.aspx
Date	Various during Spring 2011
Frequency	One-off
Snapshot	The Historic Royal Palaces' Adult Learning programme is a growing platform of events at the Tower of London, Hampton Court Palace, the Banqueting House, Kensington Palace and Kew Palace. It offers a wide range of talks, courses and creative workshops – all in spectacular settings – and seeks to promote adult learning through an interactive approach and engaging participants to be the leading actors in the various activities.
Contact	Nikki Lindsey, Outreach and Community Involvement Manager, nikki.lindsey@hrp.org.uk

Name	Adult Learning Campaign Toolkit
Country	USA
Type	Campaign toolkit
Target group	Adult learners, Education providers, Policy makers
Website	http://www.sreb.org/page/1274/adult_learning_campaign_toolkit.html
Date	Ongoing
Frequency	N/A
Snapshot	The Adult Learning Campaign Toolkit provides a collection of resources, tools, information and materials for states, local communities, employers and other organisations planning to conduct education campaigns targeting adults.
Contact	Bruce Chaloux, Project Manager, bruce.chaloux@sreb.org

Name	Adult Learning in Europe
Country	Sweden
Type	Event (conference)
Target group	Academia/research
Website	http://www.liu.se/esrea2010/?l=en
Date	23-26 September 2010
Frequency	Every 3 years
Snapshot	Adult education, lifelong learning or adult learning? Debates about choice of words announce differences in what is conceived of as the research field. Not only do the concepts vary, but also the contexts which are thought to be proper study objects: it can be learning at work, civic education, formal adult education, higher education or folkbildning or informal learning among adults. Behind these labels are practices, which have been shaped into local versions. This diversity needs to be explored in order to better understand varying research. By making differences understood common ground can be established more easily.
Contact	Andreas Fejes, ESREA Secretary, andreas.fejes@liu.se

Name	Adult Learning, Competence and Active Citizenship
Country	Finland
Type	Conference
Target group	Course providers, Educators, Policy makers
Website	http://www.minedu.fi/OPM/Tapahtumakalenteri/2006/10/adult_education.html
Date	3-4 October 2010
Frequency	One-off
Snapshot	The Finnish EU Presidency conference 'Adult learning, competence and active citizenship' discusses adult learning as a means of providing the entire labour force with competencies needed in changing working life and measures promoting active and democratic citizenship. The conference also examines current aspects of multicultural learning and communication. Some 180 national leaders and experts of adult education from the EU Member States, acceding countries, the EEA-EFTA States, representatives of European Commission, social partners, civil society, other relevant networks and organisations and a team of adult learners from different European countries took part.
Contact	Marita Häkkinen, Project Manager – Ministry of Education, marita.hakkinen@minedu.fi

Name	Adult Reading and Writing Skills
Country	Denmark
Type	Conference
Target group	Course providers, Local policy makers
Website	http://www.nordvux.net/object/27636/konferenceomkringvoksneslæseogskrivefærdighe.htm
Date	22-23 March 2011
Frequency	One-off
Snapshot	The aim is to create a better understanding of the advantages and disadvantages of the interaction between the business community, educational institutions and labour market offices when planning interventions to improve literacy and writing skills of adults. The conference is structured in a series of themed workshops.
Contact	Birgit Gedionsen, Organisation team, birgit@suliplus.gl

Name	Advising working people: Career Progression through work-based HE
Country	United Kingdom
Type	Seminar
Target group	Course providers, Educators, Employers
Website	http://www.niace.org.uk/campaigns-events/events/advising-he-working-people
Date	16 March 2011
Frequency	One-off
Snapshot	Practical one-day training courses, which focus on the skills needed to advise people effectively about learning and work in a range of settings. This day focuses on meeting the needs of working people who want to take up work-based or work-related Higher Education (HE) opportunities. The day will be highly participative and activity-based with plenty of opportunities to explore ways that working people can access HE and how advisers can help them to choose the most suitable options. It targets inter alia career advisers, training providers, web-based information/advice providers, trade unions project officers, workplace mentors and coaches, HR staff, SMEs, employers, further education institutions.
Contact	Please see above

Name	Alfie Forum
Country	United Kingdom
Type	Forum
Target group	Adult Learners, Policy makers
Website	http://www.alfieforum.edin.org/Manifesto-Aug07.html
Date	2007-present
Frequency	N/A
Snapshot	ALFIE is a voluntary organisation run by and for adult learners. It organises fora, workshops and courses and engages supporters in the preparation of literacy reports and bills of rights. More than 25 000 adult learners in Edinburgh take part in community-based groups, courses and attend evening classes. ALFIE is their means of meeting, sharing ideas and experiences and expressing their collective views to decision makers.
Contact	Edinburgh City Council, Community.LearningandDevelopment@edinburgh.gov.uk

Name	Assessment of European Learning Festivals as Tools for the Democratisation of Lifelong Learning
Country	EU-wide
Type	Publication
Target group	Policy makers
Website	http://www.unesco.org/education/uie/InternationalALW/rept-fin.doc
Date	August 2002
Frequency	N/A
Snapshot	The 'International Adult Learners Week' project brought together partners from 13 European countries to consider the strategic potential of learning festivals and the result was a detailed assessment of the use of adult learners' weeks and European Learning festivals. The publication reflects on the role and impact of adult learners' weeks and similar lifelong learning festivals in Europe.
Contact	Bettina Bochynek, UNESCO Research Specialist, b.bochynek@unesco.org

Name	Attract and Retain
Country	Sweden, the Netherlands, Ireland, Lithuania
Type	Project
Target group	Education providers / trainers
Website	http://www.attractandretain.eu/
Date	2008-2010
Frequency	N/A
Snapshot	The project is about attracting educationally disadvantaged adults back to education, and to help them become successful learners. The project targets both nationals and non-national disaffected adult learners, who for a variety of reasons have undergone negative learning experiences.
Contact	Klas Tallvid, SE Project Coordinator, klas.tallvid@soderhamn.se

Name	BBC First Click
Country	United Kingdom
Type	Campaign
Target group	Adult learners
Website	http://www.bbc.co.uk/connect/campaigns/first_click.shtml
Date	Ongoing
Frequency	N/A
Snapshot	The BBC First Click campaign aims to help the 9.2 million people in the UK who do not currently use the internet get online. It provides guidance on how to make the first steps in using the web and constitutes an access point to phone services and other web resources where to find information on courses available.
Contact	Kirsty Gaskell-Sinclair, Project Manager, Kirsty.Gaskell-sinclair@bbc.co.uk

Name	BBC Raw (Skillwise and Webwise)
Country	United Kingdom
Type	On-line campaign
Target group	Adult learners
Website	http://www.bbc.co.uk/raw/
Date	Ongoing
Frequency	N/A
Snapshot	Beginner's guide part of the BBC nationwide campaign for adult literacy, which provides access to online self-teaching tools. The areas covered range from grammar, literacy and numeracy skills to computers and internet courses.
Contact	N/A

Name	Between Local and Global: Adult Learning and Development
Country	Spain
Type	International Seminar
Target group	Course providers, Educators, Policy makers
Website	http://congreso.us.es/cesrea/index.html.htm
Date	20-22 May 2010
Frequency	Yearly (4th edition)
Snapshot	This 4 th seminar is organised by the European Society for Research on the Education of Adults (ESREA) and the University of Seville (Spain). It focuses on the importance of transforming and researching communities to identify local community and people's desires/needs in order to development local progress in the adult learning field. The event brings together policy makers, researchers on adult learning, academia, and social movements contributing to the promotion of adult education.
Contact	Andreas Fejes, ESREA Secretary, andreas.fejes@liu.se

Name	CARDS 2004 Adult learning
Country	Croatia
Type	Campaign
Target group	Adult learners
Website	http://www.aoo.hr/en/Page.aspx?id=18
Date	2007
Frequency	N/A
Snapshot	CARDS 2004 Adult Learning Project is funded by the EC CARDS 2004 programme and will be running for 20 months. It started 3 September 2007. The goal is to further a modern and flexible concept of adult learning for Croatia in line with the new labour market requirements, the lifelong learning approach and EU best-practice examples. Specific elements of a one-year comprehensive national campaign on adult learning are identified and national campaign implemented.
Contact	Kirsten Husted Tejsner, Project Team Leader, EU.adult.learning@aoo.hr

Name	Changing relationships between the State, civil society and the citizen: implications for adult education and adult learning
Country	Portugal
Type	Conference
Target group	Course providers
Website	http://www.uea.uminho.pt/Default.aspx?tabid=10&pageid=100&lang=en-US
Date	14-16 June 2006
Frequency	One-off
Snapshot	This conference is organised by the University of Minho – Unit for Adult Education and the ESREA Active Democratic Citizenship and Adult Learning Network invite researchers and adult education professionals to consider the emergence of civil society organisations (both NGOs and enterprises) as well as new State interventions in the field of adult education and adult learning and changes in social movements (both 'old' and 'new' social movements) which affect adult education and adult learning. This, in terms of empirical evidence, theoretical analysis and educational practice.
Contact	Andreas Fejes, ESREA Secretary, andreas.fejes@liu.se

Name	Choices and Challenges – PBS Adult Learning Service
Country	USA
Type	TV programme
Target group	Adult learners
Website	http://www.choicesandchallenges.sts.vt.edu/pbs.htm
Date	Ongoing
Frequency	N/A
Snapshot	Beginning in 1999, our partnership with the Public Broadcasting System's Adult Learning Service (PBS ALS) broadened to include the production of two 30-minute edited programmes from the footage of each Choices and Challenges forum. ALS provides a distance learning opportunity by licensing educational programme rights to colleges, universities and other organisations as part of their commitment to public service, community and educational programming.
Contact	N/A

Name	Commonalities across differences in Adult Education
Country	Denmark
Type	International Conference
Target group	Adult learners, Educators
Website	www.dpu.dk/site.aspx?p=6635&newsid1=6233
Date	8-9 October 2007
Frequency	One-off
Snapshot	The conference is launched to present and discuss results from the experiments made by the seven project partners from adult education in Lithuania, Slovenia, Hungary, Spain, the Netherlands, Norway and Denmark. Adults' literacy and numeracy are at the political agenda, but what does it mean? Personnel in adult education are key persons to interpret what it means and to explore what can be the new roles for adult learning centres throughout Europe. It set up field experiments on how to coach adults in learning and using mathematics in everyday situations.
Contact	Lena Lindenskov, Registration Officer, lenali@dpu.dk

Name	Craft Fair Success for Lancashire Adult Learning
Country	United Kingdom
Type	Fair
Target group	Adult learners
Website	http://www.lancashire.gov.uk/acs/sites/adultlearning/success/?siteid=5291&pageid=28619
Date	22 June 2010
Frequency	One-off
Snapshot	A craft fair and taster session day was held at The Adult College Lancaster in June 2010. The day was a huge success, attracting over 500 visitors including local MP Eric Ollerenshaw. As well as over 50 stalls selling locally produced arts and crafts; there were a variety of taster sessions available for the public to try something new. Sessions included sugar craft, drop in and draw, pottery, languages etc. Many people commented on how much they had enjoyed the free tasters, and said it had given them the opportunity and enthusiasm to enrol for further courses.
Contact	Lancashire County Council, acsadult.learning-central@lancashire.gov.uk

Name	DARE Network
Country	EU-wide
Type	Network
Target group	Policy makers
Website	www.dare-network.eu
Date	2003-present
Frequency	N/A
Snapshot	The democracy and human rights education in Europe (DARE) network was launched in June 2003 and currently consists of 51 members from 27 countries. Members include NGOs and other organisations devoted to raising the profile of education for democratic citizenship (EDC) and human rights education (HRE), targeting the enhanced quality of education in each of these fields. Key network activities include the exchange of knowledge and information amongst members, the hosting of common staff development programmes and targeted public relations and lobbying activity at European level.
Contact	Frank Elbers, Chair, frank.elbers@hrea.eu

Name	Distance Learning Service
Country	Ireland
Type	TV Programme
Target group	Adult learners
Website	www.literacy.ie
Date	2000-present
Frequency	N/A
Snapshot	Since 2000, the National Adult Literacy Agency/NALA has developed nine television series, totalling 49 hours of broadcast contents to highlight literacy issues, trying to increase awareness of literacy provision options and to motivate previously hard-to-reach learners to return to adult education. Also, didactic content was included. Thus the mass medium of television is being used in conjunction with a confidential free telephone tutoring service.
Contact	Clare McNelly, NALA PR Officer, cmcnally@nala.ie

Name	Do you know what social Europe can do for you? Circus campaign
Country	EU-wide
Type	European Union campaign
Target group	EU citizens
Website	http://ec.europa.eu/social/main.jsp?catId=370&langId=cs&featuresId=45
Date	2009
Frequency	N/A
Snapshot	Using scenes from the circus to explain the EU's work on employment and social issues, a new European Commission campaign reached out to the public through a series of events in 2009. The campaign 'Do you know what social Europe can do for you?' uses often light-hearted images to show problems in society which the EU has developed strategies to combat. These images appeared as posters at a number of events open to the public in different cities across the EU during 2009. These events aim to increase awareness of the EU's work and to provide practical information and advice to visitors.
Contact	European Commission, DG Employment, Social Affairs & Inclusion

Name	East Sussex Adult Learners Forum
Country	United Kingdom
Type	Forum
Target group	Adult learners, Course providers, Educators
Website	http://www.learnerforum.supanet.com/aboutus.htm
Date	2001-present
Frequency	N/A
Snapshot	The East Sussex Adult Learner Forum targets adults with disabilities. It aims at keeping learners informed about learning opportunities, helps finding out about individual learning accounts and what learners want to learn, fosters sharing of learning experiences, provide connection to other learning sources and inform learning providers about what learners want.
Contact	info@learnersforum.net

Name	Education in Older Years
Country	Ireland
Type	Workshop
Target group	Adult learners
Website	http://adulthoodeducation.nuim.ie/students/AdultEducationGraduateandStudentEvents.shtml
Date	January 2011
Frequency	One-off
Snapshot	This open space event provides an opportunity to explore older learner education in an adult and community education context, an opportunity to hear from others' stories of learning in older years, and to discuss policy and practice issues from learning in older years. The event also provided an opportunity for graduates of the post graduate in adult and community education to meet and to invite persons active in adult & community education to participate in a university event.
Contact	Adult Learning Services, adultguidancecourses@nuim.ie

Name	Educazione degli Adulti
Country	Italy
Type	Event, Fair, Conference
Target group	Academia/research, Adult learners, Course providers, Employers
Website	http://www.comune.ciampino.roma.it/home/index.php?option
Date	22-24 April 2010
Frequency	One-off
Snapshot	The objective of this initiative undertaken by a local authority is to inform the general public about adult learning opportunities available at the local level. It encourages those with low educational background to engage in further studies for a better social and economic integration. The event features the participation of all local citizens (about 327 791 inhabitants), 18 educational institutions, four public employment offices, four adult education providers, unions, employers, third sector organisations and universities.
Contact	Press office, comunediciampino@gmail.com

Name	European Basic Skills Network (EBSN)
Country	EU-wide
Type	Network
Target group	Policy makers, Education providers
Website	http://www.basicsskills.eu/
Date	Ongoing
Frequency	N/A
Snapshot	EBSN is a non-profit association gathering policy makers and policy providers engaged in basic skills training for adults. It aims at promoting excellence in policy design and policy implementation in a field that has considerable impact on education, employment, social inclusion, the fight against poverty, and sustainable economic growth. The members of the European Commission's WG on Adult Learning, representing the educational authorities of all countries participating in the Lifelong Learning Programme, agreed (2008) that a network should be established to contribute to European and national policies for the enhancement of basic skills in the adult population.
Contact	Graciela Sbertoli, Assistant Director, graciela.sbertoli@vox.no

Name	European Conference on Migrants' Language Skills
Country	United Kingdom
Type	Conference
Target group	Adult learners, Educators
Website	http://www.showmiproject.eu/
Date	18-19 June 2011
Frequency	One-off
Snapshot	This conference aims at helping migrants to show the value of their languages to others. Participants at this conference will have the opportunity to hear keynote speakers and participate in discussion in relation to the theme of the project and the benefits of multilingualism, participate in workshops which will provide information on the tools developed and training in their use, and apply for funding within the Grundtvig Action 'Visits and Exchanges for staff in adult education'.
Contact	N/A

Name	European Health Insurance Card Information Campaign
Country	EU-wide
Type	European Union campaign
Target group	EU citizens
Website	http://ec.europa.eu/social/main.jsp?catId=698&langId=en
Date	Ongoing
Frequency	N/A
Snapshot	The European Commission has launched an information campaign to raise awareness of the benefits of the European Health Insurance Card (EHIC). The EHIC is free of charge. It makes it easier for people from the European Union's 27 Member States plus Iceland, Liechtenstein, Norway and Switzerland to access health care services should they fall ill or get injured during a temporary visit abroad. Since its successful introduction in 2004, 173 million people have already been issued with a card.
Contact	European Commission, DG Employment, Social Affairs & Inclusion

Name	European InfoNet Adult Education Network
Country	EU-wide
Type	Network
Target group	Education providers, Policy makers
Website	www.infonet-ae.eu
Date	2005-present
Frequency	N/A
Snapshot	The 'European InfoNet' adult education network brings together editors and journalists from the field of adult education and lifelong learning across Europe, to provide updates on developments in adult education at national and European level. Commonly referred to as InfoNet, the network provides a comprehensive growing database which includes news, articles, reports and interviews each relevant to adult education and a bi-monthly thematic newsletter.
Contact	Michael Sommer, Infonet Coordinator, sommer@akademie-klausenhof.de

Name	European Lifelong Guidance Policy Network (ELGPN)
Country	EU-wide
Type	Web platform
Target group	Policy makers
Website	http://ktl.jyu.fi/ktl/elgpn
Date	Ongoing
Frequency	N/A
Snapshot	The European Lifelong Guidance Policy Network, ELGPN aims to assist the European Union (EU) Member States (and the neighbouring countries eligible for the EU Lifelong Learning Programme) and the European Commission in developing European co-operation on lifelong guidance in both the education and the employment sectors. As a Member-State-driven network, it also represents an innovative form of the Open Method of Co-ordination within the EU. The participating countries designate their representatives in the network, and are encouraged to include both governmental and non-governmental representatives.
Contact	Raimo Vuorinen, Project Manager, elgpn@iyu.fi

Name	European Network for Intergenerational Learning
Country	EU-wide
Type	Platform
Target group	Policy makers, Education providers
Website	http://www.enilnet.eu/index.html
Date	2010-2013
Frequency	N/A
Snapshot	The main aim of the European Network in Intergenerational Learning is to promote Intergenerational Learning (IGL) by bringing together and supporting sustainable, effective practice in the field and by facilitating the exchange of ideas and expertise beyond individual projects, and by creating a mechanism for practitioners to influence policy and practice. The Network responds to the need identified among practitioners to offer a platform and incentives for fostering new ideas in intergenerational learning across the EU.
Contact	contacts@enilnet.eu

Name	Every woman's right to learn
Country	United Kingdom
Type	Conference
Target group	Academia/research, Course providers, Educators, Policy makers
Website	http://www.niace.org.uk/campaigns-events/events/every-womans-right-to-learn
Date	7 March 2011
Frequency	One-off
Snapshot	This event targets all women and men who have a commitment to reducing gender gaps in learning and skills. The conference will be the start of a campaign that recognizes the importance of learning in women's lives and the development of a manifesto for women's learning in the UK. Those attending the conference will contribute to the development of a manifesto for women's learning in the UK which will be launched later this year, and identify practical ways to use this manifesto in their own workplace to reduce inequality and secure rights for women learners, celebrate the achievements of women learners and hear suggestions for continuing this celebration in the workplace.
Contact	Please see above

Name	Family Festival – Be Brilliant
Country	United Kingdom
Type	Event
Target group	Adult learners
Website	http://www.leics.gov.uk/index/education/further_higher_education/adult_education/
Date	Ongoing
Frequency	N/A
Snapshot	This event is organised by the Leicestershire Adult Learning centre and promotes the development and interest for further learning in parents through non-formal educational activities with their own family members, children included. The event features a mixture of indoor and outdoor activities and, among other outdoor sessions, it envisages a 'beast hunting' activity intended to learn about species and their habitat.
Contact	Louise Robinson, Contact person, adultlearning@leics.gov.uk

Name	Festival dei Saperi
Country	Italy
Type	Festival
Target group	Course providers, Educators, Policy makers
Website	http://www.edaforum.it/portal/index.php?option=com_content&view=article&id=198&Itemid=61
Date	27-28 January 2011
Frequency	One-off
Snapshot	Open round-table for adult learning professionals (including trainers, policy makers at the local level) to discuss ways to establish a more integrated approach to the promotion of adult learning at the regional and national level in Italy. The events aims at bringing together actors from the political and cultural setting and creating a melting pot for new ideas on how to make adult learning opportunities more visible and open to the public.
Contact	Francesca Zippel, Chief Editor, forumeda@edaforum.it

Name	First non-formal Adult Education Festival
Country	Belarus
Type	Festival
Target group	Adult learners, Course providers, Educators
Website	http://www.eaea.org/news.php?aid=11438&k=-3&%20d=2006-09
Date	15-17 September 2006
Frequency	One-off
Snapshot	The aim of the Festival is to gather people, running educational courses, seminars, study circles, trainings, round tables, vocational training etc.; present the best achievements in this field; and discuss the perspectives and developments of the non-formal education of adults in Belarus. Over 50 organisations from Belarus, representatives from Denmark, Germany, Sweden, Ukraine and Russia took part in the Festival. For the first time over 150 professionals gathered to exchange ideas, experiences and contacts, organises interesting interactive happenings, get familiar with the presented organisations, educational programmes, and methodological literature. Festival is a ground for serious professional conversation and open informal socialising at the same time.
Contact	aha.info@gmail.com

Name	For Diversity Against Discrimination
Country	EU-wide
Type	European Union campaign
Target group	Policy makers, EU citizens, employers
Website	http://ec.europa.eu/justice/fdad/cms/stopdiscrimination?langid=en
Date	Ongoing
Frequency	N/A
Snapshot	The campaign aims to raise awareness of discrimination and increase understanding of the EU laws which exist to protect us all. It also strives to generate debate on the themes of diversity and discrimination and in particular on how people in Europe stand to gain from greater equality. Through its activities, the campaign works to convey the message to as many people as possible that a diverse Europe is something to be valued, and that a life free from discrimination is a fundamental right in the EU. In addition it aims to inform and empower people to combat discrimination wherever they see it in their lives.
Contact	N/A

Name	Formacio Continuada
Country	Spain
Type	Event
Target group	Adult learners
Website	http://www.fcsd.org/pdf/activitats_di.pdf
Date	11 March 2011
Frequency	One-off
Snapshot	The programme is organised by the Fundació Catalana Síndrome de Down and particularly targets adults with intellectual disabilities. It aims at informing them of course opportunities and programmes for learning designed to enable their insertion in a social and labour context and help them in developing autonomy and an independence.
Contact	N/A

Name	Forum Permanent des Pratiques
Country	France
Type	Networking platform
Target group	Adult learners, Course providers, Educators, Employers, Policy makers
Website	http://fpp.anlci.fr/
Date	2004-present
Frequency	N/A
Snapshot	This offers an example of a networking platform among practitioners dealing with low skilled adults. The platform has been coordinated since 2004 by the National Agency for Combating Illiteracy (ANCLI) and brings together more than 40 000 examples of good practice shared by practitioners all over France, in training adults with poor literacy skills.
Contact	Marie-Therese Geffroy, marie-therese.geffroy@anlci.fr

Name	Frankfurt Book Fair Literacy Campaign
Country	Germany
Type	Fair
Target group	Adult learners, Course providers, Educators
Website	http://www.book-fair.com/en/fbf/general/
Date	12-16 October 2011
Frequency	Yearly
Snapshot	The Frankfurt Book Fair raises awareness about literacy and basic education needs. Former illiterates speak about their experiences and football World Cup winners endorse the initiative. Activities such as rap poetry and tango attract many visitors. With over 7 000 exhibitors from more than 100 countries, the Frankfurt Book Fair is the largest event of its kind for the media and publishing industry worldwide.
Contact	info@book-fair.com

Name	Future Forum on Adult Education
Country	Austria
Type	Forum
Target group	Course providers, Educators
Website	http://www.vhs.or.at/396
Date	5-8 July 2011
Frequency	One-off
Snapshot	The Future Forum on Adult Education focuses on the exchange of ideas, and talks and discussions from the perspective of working together to define fundamental challenges and problems in future adult education. It targets adult educators, programme planners, educational staff, and educational and social researchers. Overall, it aims at creating an open and result-oriented dialogue between professionals working in adult education, education planners and researchers, and working out practical requirements concerning the present and future of adult education on an international level (expert lectures, workshops on future topics featuring working groups on strategy development).
Contact	Ingrid Hammer, Contact person, ingrid.hammer@vhs.or.at

Name	Get On – Gremlins Campaign
Country	United Kingdom
Type	Campaign
Target group	Adult learners
Website	http://www.learnirect.co.uk/newsfeatures/news/all/2008/july/gremlins/ http://news.bbc.co.uk/2/hi/uk_news/education/3161445.stm http://geton.direct.gov.uk/
Date	2008
Frequency	N/A
Snapshot	Adverts will build on the previous theme of the Get On campaign, featuring people being tormented by a little gremlin – their embarrassment over a lack of basic literacy or numeracy skills. The Department for Education and Skills says the latest figures show that since the campaign began in 2001, some 320 000 people have gained a reading, writing or maths qualification, and millions more have started courses.
Contact	N/A

Name	Il lifelong learning e l'educazione degli adulti in Italia e in Europa. Dati, confronti, proposte.
Country	Italy
Type	Conference
Target group	Course providers, Educators, Employers, Policy makers
Website	http://www.lavoro.gov.it/NR/rdonlyres/555C199D-AB1C-40ED-A197-6221DD180566/0/Programma_Q9_01122010.pdf
Date	1 December 2010
Frequency	One-off
Snapshot	Round-table bringing together professors, youth aged 20-30, representatives of trade unions, employers association and the main Italian body lobbying for industry interests at the national level (Confindustria). It aims at discussing the current state of adult learning endeavours in Italy, labour market needs and proposals for the future.
Contact	Secretariat, TRE ELLE Lifelong Learning, frezza@treelle.org

Name	International Adult Learners Week in Europe (IntALwinE)
Country	EU-wide
Type	Adult learner week
Target group	Adult learners, Policy makers, NGOs, Education providers
Website	http://www.unesco.org/education/uie/InternationalALW/IntALWinE/1.htm
Date	2003-present
Frequency	Yearly
Snapshot	IntALWinE is a Europe-wide network linking coordinators of national learning festivals in – finally – 15 European countries: Bulgaria, Cyprus, Estonia, Finland, Hungary, Iceland, Italy, Lithuania, the Netherlands, Norway, Romania, Slovenia, Spain, Switzerland and the United Kingdom. The three-year network project is coordinated by the UNESCO Institute for Lifelong Learning (UIL) – formerly UNESCO Institute for Education (UIE) – which is located in Hamburg, Germany.
Contact	Bettina Bochynek, Research Specialist UNESCO, b.bochynek@unesco.org

Name	International Literacy Day
Country	Worldwide
Type	Event
Target group	Policy makers, Adult learners, Educators, Course providers
Website	http://www.unesco.org/new/en/education/themes/education-building-blocks/literacy/advocacy/international-literacy-day/
Date	8 September 2011
Frequency	Yearly (since 1946)
Snapshot	Every year this event brings together actors from the private and public sphere in order to present and discuss their joint efforts to eradicate illiteracy across the world. Usually, the event is themed and features the assignment of literacy prizes to outstanding individuals, round tables, seminars, and book fairs. The event is open to the public and usually hosts about 200 organisations involved in the development of awareness-raising activities at the national, regional and local levels, with a specific focus on basic skills development.
Contact	Bettina Bochynek, Research Specialist UNESCO, b.bochynek@unesco.org

Name	Is Workplace 'Skills for Life' Provision Sustainable in the UK
Country	United Kingdom
Type	Seminar
Target group	Adult learners
Website	http://www.llakes.org/2011/02/llakes-seminar-23-march/
Date	23 March 2011
Frequency	One-off
Snapshot	This seminar is open to the general public and will explore the key factors that facilitate and inhibit sustainable 'Skills for Life' workplace provision. It will also present findings from case study research into companies and public sector organisations that have succeeded in developing provision over the long term.
Contact	LLAKEScentre@ioe.ac.uk

Name	IT: 5th Digital Literacy Week
Country	Italy
Type	Event
Target group	Adult learners
Website	http://www.mondodigitale.org/news/2010/04/everyone-on-the-internet-from-rome-to-romania
Date	3-7 May 2010
Frequency	One-off
Snapshot	The key players of this one-week event are the schools participating in the digital literacy programme for the seniors over 60s. This programme is promoted by the Fondazione Mondo Digitale together with 50 elderly centres in Rome. Senior web surfers, tutoring students and coordinating teachers encourage all citizens to go back to their neighbourhood schools to learn computer basic skills, write a letter, send an email, chat or speak on the phone via the web and use the government services. Citizens over 60s can also attend mini computer courses at Internet corners equipped in elderly centres.
Contact	e.amorelli@mondodigitale.org

Name	Kampagne M
Country	Germany
Type	Media campaign
Target group	Education providers
Website	http://www.aewb-nds.de/cms/index.php?option=com_content&task=blogcategory&id=68&Itemid=101
Date	Ongoing
Frequency	N/A
Snapshot	The goal is to integrate the theme of 'media' amplified in the work of Lower Saxony, adult education facilities. The 'Kampagne M' offers member institutions of adult education has a catalog of media education information and counselling services that can be used free of charge on site, one qualification training course for teachers / educational staff and the inside / inside the facility and materials for public relations and media consulting for the implementation of educational measures.
Contact	Ms. Wolf, Project Manager, wolf@aewb-nds.de

Name	Kha Ri Gude Mass Literacy Campaign
Country	South Africa
Type	Campaign
Target group	Adult learners, Education providers
Website	http://www.kharigude.co.za/
Date	Ongoing
Frequency	N/A
Snapshot	The Kha Ri Gude Mass Literacy Campaign was launched in February 2008, with the intention of enabling 4.7 million adults above the age of 15 years to become literate and numerate in one of the eleven official languages. The Campaign makes specific efforts to target vulnerable groups. The Campaign enables adult learners to read, write and calculate in their mother tongue in line with the Unit Standards for ABET level one, and also to learn spoken English. The specifically designed Campaign materials teach reading, writing and numeracy and integrates themes and life skills such as health, gender, the environment and civic education. These materials have been adapted for use in Braille in eleven languages, and for use by the deaf.
Contact	Ms. Priscilla, Campaign Coordinator, priscillay@zesteducation.co.za

Name	Learndirect
Country	United Kingdom
Type	Campaign
Target group	Adult learners
Website	http://www.learndirect.co.uk/ http://radio.bauermediaadvertising.com/casestudies/learn_direct_campaign
Date	Ongoing
Frequency	N/A
Snapshot	Learndirect is an e-teaching organisation and was set up by 'Ufi' (University for Industry). In 1998 the Government gave Ufi the task to provide high quality learning for people over the age of 16. In 10 years learndirect has become a nationally recognised brand for learning with the largest e-learning network of its kind in the world. Learndirect operates a network of more than 750 online learning centres in England and Wales. These provide flexible learning for adults wanting to improve existing skills or to learn new ones. They offer around 630 different courses covering a range of subjects, including management, IT and Skills for Life at all levels. For further information on the campaign please consult http://support4mums.wordpress.com/2010/03/05/learndirects-campaign/
Contact	N/A

Name	learn\$ave
Country	Canada
Type	Savings account
Target group	Adult learners
Website	http://www.sedi.org/html/programs/learnSave.asp
Date	2001-2009
Frequency	N/A
Snapshot	From 2001 to 2003, SEDI offered over 3 600 low-income earners a chance to boost their savings so that they could go back to school, obtain skills training, or start a new small business. learn\$ave matches the savings each participant puts aside in an Individual Development Account (IDA), dollar for dollar, paid directly to the school or institution. Through the IDA, participants can build their personal savings and earn a credit for a matching amount by saving as little as \$10 a month over 1 to 3 years. In most areas, the personal savings are being matched at \$3 for every dollar saved up to the first \$1 500. This matching contribution puts low-income Canadians on an equal footing with higher income Canadians who can afford to put away more of their own money.
Contact	Barbara Gosse, bgosse@sedi.org

Name	Learning in Later Life – Generational Cooperation
Country	Cyprus
Type	Seminar / Workshop
Target group	Adult learners, Course providers, Educators
Website	http://www.cyaea.org.cy/index.html
Date	25-29 May 2011
Frequency	One-off
Snapshot	The seminar targets teachers, trainers, career advisors, education counsellors, senior citizens, youth institutions, and members of the adult learning community. It aims at introducing the concept of ageing and learning in later life, developing intercultural and intergenerational communication skills working with age specific teaching methods, exchanging good practice between adult educators, teachers and facilitators.
Contact	Klitos Symeonide, Organiser, klitossy@cytanet.com.cy

Name	Learning on the move
Country	United Kingdom
Type	Interactive activity
Target group	Adult learners
Website	http://www.liverpool.gov.uk/schools-and-learning/adult-learning/
Date	N/A
Frequency	N/A
Snapshot	Learning on the move is an initiative promoted by the Liverpool Council, and features a mobile learning bus travelling to care homes, libraries, supermarkets and residential areas across Liverpool, providing learning opportunities for everyone. The public can hop on and get learning, brush up on basic skills, use the internet and get help with job applications and CVs.
Contact	N/A

Name	Learning On the Stage Of Life (LOSOL) – European Network
Country	EU-wide
Type	Network
Target group	Education providers, research institutions, NGOs
Website	http://losol.de/Home_en/Hauptseite.html
Date	Ongoing
Frequency	N/A
Snapshot	LOSOL aims at: promoting the implementation of the European concept of lifelong learning – especially non-formal and informal learning – by European and international cooperation for enhancing equal opportunities; inspiring the transnational transfer of knowledge and experiences for successful determination of cooperation processes; networking of people and organisations in European projects.
Contact	office@losol.de

Name	L'Educazione degli adulti per lo sviluppo sociale
Country	Italy
Type	Conference
Target group	Adult learners, Policy makers
Website	http://www.piemonte.istruzione.it/allegati/convegno_adulti.pdf
Date	16 May 2003
Frequency	One-off
Snapshot	This conference is held in the context of an international book fair hosted by the regional government in Piedmont, Italy. The event is organised in close cooperation with the Ministry of Education and focuses on the necessity to design individual incentive systems to encourage the uptake of adult education programmes, e.g. vouchers distribution.
Contact	Paola Casagrande, Director for Education, direzioneB15@regione.piemonte.it

Name	Lifelong Learning Day
Country	Bulgaria
Type	Event
Target group	Adult learners
Website	http://www.lifelonglearning-bulgaria.org/
Date	Until 2003
Frequency	Yearly
Snapshot	It is organised by the Sofia office of the Institute for International cooperation of the German Adult Education Association (IIZ/DVV) in partnership with the Ministry of Education and Science and other ministries, NGOs and national/international institutions. The programme focuses on an exhibition of educational projects and programmes; the international seminar on access to education of disadvantaged groups; seminars on distant and electronic learning; professional education; European programmes on Adult Education. It took place in 10 Bulgarian cities including Sofia.
Contact	Johann Theessen, DVV Regional Project Coordinator, theessen@iizdvv-bg.org

Name	Lifelong learning festival
Country	Romania
Type	Event
Target group	Course providers, Policy makers
Website	http://www.updalles.ro/
Date	5-30 September 2011
Frequency	Yearly
Snapshot	The Romanian Office of the Institute for International Co-operation of the German Adult Education Association (IIZ/DVV- Project Romania) was opened in 1993. Its main task is to promote the development of adult learning and to support adult education institutions, as well as to improve general conditions of adult learning as an important pillar of the national system of education in Romania. The Lifelong Learning Festival was initiated by the movement of the folk universities (ANUP) and the Popular University Ioan I. Dalles. The festival is supported by IIZ-DVV – Project Romania.
Contact	Mina Bauer, Course Manager, minabauer@yahoo.com

Name	Lifelong learning U3A
Country	Ireland
Type	Community circle
Target group	Adult learners
Website	http://www.ageaction.ie/lifelong-learning-u3a
Date	Ongoing
Frequency	N/A
Snapshot	U3A is a learning circle or cooperative. Members learn from one another by sharing knowledge and experiences and engaging in shared activities. The philosophy is that 'everyone teaches and everyone learns'. No qualifications are given, nor are any required, and the event is open to any group of older people can participate in this style of learning, whether it be a new group, or an existing group wishing to expand the horizons of its activities, for example, active retirement groups. It began in Toulouse, France in 1972 and there are now U3As all over the world. U3As in the UK operate under The Third Age Trust, and have over 500 groups and thousands of members.
Contact	Margaret Fitzpatrick, Contact person, u3a@ageaction.ie

Name	Lire et Ecrire
Country	Belgium
Type	Campaign
Target group	Adult learners
Website	http://www.lire-et-ecrire.be
Date	Ongoing
Frequency	N/A
Snapshot	Lire et Ecrire, mouvement d'Éducation permanente, a pour objectif le développement de l'alphabetisation en Communauté française. L'association se compose de trois structures de coordination et de 14 entités régionales et locales.
Contact	Delphine Hocq, Coordinator, delphine.hocq@lire-et-ecrire.be

Name	Literacy and Human Rights
Country	Germany
Type	Conference
Target group	Course providers, Educators, Policy makers
Website	http://www.litcam.org/pdf/Handout%20LitCam2010_update.pdf
Date	4-5 October 2010
Frequency	Yearly (since 2006)
Snapshot	This conference aims at raising awareness over the still high number of illiterate adults around Europe and beyond, promoting the necessity to facilitate access to further education as a basic human right. The conference brings together knowledgeable experts in the field from international organisations as well as national agencies on a global level and besides discussing progress and best practices in specific countries, it seeks to present the public with innovative ways of approaching literacy, e.g. audiovisual material, using mobile technologies.
Contact	Karin Plotz, Litcam Director, ploetz@book-fair.com

Name	LOFT Campaign
Country	Germany
Type	Campaign
Target group	Adult learners, Policy makers
Website	http://www.loft-thueringen.de/cms/all/1/31
Date	Ongoing
Frequency	N/A
Snapshot	Loft is an adult education provider/mediator for the region of Thüringen. They do a lot of workshops and seminars as well, especially focusing on migrants, kids, handicapped etc. At the moment they are campaigning for more financial support from the government.
Contact	Elisabeth Meitz-Spielmann, Director, info@loft-thueringen.de

Name	Making Learning Visible: Valorisation of Adult Learning in an Informal setting
Country	Italy
Type	Seminar
Target group	Educators, course providers, academia/research
Website	http://www.grundtvig.org.uk/events.asp?section=000100010007&sectionTitle=Events&itemid=434
Date	6-10 October 2010
Frequency	One-off
Snapshot	The aim of the seminar is to foster a fruitful reflection as well as to help create Learning Partnerships and Senior Volunteering Projects between organisations which operate in the field of adult education in different European countries participating in the Lifelong Learning Programme. The reflection and the resulting projects should focus on the valorisation of adult learning in an informal setting and of the outcomes of this specific kind of learning. The challenge to be addressed is therefore to make learning outside formal education and training institutions – be it non-formal or informal – more visible.
Contact	preparatory.visits@uk.ecorys.com

Name	Move-On
Country	United Kingdom
Type	Online campaign
Target group	Adult learners, Education providers
Website	http://move-on.org.uk/
Date	Ongoing
Frequency	N/A
Snapshot	Move On is a national project aimed at helping adults to brush up their skills and gain the National Certificate in Adult Literacy or Numeracy. It offers a direct approach to promotion, engagement and delivery that highlights opportunity for all rather than need for some. It describes the benefits that learning and qualifications can bring, and encourages people to believe that they can progress. The focus is on gaining qualifications and progressing rather than on people's problems and needs.
Contact	info@move-on.org.uk

Name	Museums meet Adult Educators
Country	Denmark
Type	Conference
Target group	Course providers, Educators
Website	http://www.ne-mo.org/fileadmin/Dateien/public/MumAE/reserved_area/MumAE_NEWSLETTER_III.pdf
Date	23-24 September 2010
Frequency	One-off
Snapshot	The conference is the closing event of the Grundtvig project 'MumAE – Museums meet Adult Educators' (2009-2010), which aims at supporting the encounter and the transfer of knowledge between museum and adult educators at European level. It is addressed in the first place to professionals working in umbrella organisations both in the museum and in the lifelong learning field, to museum educators and to adult educators.
Contact	Marie-Louise Chagnaud, Director, office@ne-mo.org

Name	National Adult Learners' Forum
Country	Ireland
Type	Event
Target group	Adult learners
Website	http://www.aontas.com/newsandevents/latestevents/2010/11/03/national-adult-learners-forum/
Date	3 November 2010
Frequency	One-off
Snapshot	The National Adult Learners' Forum is established as a key space for all learners to promote adult learning, to come together to identify the challenges they face and to act collectively to improve this. The Forum is supported by AONTAS but driven by learners. Up to 50 adult learners from across Ireland, mature students, community education learners, senior learners and many more attended.
Contact	Berny Brady, AONTAS Director, bbrady@aontas.com

Name	National Learning at Work Day
Country	United Kingdom
Type	Event
Target group	Adult learners, Course providers, Educators
Website	http://www.campaign-for-learning.org.uk/cfl/workplacelearning/lawday/index.asp
Date	19 May 2011
Frequency	Yearly
Snapshot	Learning at Work (LAW) Day is an annual awareness campaign organised by the Campaign for Learning (CFL) since 1999. LAW Day promotes and supports workplace-learning events across the country. It aims to draw attention to the importance of workplace learning and skills. It encourages people to offer learning to all employees especially to those that may not participate in current learning opportunities.
Contact	Julia Wright, Head of Marketing & Communication, jwright@cfllearning.org.uk

Name	NBC Learn – Science of NFL Football
Country	USA
Type	Video programme
Target group	Adult learners
Website	http://www.nbclearn.com/portal/site/learn/science-of-nfl-football
Date	Ongoing
Frequency	N/A
Snapshot	NBC Learn, in partnership with the National Science Foundation and National Football League, unravels the science behind professional football.
Contact	NBC Learn – Science of NFL Football

Name	NOSTE Programme – Outreach activities for Low Skilled Workers
Country	Finland
Type	Seminars, Workshops, Meetings, Networking
Target group	Adult learners, Employers
Website	www.noste-ohjelma.fi
Date	2003-2004
Frequency	One-off
Snapshot	The Noste is a national programme launched by the Ministry of Education in cooperation with the Ministry of Labour and social partners in 2003. The programme consists of 59 regional and provincial Noste projects organised as networks of various providers of adult education (including vocational adult education centres, vocational institutes, adult education centres, folk high schools, upper secondary schools, apprenticeship training centres, business centres, associations and job centres) and their working life partners. The Noste Programme includes one national outreach project, coordinated by the Central Organisation of Finnish Trade Unions (SAK).
Contact	Marja Pakaste, marja.pakaste@kolumbus.fi

Name	PlanetRead
Country	India
Type	Campaign
Target group	Adult learners
Website	http://www.unesco.org/uiil/litbase/?menu=4&programme=62
Date	1996-present
Frequency	Ongoing
Snapshot	Bollywood songs are a major source of affordable entertainment in India. PlanetRead seeks to harness this entertainment capital in movies and incorporate reading practice into them. The end result is a form of education that becomes, in some sense, automatic and fun. Same-Language Subtitling (SLS) has been broadcast on television in India and serves as a teaching tool to motivate nearly 290 million people who are illiterate. SLS also integrates reading into the lives of an additional 400 million who are early-literates. PlanetRead benefits women in particular as they represent a large segment of the early literates. Furthermore, it is an extremely simple and economical approach to improving literacy skills among all age groups.
Contact	info@planetread.org

Name	Premier League Reading Stars
Country	United Kingdom
Type	Family Club
Target group	Adult learners
Website	http://www.literacytrust.org.uk/reading_the_game/premier_league_reading_stars
Date	Ongoing
Frequency	N/A
Snapshot	Premier League Reading Stars (PLRS) is a reading motivation project, which harnesses the power of football to encourage people to enjoy reading. It targets those hard to reach groups in society who may not have shown an interest in reading, but who do have a passion for football. Although primarily aimed at school age children, this project also has the opportunity to engage with, and bring benefits to, parents. Their involvement can help in terms of raising their own confidence (40 % of parents feel more confident speaking in front of other people since taking part in PLRS), as well as inspiring them to improve their own skills-bases and to take more interest in their children's reading habits (84 % of parents are now reading more with their child since taking part in PLRS).
Contact	Jim Sells, Manager, jim.sells@literacytrust.org.uk

Name	Quick Reads
Country	United Kingdom
Type	Campaign
Target group	Adult learners
Website	http://www.quickreads.org.uk
Date	Ongoing
Frequency	N/A
Snapshot	The Quick Reads initiative is a major collaboration between leading authors, publishers, government bodies, educationalists, the BBC and many more. Quick Reads are ideal for adults who are new to reading or who find reading difficult. Written by bestselling authors and celebrities, Quick Reads are short and exciting books.
Contact	Emma Cliffe, emma.cliffe@niace.org.uk

Name	Radio Ecça
Country	Spain
Type	Radio
Target group	Adult learners
Website	http://www.radioecça.org/index.htm#
Date	Ongoing
Frequency	N/A
Snapshot	Radio Ecça is a Spanish radio station accessible on the Canary islands. Since 1965, it has been developing targeted educational programmes for adult learners. It provides courses on topics of interests such as science, finance, healthy lifestyle etc. as all as formal learning courses with the possibility of obtaining a certified qualification upon completion. Examples of such courses are those in industrial relations, ICT, advertising and similar.
Contact	Zoila Marichal Ramírez, Directorate Secretary, z.marichal@radioecça.net

Name	Regional Forum on Education for Adults
Country	Italy
Type	Forum
Target group	Course providers, Educators, Employers, Policy makers
Website	http://www.regione.lazio.it/web2/main/sala_stampa/news_dettaglio.php?id=4259
Date	15-17 April 2010
Frequency	Yearly
Snapshot	Organised and financed by the Lazio Region and the Italian Institute for Adult Learning (EDA), this forum constitutes the first regional event of this kind aimed at discussing the future of the labour market and necessities of enhancement of education levels for adults in the regions. The programme was designed in order to promote debate over the challenges to tackling low levels of educational attainments and skills on the jobs of the workforce. It brings together academics from the University of Roma1 and Roma3, local politicians, training providers, funding bodies operating at the regional level, trade unions, employers and business associations as well as higher education institutions specifically targeting adult learners (i.e. Università Popolari).
Contact	urp@regione.lazio.it

Name	Remaking Adult Learning
Country	United Kingdom
Type	Conference
Target group	Academia/research, Course providers, Educators, Employers, Policy makers
Website	http://www.niace.org.uk/campaigns-events/events/remaking-adult-learning
Date	14 March 2011
Frequency	One-off
Snapshot	The event's theme is the premise that adult learning is central to public policy making and can make a difference to the economic development and social empowerment of people. The event explores the themes identified in 'Remaking Adult Learning', the challenges and conundrums set out, and debates the place of adult learning in future public policy. It targets providers of teacher training, teachers of Learning and Skills, practitioners, policy makers, academic staff and enthusiasts for lifelong learning.
Contact	Please see above

Name	Role Models Attract Campaign
Country	Slovenia
Type	Campaign
Target group	Adult learners
Website	http://lw.acs.si/learners/
Date	N/A
Frequency	Yearly (since 1996)
Snapshot	The 'Role Models Attract' campaign is the follow-up of SIAE awards which have been presented by our Institute to outstanding individuals, groups and institutions since 1997. Up to 2009, 164 award winners' stories have been collected; the majority of them are available in the form of video-portraits (in Slovenian language). The latter have been filtered according to target groups and topics, similar ones have been combined and upgraded, thus creating constituents of a new promotion and mobilisation campaign.
Contact	Zvonka Pangerc Pahernic, Head of Project, zvonka.pangerc@acs.si

Name	Salon Pour la Formation des Adultes
Country	France
Type	Fair
Target group	Course providers, Educators, Employers, Policy makers
Website	http://www.lavoixletudiant.fr/fr/nos_salons
Date	11-12 March 2011
Frequency	One-off
Snapshot	Forum for networking between training providers, adult learners and employers. It brings together all major stakeholders involved in adult learning promotion, including public, private and counselling bodies operating across a wide range of sectors. The fair features conferences and round tables between experts and aims at fostering the establishment of strategic partnerships.
Contact	webmaster@lavoixletudiant.fr

Name	Semaine du Développement Durable
Country	France
Type	Conferences, Seminars
Target group	Adult learners
Website	http://www.eduscol.education.fr/cid50971/les-greta-s-engagent-pour-le-developpement-durable.html
Date	1-7 April 2010
Frequency	One-off
Snapshot	This event is aimed at informing the public about skill gaps in the labour market and required qualifications for adults in order to boost their productivity on the market as well as enhance employment prospects. The week envisages a series of specific theme centred conferences including on the energy sector, renewable energy and sustainable development. It involves education institutions, public bodies and representatives of employers associations.
Contact	accessibilite.eduscol@education.gouv.fr

Name	Senior Adult Educators - Recognising their competences
Country	Germany
Type	Conference
Target group	Academia/research, Adult learners, Educators, Policy makers
Website	http://www.irea.ro/ro/images/banners/flexi_path_conference.pdf
Date	20 September 2010
Frequency	One-off
Snapshot	An international conference aiming to discuss the importance of giving adequate recognition of senior adult educators' skills and competences by means of innovative and effective validation instruments. The final goal is promoting greater recognition of the professional status of European adult educators. The event was a joint initiative between the Institutes for Adult Learning in Germany and Romania and targeted the general public alongside researchers, policy makers and senior adult educators themselves.
Contact	Anne Gassen, Assistant, gassen@die-bonn.de

Name	Senior@Work
Country	Italy
Type	Project
Target group	Adult learners, Policy makers
Website	http://www.senioratwork.it/en/sensibilizzazione_studio_e_orientamento.asp
Date	2005-2007
Frequency	N/A
Snapshot	It consists in making aware and activating the local actors and companies in the recognition of the potentialities and the professionalism of the senior workers. The 120 final beneficiaries, senior, unemployed and/or of risk of exclusion from the labour market males/females, at the end of the vocational guidance paths will be able to choose among the various training experiences of the subsequent phase: vocational training (formal, not formal, informal), work insertions, inter-generational enterprise incubator.
Contact	Stefano Simm, Project Manager, s.simm@provincia.livorno.it

Name	Sixth Annual Inspiration Festival
Country	United Kingdom
Type	Exhibition
Target group	Adult learners
Website	http://www.yorkpress.co.uk/leisure/exhibitions/5047474.Inspiration_Festival_Merchant_Adventurers_Hall/
Date	8 March 2010
Frequency	One-off
Snapshot	The sixth annual Inspiration festival in York celebrated the creative work produced by adult education learners in the city. Organised by City of York Council's Adult and Community Education service, the festival showcases the creative adult learning opportunities in the city, with the aim of encouraging more people to take advantage of what is on offer. The showcase included displays of work created at painting and drawing classes including, sculptures, ceramics, textiles, watercolours, jewellery pieces, photographs, interior design and a range of work from community arts courses.
Contact	N/A

Name	Skills for Life Network
Country	United Kingdom
Type	Online platform
Target group	Adult learners, Employers, Education providers
Website	http://www.skillsforlifeforlifenetwork.com/
Date	Ongoing
Frequency	N/A
Snapshot	Skills for Life Network is a news, information and signposting resource for everyone with an interest in learning and skills. Developed in 2003, and supported by the Learning and Skills Council, Skills for Life Network is growing rapidly, with 11 000+ subscribers to its fortnightly e-news update and an average of 25 000+ visits per month to the website.
Contact	N/A

Name	Slovenian Lifelong Learning Week
Country	Slovenia
Type	Adult learner week
Target group	Adult learners, education providers, policy makers
Website	http://llw.acs.si/about
Date	16-22 May 2011
Frequency	Yearly
Snapshot	Since 1996, the Slovenian Lifelong Learning Week (LLW) has been paving the way for a profound understanding and implementation of the culture of lifelong learning by attracting public attention to more than 5 000 inspiring educational, promotional, information and guidance, as well as social and cultural events. The festival has grown into a movement which annually involves from 700 to 800 institutions, NGOs, interest groups and other stakeholders. At the national level, the LLW is coordinated by the Slovenian Institute for Adult Education.
Contact	Zvonka Pangerc Pahernic, Head of Project, zvonka.pangerc@acs.si

Name	Stop Domestic Violence Against Women
Country	EU-wide
Type	European Union campaign
Target group	EU citizens
Website	http://www.coe.int/t/dg2/equality/DOMESTICVIOLENCECAMPAIGN/
Date	2006-2008
Frequency	N/A
Snapshot	The Heads of State and Government of the Council of Europe member states decided to launch a Campaign to Combat Violence against Women, including Domestic Violence. The Campaign aims at raising awareness that violence against women is a human rights violation. It urges member states to demonstrate political will by providing adequate resources to deliver concrete results. It promotes the implementation of effective measures at national level, through legislation and national action plans. Campaign activities are carried out by the Council of Europe and by Member States.
Contact	N/A

Name	Support for flexible and self-directed learning
Country	Sweden
Type	Event, Conference, Workshop
Target group	Educators, Course providers
Website	http://www.programkontoret.se/sv/languages/english/Grundtvig-Learning-Partnership-Conference/
Date	6-9 October 2010
Frequency	One-off
Snapshot	The aim is to investigate innovative and creative efforts made in Europe and in the Grundtvig Learning Partnerships to meet the individual needs of adult learners. The event featured plenary sessions, workshops (three different workshop topics in three sessions – case-studies/good practices) and a study visit to the Adult Education centre in the municipality of Nacka, in Stockholm.
Contact	Anna Lindholm, Administrative Director, anna.lindholm@programkontoret.se

Name	Sustainable Energy Europe Campaign
Country	EU-wide
Type	European Union campaign
Target group	Policy makers, Industry, Consumers
Website	http://www.sustenergy.org/
Date	2005-present
Frequency	N/A
Snapshot	The Sustainable Energy Europe Campaign showcases activities dedicated to energy efficiency and renewable energy solutions. We think it's time to form a bigger picture out of our isolated efforts to inspire change. Concretely the focus is on spreading best practice in sustainable energy technology, build alliances and inspire new energy ideas and actions.
Contact	N/A

Name	The Fourth Nordic Conference on Adult Learning
Country	Norway
Type	Conference
Target group	Academia/research
Website	http://www.ntnu.no/videre/konferanse/adult_learning/index.html
Date	11-13 April 2011
Frequency	One-off
Snapshot	The fourth conference in 2011 is held in Trondheim and is hosted by the Department for Adult Learning and Counselling at the Norwegian University of Science and Technology (NTNU). The conference is sponsored by the Faculty of Social Sciences and Technology Management at NTNU. It features symposia, seminars and papers presentation.
Contact	Sigvart Tøsse, Project Director, sigvart.tosse@svt.ntnu.no

Name	The Geology behind York's buildings
Country	United Kingdom
Type	Workshop
Target group	Adult learners
Website	http://www.yorkcastlemuseum.org.uk/Page/AdultLearning.aspx
Date	N/A
Frequency	One-off
Snapshot	This workshop offers the possibility of joining Yorkshire Museum's Geology Curator for a different and surprising look at what the buildings of York are built from. Following the walk there is a chance to examine specimens from the Yorkshire Museum Geology collection. It aims at raising adult's interest in their local history and enriching their cultural knowledge.
Contact	Janet Barnes, Chief Executive, janet.barnes@ymt.org.uk

Name	The Learning Festival 2011
Country	Switzerland
Type	Festival
Target group	Course providers, Educators, Policy makers
Website	http://www.alice.ch/en/learning-festival/
Date	9-10 September 2011
Frequency	One-off
Snapshot	The Learning Festival brings a new learning experience to the people. Committed people join forces with education providers. Labour market officials and politicians join in with regional stakeholders to create a platform for various exciting events around the field of education, including adult learning. The event is held for the 8th time and it consists of a 24-hour campaign.
Contact	Christine Hary, Project Manager, christine.hary@alice.ch

Name	Third Nordic Conference on Adult Learning
Country	Denmark
Type	Conference
Target group	Academia/research
Website	http://www.sdu.dk/Orn_SDU/Institutter_centre/Ifpr/Konferencer/Konferencer_2009/
Date	22-24 April 2009
Frequency	One-off
Snapshot	The conference is a sequel to the Nordic conference on adult learning 2005 in Turku, Finland and the Nordic conference on adult learning 2007 in Linköping, Sweden and it is a meeting-place for Nordic and international researchers on adult learning. It welcomes participants who are researching all kinds of aspects of adult learning and education in formal, non-formal or informal settings, popular education, higher education, workplace learning, in short lifelong and life-wide learning.
Contact	ifpr@ifpr.sdu.dk

Name	Train to Gain
Country	United Kingdom
Type	Campaign
Target group	Adult learners, Employers
Website	http://www.norfolkunites.org.uk/train-to-gain/
Date	2006-2011
Frequency	N/A
Snapshot	Train to Gain (T2G), is a UK government funded initiative to deliver vocational training to employed individuals in the UK, primarily those in the 25+ age band who do not already have a Full Level 2 Qualification, via the Skills Funding Agency, formerly the Learning and Skills Council (LSC). The initiative was rolled out nationally in September 2006 and has been officially closed on 31 July 2011 as part of the UK government spending cuts.
Contact	N/A

Name	Transforming Adult learning – Agents of Change
Country	United Kingdom
Type	Conference
Target group	Course providers
Website	http://www.e-c-a.ac.uk/transforming-adult-learning-agents-of-change/
Date	17 October 2009
Frequency	One-off
Snapshot	This conference is incorporated within the UK Educational Centres Association (ECA)'s Annual General Meeting. It showcases the ECA's transformational projects from the previous year and features presentations on projects organised or supported by ECA in order to ensure that adult learning is recognised by all.
Contact	Mark Walton, Head of Stronger Communities, mark.walton@cdf.org.uk

Name	Understanding the value of adult learning (UVAL)
Country	EU-wide
Type	Project / Workshop
Target group	Education providers, policy makers
Website	http://www.project-uval.net/?page_id=4
Date	2009-2010
Frequency	One-off
Snapshot	The project is focused on developing the best practices to promote lifelong learning, helping and supporting adult students to accomplish their studies and thus to create adults new career paths and enhance their occupational skills and employability prospects. The project is established to improve the process of working of each participating organisation and benefit from the cooperation and transnational experiences.
Contact	Mika Heino, Project Coordinator, mika.heino@omnia.fi

Name	Unter Berlin
Country	Germany
Type	Guided tours
Target group	Adult learners
Website	http://www.unter-berlin.de/
Date	Ongoing
Frequency	N/A
Snapshot	The main task of the association Unter Berlin ('Under Berlin') is the documentation and classification of underground buildings in their historical context and the associated critical examination of German history. This concerns mainly the Third Reich, but also the GDR. The military buildings, which have left these epochs in the ground symbolising the misguided belief that war is an instrument of policy in principle conceivable, and the illusion that bunker can truly protect their occupants. Political education should be taught using these buildings historical background and critical thinking. The focus of these activities is in Berlin, because this city is of vital importance for German history.
Contact	info@unter-berlin.de

Name	Web4seniors
Country	Germany
Type	Conference
Target group	Adult learners, Course providers, Educators
Website	http://www.web4seniors.eu/index.php?startseite.en
Date	4-5 October 2007
Frequency	One-off
Snapshot	Adult education initiative aimed at fostering the development of ICT skills. It targets both trainers/teachers (encouraging them to use these tools while teaching) and senior learners. The conference aims at raising awareness on how older people could be encouraged to learn to use web tools in order to communicate and cooperate over the web, play an active role in society and to form the web itself.
Contact	Conference organisation office, info@web4seniors.eu

Name	Widening and Strengthening the European Dimension of the Lifelong Learning Week movement
Country	EU-wide
Type	Project
Target group	Policy makers, Education providers, research institutions, NGOs
Website	www.llw5.org
Date	2003-2004
Frequency	One-off
Snapshot	The project's global aim is to take stock of this accumulated expertise, create a strategy and develop an action plan so as to strengthen and widen the European dimension of the Lifelong Learning Week (LLW) movement. It aims at developing advocacy tools for promoting and raising the profile of adult education and lifelong learning in participating countries and broader.
Contact	Olga Drofenik, project Coordinator, odrofenik@acs.si

Name	Word wat je wil
Country	Belgium
Type	Online initiative
Target group	Adult learners
Website	http://www.wordwatjewil.be
Date	Ongoing
Frequency	N/A
Snapshot	The campaign 'Word wat je wil' is one of the projects DIVA (which is a partnership between four departments (Education, Employment, Culture and Economy) of the Ministry of the Flemish Community) is carrying out. It aims at sensitising adults for learning all year long, focusing on media compatible and local activities to communicate to target groups which are usually difficult to reach.
Contact	wordwatjewil@vlaanderen.be

Name	Worker's Educational Association
Country	United Kingdom
Type	Social media
Target group	Education providers, Adult learners
Website	http://twitter.com/#!/weaadulted , See also http://twitter.com/#!/supportadulted
Date	Ongoing
Frequency	N/A
Snapshot	Twitter activity to update on initiatives, campaigns, courses available as well as engage with other practitioners within the adult learning community.
Contact	Mark Attwell, Skills for Life Coordinator, mattwell@wea.org.uk

Name	Workplace Guidance
Country	EU-wide
Type	Project
Target group	Adult learners, Course providers, Educators, Employers
Website	http://www.gla.ac.uk/departments/adulteducation/research/wg/
Date	2003-2006
Frequency	One-off
Snapshot	This project assists low-paid workers into learning and improvement of their skills and employability. Low-paid workers find it very hard to access guidance services, which are rarely open outside normal working hours. One solution to this problem is workplace guidance – guidance specifically for workers, delivered at times and in places that are suitable for them. The project developed a training course on guidance for lower-paid workers. The course runs in eight countries with different kinds of student groups, including representatives of trade unions, health and safety inspectorates, employment services, social work departments, vocational guidance services, private firms' human resource development and training departments, non-governmental organisations and social enterprises. The intended learning outcomes is that participants will have a better understanding of the diverse nature of guidance; be able to develop and implement workplace guidance in various settings; and be aware of local/regional networks and resources on guidance for lower-paid workers.
Contact	Pamela Clayton, Project Coordinator, P.Clayton@educ.gla.ac.uk

Name	Writing Seminar – NordPlus Adult
Country	Denmark
Type	Seminar
Target group	Adult learners
Website	http://www.nordplusonline.org/additional_content/calendar/writing_seminar_nordplus_adult
Date	1 February 2010
Frequency	One-off
Snapshot	Writing seminar for potential applicants to the Nordplus Adult Learning Programme in connection to the following application deadline on 1 March 2010. It aims at preparing them for the submission of their applications.
Contact	Henrik Neiendam Andersen, Registration Officer, hna@ciriusmail.dk



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