Strategies for improving participation in and awareness of adult learning
Strategies for improving participation in and awareness of adult learning
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 every one – 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.
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.

This was done for all case studies except IntALWinE, which was based on online resources.
1 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 (i) and B2C (ii) strategies of intervention has been elaborated.

Initiatives of both types of actors are expected to fulfill the goal of overcoming current existing barriers to access and participation in adult education programs. Each of these types of barriers presents specific differences 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-affordable 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 everyday 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.

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

<table>
<thead>
<tr>
<th>Strategy</th>
<th>a) European Commission</th>
<th>b) National governments</th>
<th>c) Regional &amp; local governments</th>
<th>d) Associations &amp; NGOs at European &amp; national level</th>
<th>e) Education providers</th>
<th>f) Social partners (e.g. trade unions, employers)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Funding</strong></td>
<td>Provide funding</td>
<td>Provide funding</td>
<td>Provide/derivative funding</td>
<td>Receive funding</td>
<td>Receive funding</td>
<td>Receive funding</td>
</tr>
<tr>
<td><strong>Target groups</strong></td>
<td>B2B (National, regional, local governments, education providers, NGOs, media)</td>
<td>B2B (Regional &amp; local governments, education providers, NGOs, social partners, media, learners)</td>
<td>B2B &amp; B2C (National governments, education providers, NGOs, social partners, media, learners)</td>
<td>B2B &amp; B2C (National, regional, &amp; local governments, NGOs, social partners, learners)</td>
<td>B2C (learners)</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy</strong></td>
<td>• Coordinate national research efforts</td>
<td>• Use national statistics &amp; data to develop evidence-based plans</td>
<td>• Use national statistics &amp; data to develop evidence-based plans</td>
<td>• Research local needs &amp; identify socio-demographic targets</td>
<td>• Research learners’ needs &amp; barriers to access</td>
<td>• Amplify offer to meet demands &amp; receive funding</td>
</tr>
<tr>
<td></td>
<td>• Coordinate national research efforts</td>
<td>• Develop national campaign frameworks</td>
<td>• Develop national campaign frameworks</td>
<td>• Implement national campaign activities locally</td>
<td>• Lobby policy makers &amp; develop policies</td>
<td>• Lobby policy makers</td>
</tr>
<tr>
<td></td>
<td>• Mainstream AL into other European policy areas</td>
<td>• Define national objectives, targets &amp; goals</td>
<td>• Define national objectives, targets &amp; goals</td>
<td>• Initiate regional/local awareness-raising plans</td>
<td>• Develop campaigns targeting learners – tying AL to their needs</td>
<td>• Develop campaigns targeting learners – tying AL to their needs</td>
</tr>
<tr>
<td></td>
<td>• Communicate &amp; disseminate socioeconomic benefits of AL &amp; potential impact on other sectors</td>
<td>• Create identity of campaigns</td>
<td>• Create identity of campaigns</td>
<td>• Provide training &amp; mentoring to other NGOs</td>
<td>• Provide training &amp; mentoring to other NGOs</td>
<td>• Provide training &amp; mentoring to other NGOs</td>
</tr>
<tr>
<td></td>
<td>• Empower staff &amp; mobilise local leaders</td>
<td>• Mobilise national media</td>
<td>• Mobilise national media</td>
<td>• Develop learning regions</td>
<td>• Develop learning regions</td>
<td>• Develop learning regions</td>
</tr>
<tr>
<td></td>
<td>• Encourage interaction &amp; exchange among sub-national actors (e.g. staff, practitioners, projects)</td>
<td>• Facilitate efforts at civil society level</td>
<td>• Facilitate efforts at civil society level</td>
<td>• Create networks amongst NGOs &amp; civil society</td>
<td>• Create networks amongst NGOs &amp; civil society</td>
<td>• Create networks amongst NGOs &amp; civil society</td>
</tr>
<tr>
<td></td>
<td>• Develop participatory regional/ local awareness plans</td>
<td>• Promote, encourage, incentivise cooperation &amp; participate from private sector</td>
<td>• Promote, encourage, incentivise cooperation &amp; participate from private sector</td>
<td>• Work with policy makers &amp; social partners</td>
<td>• Work with policy makers &amp; social partners</td>
<td>• Work with policy makers &amp; social partners</td>
</tr>
<tr>
<td></td>
<td>• Mobilise regional &amp; local media</td>
<td>• Mobilise national media</td>
<td>• Mobilise national media</td>
<td>•活性炭 networks amongst NGOs &amp; civil society</td>
<td>•活性炭 networks amongst NGOs &amp; civil society</td>
<td>•活性炭 networks amongst NGOs &amp; civil society</td>
</tr>
<tr>
<td></td>
<td>• Create shared learning &amp; networking opportunities</td>
<td>• Create shared learning &amp; networking opportunities</td>
<td>• Create shared learning &amp; networking opportunities</td>
<td>•活性炭 networks amongst NGOs &amp; civil society</td>
<td>•活性炭 networks amongst NGOs &amp; civil society</td>
<td>•活性炭 networks amongst NGOs &amp; civil society</td>
</tr>
</tbody>
</table>

(2) B2B stands for business-to-business (e.g. government-to-business, or government-to-consumer interactions).
(3) B2C stands for business-to-consumer (e.g. government-to-consumer interactions).
(4) LLP National Agencies are important actors in awareness raising processes which are done beyond the management of the LLP. However, the investigation of their role was beyond the scope of this Guide.
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 supporting or influencing and steering national and 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 LearnDirect 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(6) 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 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 ability to initiate adult learning awareness-raising activities to 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. Relevant 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;

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:

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 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: 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 receive funding and 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 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.’
Strategies for improving A campaign

1. 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.

<table>
<thead>
<tr>
<th>a) Set objectives</th>
<th>b) Identify target groups</th>
<th>c) Identify tools / channels</th>
<th>d) Identify partners / networks</th>
<th>e) Identify funding</th>
<th>f) Develop messages</th>
<th>g) Other considerations</th>
<th>h) Develop campaign</th>
<th>i) Promote campaign</th>
<th>j) Monitor &amp; evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Develop a comprehensive campaign plan</strong></td>
<td><strong>Thoroughly research specific target group</strong></td>
<td><strong>Use accessible activities</strong></td>
<td><strong>Risk suitable projects</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Do not limit yourself to only the activities</strong></td>
<td><strong>Develop your agenda</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Promote your campaign</strong></td>
<td><strong>Monitor &amp; evaluate</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Take account of polarity in views</strong></td>
<td><strong>Engage educational professionals</strong></td>
<td><strong>Set objectives</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Develop your agenda</strong></td>
<td><strong>Develop your agenda</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Promote your campaign</strong></td>
<td><strong>Monitor &amp; evaluate</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Do not limit yourself to only the activities</strong></td>
<td><strong>Focus on the validity of the materials</strong></td>
<td><strong>Define your campaign</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Develop your agenda</strong></td>
<td><strong>Develop your agenda</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Promote your campaign</strong></td>
<td><strong>Monitor &amp; evaluate</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Develop tools</strong></td>
<td><strong>Develop your agenda</strong></td>
<td><strong>Define your campaign</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Develop your agenda</strong></td>
<td><strong>Develop your agenda</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Promote your campaign</strong></td>
<td><strong>Monitor &amp; evaluate</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Show real learning situations</strong></td>
<td><strong>Encourage learners to stay</strong></td>
<td><strong>Build a community of learners</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Develop your agenda</strong></td>
<td><strong>Develop your agenda</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Promote your campaign</strong></td>
<td><strong>Monitor &amp; evaluate</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Engage learners in peer-to-peer activities</strong></td>
<td><strong>Develop your agenda</strong></td>
<td><strong>Encourage learners to stay</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Develop your agenda</strong></td>
<td><strong>Develop your agenda</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Promote your campaign</strong></td>
<td><strong>Monitor &amp; evaluate</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Use online media</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Develop your agenda</strong></td>
<td><strong>Develop your agenda</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Promote your campaign</strong></td>
<td><strong>Monitor &amp; evaluate</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Use inter-generational learning</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Develop your agenda</strong></td>
<td><strong>Develop your agenda</strong></td>
<td><strong>Integrate your campaign</strong></td>
<td><strong>Promote your campaign</strong></td>
<td><strong>Monitor &amp; evaluate</strong></td>
</tr>
</tbody>
</table>

2. Develop a comprehensive campaign plan: Every campaign initiative should begin with a clear plan with clearly pre-defined SMART(1) 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 as results, and updated to keep them SMART. Objectives at all times have to be realistic and achievable, while taking into account the existing situation.

3. 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.

4. 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.

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

6. 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 polarized to change. It is therefore important not to force them these groups to enter learning. Constant reminders could cause them to further distance themselves from education.

7. 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.

8. 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.

9. Involve policy makers: Involve 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(2) 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.

10. 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 experi- ence itself, or as a means to ‘hook’ learners into future activities.

11. 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.

12. Develop toolskits: 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.

13. 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 disillusioned to re-enter education due to the negative associations they have with education in a classroom setting.

14. 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 their visibility, 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.

- **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.

  - **Use teachers to promote adult education in libraries, community centres, etc.**: Local level communication campaigns should leverage the potential influence played by teachers 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[^19] Galaxy and First Click[^18], 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 their 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 organisations could ensure that the agenda is lobbied for by others.

  - **Identify multiple 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 seek 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 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.

  - **Develop campaign messages**

    - **Encourage learners to stay in learning** as seen in the case study examples of Written Diff[^1] and Quick Reads[^19], 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 their 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 organisations could 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[^20], 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 pre-ventative strategy raising awareness on the
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 a campaign 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 can 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.

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.

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.

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-enroll in 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.

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. 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 map to the needs of learners. Such 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.

Involving 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.

Building 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 organisations 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
Strategies for improving participation in and awareness of adult learning

j) Monitor and evaluate campaign

- 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.

- 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 local society actors and customise activities for the local needs. Moreover, finding high-capacity partners who can 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(22) 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 messages, 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.

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 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 messages, 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.
Strategies for improving participation in and awareness of adult learning

Case studies
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 adult learners and to make them actively participate in learning festivals landscape in Europe. It also remains as a repository of technical support tools, relevant links, useful materials, contacts and learners’ stories.

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.
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 include 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, sponsorship, 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 additional 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 in 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 highlights 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.
The Adult Learners’ Week is an annual event in the UK (29) 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) (30). The event is backed by a myriad of supporters, including the European Social Fund, the UK Department for Business, Innovation and Skills (31), Next Step (32), BBC (33), The Open University and Pearson PLC. (34) 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.

Richard Crabb, Head of Campaigns
Tel: + 44 (0) 116 204 7075
E-mail: Richard.Crabb@niace.org.uk
Website: http://www.alw.org.uk/

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 people learn in different ways in different places(35);
- 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 organises 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 (36) and inspiring learning projects (37) 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 (38); and
- Policy makers and funders (39).

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 (40).
- 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 losing 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 (41) (ESF), and the UK Department for Business, Innovation and Skills (42) (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 government 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 award 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(43), 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(44): 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.
Strategies for improving participation in and awareness of adult learning

The results were as follows:

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 attended by two UK government ministers, numer

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 a significant increase in the number of nominations, with the highest number of nominations in the UK.

Events: The number of events (5,000) held this year is 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 several representatives from the European Commission, thereby demonstrating its importance to policy makers.

Policy Conference: The policy conference organized the same week as the national award ceremony saw a lot of interesting contributions from private sector organizations.

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 EF 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 realized 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 centralized campaign with decentralized implementation: Though being a national campaign with predefined goals and themes, implementation ideas and proposed projects are the responsibility of local actors. This decentralized 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 climate 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 organizations 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 organizations 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 sector efforts to engage stakeholders from the private sector, 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 the 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 pitfalls of adult learning becoming more abstract and removed is reduced.

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.

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.

Learning is a lifelong activity: NIACE engages well-known and well-respected actors to promote themselves to their constituents.

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.

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.

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.

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.

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.
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 campaigns’ 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(47) 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.

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 diploma 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. 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.

2. Partners and funding Further to publishing a key report on the educational challenges in the adult learning sector, in 2004 SREB received a grant from the Lumina Foundation(48) 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 GD ALLIANCE(49) 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’ (50) (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 the US with the GO ALLIANCE(51) initiative. SREB also founded the GD ALLIANCE(52) as well as policy makers who endorsed the initiative. 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 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(53) 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 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.
- Discover emerging best practice: 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 the US with the GO ALLIANCE(54) initiative. SREB also founded the GD ALLIANCE(55) as well as policy makers who endorsed the initiative. 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.
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 socioeconomic 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 achievement 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 15 million working age adults in the 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.

 Objectives

 Overview of the activity

 TV and radio trailers 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 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).

 Development and Promotion

 1. Needs assessment and inception: Further to the publication of the 2009 UK Government White Paper on Digital Britain (52), BBC First Click was conceived with the goal of reaching out to the estimated 9.2 million (about 21% of the UK population) of the public who have never used the Internet.

 Target groups

 1. 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’ (51); and

 2. Education providers and course leaders interested in setting up and running a First Click course.
Strategies for improving adult education and teaching supporting tools for course leaders.

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(58) campaign, post offices (59), UK online centers(60), 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 (61), Digital Unite (62), community organisations and education providers. The free-phone advisory service is managed on behalf of BBC Learning by Next Step(54), which re-directs the primary target audience’s calls to local education providers.

Lessons learnt from the activity

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 literate people in the UK had dropped by 500,000. UK National Statistics (63) 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 targeting this need. 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.

- Dedicated time and thorough research to identify the audience and their psychological barriers. By using 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 conduct a preliminary assessment of the outcomes the programme is likely to deliver.

- 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 material, including booklets and pamphlets 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.
security, healthcare and access to services. To support the new laws, the Community Action Programme to Combat Discrimination was launched in 2001. This was a six-year funding programme aimed at increased awareness of existing laws, supporting organisations working in the field, improving 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 European Social NGOs (ESNGs) of the European Trade Union Confederation (ETUC), Business Europe (BE), and the European Fundamental Rights Agency (EFRA). Its role was to act as an expert 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 were developed in close cooperation with part of the campaign to help promote their own work.

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 partners.
- **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 MTI etc.), young people were encouraged to express their feelings about discrimination, and were awarded prizes.
- **Diversity ambassadors:** During the European Year of Equal Opportunities (YEEO) 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 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, from which it has received EUR 5 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 (78) Eurobarometer surveys (79) 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 respondents believed 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 its 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. The 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).

- **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 multilevelled, 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 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.
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’ (‘Handmade’), 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 Ecco’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 Ecco’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 defined SMART (Specific, Measurable, Achievable, Relevant, Time-bound) 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 last 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 Ecco’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 life-style 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 Ecco’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 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 Ecco, 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 Ecco 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 Ecco 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 Ecco 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 qualification, 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 (AEWB) (Agency for Adult and Continuing Education of Lower Saxony – AEWB) and the Niedersächsische Landesmedienanstalt (NLM) (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 (90).

Many adult educators and course instructors involved in adult education and lifelong learning programs 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.

Christel Wolf, Project Director, Agentur Für Erwachsenen- und Weiterbildung Niedersachsen (AEWB)
Tel.: +49 (0)511 300 330 34
E-mail: wolf@aweb-nds.de

Lorenz Preuss, Project Director, Niedersächsische Landesmedienanstalt (NLM)
Tel.: +49 (0)511 284 77 53
E-mail: preuss@nlm.de

Website: http://www.nlm.de/aktuell.html

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 on media literacy,
- Counteract the existing fear of adults to embrace new technologies,
- Promote better understanding of the benefits of being media literate,
- 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 (91) and with regards to the implementation of media education measures;
- 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;
- Second 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. (91) – Media education provider (NGO);
- Bürgerundfunk in Niedersachsen (95) – State Association for Citizen Radio;
- Landesstelle Jugendschutz Niedersachsen (96) – State Authority for Youth Protection in Lower Saxony;
- Multimediamobil 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. (96) – 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 "MultiMediamobil" (95) 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 (98) 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 (AEBW) 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 cutting 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 assured uptake of courses.

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 cutting drop-out rates from courses introducing a reduced training fee.

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 requirements 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.

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 2013;
- reduce the national rate of illiteracy by 50% by 2015, thereby fulfilling its UNESCO Dakar 2000 commitment;
- 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 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 workshops 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 in the 11 languages.

Target group

- 4.7 million functionally illiterate 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;
  - 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 (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

Kha Ri Gude (Let Us Learn) Mass Literacy Campaign Department of Education, South Africa

The Kha Ri Gude 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 of South Africa. The campaign was initiated and managed by the Department of Education. It 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 proficient in spoken English. Professor Veronica McKay, UNISA

Priscilla Barends, Provincial Coordinator (Western Cape)

Tel.: +27 (072) 211 6077

Website: http://www.khariguided.co.za/
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 (111). 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’ (112); 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 assignment 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.

- **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)

Sweden

The Swedish Educational Broadcasting Company (UR) 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), which operates under mandate of the Swedish Government and the Riksdag (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 (Studieföreningarna) or one of the 150 Folk High Schools (Folkkhögskolor) enjoy unlimited access to the programmes on the Folkbildningsnätet’s 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.

Bernt Kviberg, Project Developer
Tel.: +46 (0) 8 784 41 31
E-mail: Bernt.Kviberg@ur.se
Björn Appelgren, Media Educationalist
Tel.: +46 (0) 8 784 41 31
E-mail: Bjorn.Appelgren@ur.se
Website: http://www.ur.se/webbjanstan/Folkbildningskanaler/

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 Studieföreningarna. 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;

→ Adult learners enrolled in a Swedish Folk High School or a Study Association programme;

→ 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;

→ 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, Studieföreningarnas 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 Studieföreningarnas Folkbildningsnätet.

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
This initiative teaches soft skills that can be acquired through learning. Promote soft-skills: This initiative teaches music skills, and uses it to promote teamwork, cooking, gardening, etc.

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. Exploring 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.

Overview of activity
Lire et Écrire Communauté française (Reading and Writing – French speaking Community of Belgium)

Lire et Écrire 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 Écrire 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. Every year, Lire et Écrire 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 5,000 others due to lack of space.

The problem is particularly acute in Brussels (126).

Lire et Écrire 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 Écrire 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 5,000 others due to lack of space.

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 Écrire’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.

Lire et Écrire Communauté française (Reading and Writing) is a popular education organisation set up in 1983. It is funded by the Ministère de la Communauté française (127), the European Integration Fund (128), the European Social Fund (129) and the Grundtvig programme. It is legally recognised as a ‘mouvement d’éducation permanente’ (130), 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 (131)) 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.

Cecilia Locmant, Project Manager
Tel. +32 (0) 2 502 7201
E-mail: cecilia.locmant@lire-et-ecrile.be
Website: http://www.lire-et-ecrire.be

(123) http://www.lire-et-ecrire.be/
(124) http://ec.europa.eu/home-office/funding/integration/
(125) funding_integration_en.htm
(126) http://ec.europa.eu/esf/
(127) http://www.unesco.org/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 (136) (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 (137). 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 organisations, and could distribute the information to their employees, clients, customers, etc. 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
→ OPAS (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’s communications department and volunteers from among the stagiaires. Lire et Ecrire Communauté française also expanded considerably its 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:

→ 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 (133), the RTBF (133), Sodexo (132), Caterpillar Belgium (134) and Ethias (135).

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 6,000, 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.
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.

Ari Antikainen, Member of Steering Committee and Leader of follow-up studies
Tel.: +358 13 251 25 25
E-mail: Ari.Antikainen@uef.fi

Overview of the activity

1. Needs assessment: Prior to the launch of NOSTE, several national education policy initiatives (139) 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 (140) 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 (141). 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.

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 “Noste” magazine was produced to disseminate information on best practices. The NOSTE website (142) 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 (143);
- The Pulpettikammo (‘goodbye school phobia’) campaign (144), 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 (145) and the University of Tampere (146) at national level, and education partners and regional authorities at local level. Statistics Finland (147) 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 75% 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 nationwide 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 workplace, 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. This clearly implied:
- Actors capable of implementing structural changes (national, regional, local government);
- Actors well 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 unified 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 predispositions 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

Other individuals who were 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 workplace, 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. This clearly implied:
- Actors capable of implementing structural changes (national, regional, local government);
- Actors well 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 unified 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 predispositions 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

Other individuals who were 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 workplace, 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. This clearly implied:
- Actors capable of implementing structural changes (national, regional, local government);
- Actors well 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 unified 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 predispositions 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
Parents and families of the schoolchild, including visits to appealing for the campaign’s target groups. There is a need to move away from the classical testing is key to identifying the right messaging. In its aims to build the adult learning sector at greater sustainability of efforts undertaken. 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.

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 providers 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.

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 (156).

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 (159) 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 lost 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 schoolchild 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 (155), 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 palace, 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 (154).
- Digital media: to provide learning resources both for this project and for wider web audiences. A Blog to encourage communication among teachers from different schools (157).
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;
- 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:** The programme was promoted through flyers which were distributed at schools.

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 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.
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 and the participation of local libraries that organised a series of football and reading activity based meetings for local children and their families.

Jim Sells, Project Manager
Tel: +44 (0) 20 7820 6263
E-mail: Jim.Sells@literacytrust.org.uk
Website: http://www.literacytrust.org.uk/premier_league_reading_stars

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 were reading in group activity in cooperation with their local library. The groups also invited families to attend with their children. The project culminated in celebration activities and certificates in response to a number of factors:

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

2. Concept: The National Literacy Trust brought these different ideas together and came up with the concept of football ‘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 (165) which provides on-going funding for the project and recruits footballers to participate. The Arts Council of England (166) has also supported the project with funding from its inception, and the Football Foundation (167) provided both funding and support for the project. Sport Relief (168) 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 attract 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 leveraged, 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 learning, especially amongst disadvantaged learners, 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.

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 feedback. Football 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.

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 best-selling 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 (BIS)) to manage the engagement and outreach of the Quick Reads series with relevant stakeholders, in order to ensure highest uptake of the books.

Richard Crabb, Head of Campaigns
Tel: +44 (0)116 204 7073
E-mail: Richard.Crabb@niace.org.uk
Website: http://www.quickreads.org.uk/

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 book sellers. 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 (175).

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 (176), 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.
• Unions (177) 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.

EUROPEAN GUIDE Strategies for improving participation in and awareness of adult learning
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 issues were a priority area for development in England. The World Book Day (171) 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 (144), 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, sub-sequently 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 literacy awareness and stimulate demand for learning, it wanted to be involved in the project.

   - **Promotion:**
     - **Direct mail:** sent out to intermediaries and to all representatives who were in mailing list for UnisonLearn (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. UnisonLearn 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 (RoW) project (172).

   - **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 (199) 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.

**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.

- **Leans:** 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 literacy abilities, when marked against the curriculum.

- **Soft skills:** There has been a marked increase in confidence and engagement in the workplace (145).

- **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 500 000 books, 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 execution up 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 RoW), 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 help learners to 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...
Strategies for improving participation in and awareness of adult learning

Strategies for improving literacy, numeracy, and other essential skills are important to promote participation in and awareness of adult learning. This can be achieved through various methods, including projects, campaigns, and partnerships. Here are some strategies that can be implemented:

1. 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.

2. 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.

3. 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.

4. 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.

5. Enhance stakeholder visibility: In order to enhance stakeholder visibility, NIACE’s awareness raising activities still reached 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.

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 commit 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 (190) (INSEE) to measure illiteracy in France. It was able to produce the very first figures about ‘illiterisme’ in the French population between the ages of 16 and 65, based on tests created by the ANLCI (187). 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 IQV 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,
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 (194) 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 age 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 differs from the population of people learning French as a foreign language because they can speak French but failed at school to get an enough high level reading and writing competences allowing them to manage the everyday tasks involving writing documents. Generally these people have a bad reminding of school and refuse training out of hand. In France, two thirds 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 (195) 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(196)) 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 (197); a national meeting for local educative projects; a national meeting on long life learning organised by the Minister for 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 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 (195).

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 HSE 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 demographic 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-signers.
➔ Enable social change: ‘Le Bénin 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.

(193) These consisted of the Board of Directors, the Advisory Committee, the Scientific and Assessment Committee, 26 regional project leaders, and 50 literacy resource centres.
(194) 194 signed action plans, five second generation plans signed and seven second generation plans about to be signed.
(195) http://www.afev.org/fr/
(196) AFEV is a student association to promote education in cities.
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 (208) and attracted weekly audiences of 200,000 viewers. The show cost EUR 651,000 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 (209).
- Animo (210) the TV Production company that made the programme, managed the logistics, and made it appropriate for the medium.
- RTE, 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 (209).

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 (209) in Ireland. They therefore registered with the Further Education Training Awards Council (209), who validated the course (210).
2. Develop a marketing plan:
   - NALA selected a practitioner who assessed the literacy level.
   - NALA organised interviews on TV, radio and in print with the learners from Written Off? 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 but 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.

Promotion
Cooperation with An Post (209); 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’s website allowed people to watch each programme as it was broadcast, An Post bought advertising space around the programme’s slot and aired their advertisements at that time, as well as giving sponsorships opportunities with the programmes.

Promotion
Cooperation with An Post (209); 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’s website allowed people to watch each programme as it was broadcast, An Post bought advertising space around the programme’s slot and aired their advertisements at that time, as well as giving sponsorships opportunities with the programmes.

Results of the activity
All 11 learners on the programme achieved a Level 2 Certificate in General English.

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? (210).
Whilst it was very important for NALA to highlight that adult learning and education did not have to be limited to formal providers such as schools and universities; any organisation with the ability to deliver education and gain accreditation can become an adult education provider. Since Written Off?, NALA has received funding for and delivered a very successful learning programme directly targeting the 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.

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 viewship 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 organisation 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.

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.
Strategies for improving participation in and awareness of adult learning

Matrix overviewing the activities

4 Matrix overviewing the 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:

<table>
<thead>
<tr>
<th>Title</th>
<th>Name of new activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target groups</td>
<td>Which groups would participate in this activity</td>
</tr>
<tr>
<td>Executing actor</td>
<td>Stakeholders who would design and implement the activity</td>
</tr>
<tr>
<td>Reference</td>
<td>The activity from the Database of Activities or Case Study that provided the idea/insight to list it in the Database of Activities or Case Study</td>
</tr>
<tr>
<td>Description</td>
<td>What the activity is meant for.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>National governments</th>
<th>Regional and local governments</th>
<th>Associations and NGOs at European and national level</th>
<th>Education providers</th>
<th>Social partners (e.g. trade unions, employers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>European Adult Learning Bus Initiative</td>
<td>The Entrepreneurship Programme</td>
<td>(European) Adult Learner’s Day</td>
<td>Grandparents on the Net</td>
<td></td>
</tr>
<tr>
<td>Stay On</td>
<td>Bring your Parents to School</td>
<td>European Award – Adult Learner of the Year</td>
<td>Parents’ Toolkit for Safe Media Use</td>
<td></td>
</tr>
<tr>
<td>Language for Learners</td>
<td>Cooperation with Secondary Schools</td>
<td>Innovative Adult Learning Forum</td>
<td>Acquire working knowledge on a daily basis</td>
<td></td>
</tr>
<tr>
<td>Recognise Learning</td>
<td>Health Literacy for Elders</td>
<td>A Book for your Coffee</td>
<td>Adult Learning Abroad</td>
<td></td>
</tr>
<tr>
<td>Save and Learn</td>
<td>Education in Prisons</td>
<td>Don’t look back!</td>
<td>Adult Education Campus on Second Life</td>
<td></td>
</tr>
<tr>
<td>Parents’ Toolkit for Safe Media Use</td>
<td>A Book for your Coffee</td>
<td>Stay ON</td>
<td>Language courses in new Member States</td>
<td></td>
</tr>
<tr>
<td>Digital literacy week</td>
<td>Don’t look back!</td>
<td>All You Need to Know About Volunteering</td>
<td>Culinary Explorations</td>
<td></td>
</tr>
<tr>
<td>Alternative Learning Experience</td>
<td>Open day for Migrants</td>
<td>Parents’ Toolkit for Safe Media Use</td>
<td>Alternative Learning Experience</td>
<td></td>
</tr>
<tr>
<td>European competence passports</td>
<td></td>
<td>Digital literacy week</td>
<td>Bringing your Parents to School</td>
<td></td>
</tr>
<tr>
<td>Acquire working knowledge on a daily basis</td>
<td></td>
<td>Adult Education Campus on Second Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One step up, Mothers!</td>
<td></td>
<td>Show and tell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Booth at food/music festivals</td>
<td></td>
<td>Partner with public service providers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take a Walk Through History</td>
<td></td>
<td>Adult Education Campus on Second Life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning through subtitling</td>
<td></td>
<td>Language courses in new Member States</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Culinary Explorations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Booth at food/music festivals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take a Walk Through History</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooperation with Secondary Schools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**National governments**
- The Adult Education Funding Network
- The Adult Education Funding Network

**Regional & local govern.**
- The Adult Education Funding Network
- The Adult Education Funding Network

**Associations & NGOs**
- Together for Learning
- The Adult Education Funding Network
- Women Empowerment Programme
- Adult Learning Partner Provider
- The Adult Education Funding Network

**Educators & Education providers**
- For a More Inclusive Adult Education
- European competence passports
- Together for Learning
- The Adult Education Funding Network
- Adult Learning Partner Provider

**Social partners**
- Addressing skill gaps in the workplace
- Work Skills AWBRE Network
- Investors in Workplace Education Award
- Guest at Work
- Handbook for Employers

**Communications toolkit**
- Benefits of Adult Learning
- (European) Adult Learner’s Day
- Innovative Adult Learning Forum
- Lifelong/Writing to MPs and MEPs
- Reforming Vocational Training

**Communications toolkit**
- The Entrepreneurship Programme
- Learning@Work Partnership
- Innovative Adult Learning Forum
- For a More Inclusive Adult Education
- Adult Education Campus on Second Life
- Language courses in new Member States

**Communications toolkit**
- Step-up Learning@Work Partnership
- Handbook for Employers
- Skills for Work
- European Trade Union’s Network for Adult Learning
- Unions for Learning
List of potential new activities
(by primary executing actor)
Strategies for improving participation in and awareness of adult learning

National governments

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>European Adult Learning Bus Initiative</td>
<td>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. Objectives: Integrate lifelong learning into practical aspects of adult life. Development and promotion: The bus would work 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 have access to facilities, promotion at local level and support from relevant providers. Expected outcome: Adult education would become a journey for learners instead of a one-off experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stay ON</td>
<td>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 at-risk-of-illiteracy or social exclusion and enable them to actively engage in the employment market. Expected outcome: Adult learners would become a journey for learners instead of a one-off experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language for Incomers</td>
<td>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 at-risk-of-illiteracy or social exclusion. Expected outcome: Adult learners would become a journey for learners instead of a one-off experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>One step up, Mothers!</td>
<td>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. Development and promotion: The activity requires concerted effort from public and private sector and thus demands positive changes in institutional 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, lifestyle and other products. Promotion from government and voucher providers towards families and employers. Expected outcome: Adult education would become a journey for learners instead of a one-off experience.</td>
</tr>
</tbody>
</table>
Strategies for improving participation in and awareness of adult learning

**Learning through subtitling**

**Target groups**
Adult learners

**Executing actor**
TV Networks funded through national governments

**Reference**
PlanetRead

**Description**
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.

**Objectives**
The activity would help learners to improve their reading skills and broaden their overall vocabulary.

**Development and promotion**
National governments 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 subtitling on official television channels.

**Expected outcome**
Learners including immigrants would broaden their vocabulary and improve their reading skills. Social exclusion would be mitigated and employability skills enhanced.

**Together for Learning**

**Target groups**
NGOs, education providers

**Executing actor**
National governments

**Reference**
N/A

**Description**
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.

**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.

**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 marginalized 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.

**Expected outcome**
Development of educational programmes and courses that address national labour and skills shortages.

**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**
This would be an official platform established by national governments to keep stakeholders with in the adult learning community up-to-date with national project-based funding opportunities.

**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.

**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.

**Expected outcome**
Improve access and ensure that available funds are used.

**Save and Learn**

**Target groups**
Adult learners (low income)

**Executing actor**
National ministries of Education and/or Labour

**Reference**
LearnSave

**Description**
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 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.

**Objectives**
The activity would encourage the uptake of education courses by low income adults by making access to funds easier.

**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.

**Expected outcome**
Encourage adult learning amongst participants by making funding available through matched savings.
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.

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.

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.

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.

---

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 is open for registration to all those with an interest and capacity to contribute to the adult education sector (provider, private enterprise, media organisation, etc.).

Objectives:
The activity will assist organisations wishing to run adult learning programmes to find suitable partners based on geographic regions, areas of specialisation.

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.

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.
Strategies for improving participation in and awareness of adult learning

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.

Objectives:
- The activity aims to allow employers to keep their existing employees on staff, and pass on their knowledge to new workers.
- This project would require extensive changes in structural policies and revise incentive systems to keep people longer in the workforce. It however has the potential of favouring adult learning tackling demographic challenges and pension sustainability issues.

Expected outcome:
- Older workers would benefit from more comfortable working conditions, teaching skills practicing, and more attractive pension benefits. Those entering the workforce would benefit from mentoring and training on the job support.

Handbook for Employers

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.

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.

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.

Gain at Work

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.

Objectives:
- The activity aims to allow employers to keep their existing employees on staff, and pass on their knowledge to new workers.
- This project would require extensive changes in structural policies and revise incentive systems to keep people longer in the workforce. It however has the potential of favouring adult learning tackling demographic challenges and pension sustainability issues.

Expected outcome:
- Older workers would benefit from more comfortable working conditions, teaching skills practicing, and more attractive pension benefits. Those entering the workforce would benefit from mentoring and training on the job support.
Regional and local governments

<table>
<thead>
<tr>
<th>Title</th>
<th>The Entrepreneurship Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target groups</td>
<td>Employees, self-starters and interested adult learners</td>
</tr>
<tr>
<td>Executing actor</td>
<td>Regional or local governments</td>
</tr>
<tr>
<td>Reference</td>
<td>N/A</td>
</tr>
<tr>
<td>Description</td>
<td>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.</td>
</tr>
<tr>
<td>Objectives</td>
<td>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.</td>
</tr>
<tr>
<td>Development and promotion</td>
<td>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.</td>
</tr>
<tr>
<td>Expected outcome</td>
<td>Employers and existing small business owners to be more entrepreneurial and work more efficiently.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Learning@Work Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target groups</td>
<td>Employees</td>
</tr>
<tr>
<td>Executing actor</td>
<td>Regional or local governments, education providers</td>
</tr>
<tr>
<td>Reference</td>
<td>Advising working people: Career Progression through work-based HE</td>
</tr>
<tr>
<td>Description</td>
<td>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.</td>
</tr>
<tr>
<td>Objectives</td>
<td>The activity aims to provide customised training in the workplace, based on organisation and employees’ needs.</td>
</tr>
<tr>
<td>Development and promotion</td>
<td>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.</td>
</tr>
<tr>
<td>Expected outcome</td>
<td>Employees are trained in specific areas that are important for their workplaces.</td>
</tr>
</tbody>
</table>

Title | Bring Your Parents to School |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Target groups</td>
<td>Education providers, adult learners</td>
</tr>
<tr>
<td>Executing actor</td>
<td>Regional or local governments, education providers</td>
</tr>
<tr>
<td>Reference</td>
<td>N/A</td>
</tr>
<tr>
<td>Description</td>
<td>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.</td>
</tr>
<tr>
<td>Objectives</td>
<td>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.</td>
</tr>
<tr>
<td>Development and promotion</td>
<td>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.</td>
</tr>
<tr>
<td>Expected outcome</td>
<td>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.</td>
</tr>
</tbody>
</table>

Title | Cooperation with Secondary Schools |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Target groups</td>
<td>Adult learners young adults in secondary schools</td>
</tr>
<tr>
<td>Executing actor</td>
<td>Local governments, NGOs</td>
</tr>
<tr>
<td>Reference</td>
<td>N/A</td>
</tr>
<tr>
<td>Description</td>
<td>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.</td>
</tr>
<tr>
<td>Objectives</td>
<td>The activity would target disadvantaged groups of young adults to help them continue learning through their lives.</td>
</tr>
<tr>
<td>Development and promotion</td>
<td>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 improve 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.</td>
</tr>
<tr>
<td>Expected outcome</td>
<td>Students in secondary school would be more likely to stay in secondary school and join adult education in the future.</td>
</tr>
</tbody>
</table>
Title: Health Literacy for Elders
Target groups: Adult learners: elderly and chronically ill
Executing actor: Regional, local governments
Reference: Education in Older Years
Description: 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 lifestyle.
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.
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 in hospitals. Promotion would need to come from national health ministries including regional and or local governments.
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.

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: The programme would target offenders under probation and parole supervision. It consists of skilled offenders teaching other offenders through a liberal non-formal approach.
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 reintegration in society in the long-term.
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/pool for learning and information access point for coordination. They also have to host orientation workshops and provide further practical information for learners on where and how initiated informal learning activities could be pursued out of prison.
Expected outcome: Convey to offenders the advantages of education, and improve their ability to re-integrate into society in the long-term.

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: 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 gardens, where they could enjoy a cup of coffee and borrow a book for a few hours.
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 to 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.
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.
Expected outcome: Make reading an accessible activity that can be enjoyed anywhere.

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: 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 talks, four-to-face events and similar. Using catchy messaging ideas, it would promote the stor- ies 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.
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.
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.
Expected outcome: Raised awareness on the benefits of lifelong learning and on available adult learning opportuni- ties 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.
### Title: Open Day for Migrants

**Target groups:** Adult learners: foreign migrants

**Executing actor:** Local policy makers, education providers, trade unions

**Reference:** Sverige för Invandrare (SPI)

**Description:** 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.

**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.

**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.

**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.

---

### Title: Ambassadors for Adult Learning

**Target groups:** Local authorities, adult learners

**Executing actor:** NGOs, with funding from DG EAC

**Reference:** N/A

**Description:** 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.

**Objectives:**
- Encourage adults to enter learning, by following examples of well-known celebrities, who endorse learning, and have participated in the learning process themselves.

**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. The 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.

**Expected outcome:**
- Learners would be inspired by the examples of the Ambassadors, and enter education.

### Title: All You Need to Know About Volunteering

**Target groups:** Older citizens

**Executing actor:** NGOs

**Reference:** N/A

**Description:** 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.

**Example:** The Red Cross in Belgium organises volunteering for interested participants in locations such as hospitals.

**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.

**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.

**Expected outcome:**
- Older citizens would be more informed on volunteering opportunities available in their local communities, and encouraged to take up these activities.
Strategies for improving participation in and awareness of adult learning

**Title:** Parents’ Toolbox for Safe Media Use  
**Target groups:** Adult learners, parents  
**Executing actor:** NGOs, national governments, businesses  
**Reference:** Kampagne M case study  

**Description:** 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.

**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.

**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.

**Expected outcome:**  
Parents would be better informed on media literacy, and could keep their children safer both online and offline.

---

**Title:** Digital literacy week  
**Target groups:** Adult learners  
**Executing actor:** NGOs, national governments  
**Reference:** IT 5th Digital Literacy Week in Italy  

**Description:** Digital literacy can help adults improve their skills for the workplace and make them more employable. It also integrates them into a day-to-day society, given the emphasis now placed on online media. This activity would therefore encourage adults to go to their neighborhood community organisations, and acquire basic computer skills, learn how to send emails, and browse the web.

**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.

**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 more 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.

**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.

---

**Title:** Show and tell  
**Target groups:** Adult learners  
**Executing actor:** Community organisations  
**Reference:** Lifelong learning USA  

**Description:** The idea of this activity is to hold low-level community events where community members would present their individual and/or business 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.

**Objectives:**  
The activity would provide information on skills necessary for developing a new career or improve already existing skills to further individual development.

**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.

**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.

---

**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:** 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.

**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.

**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.

**Expected outcomes:**  
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.
### Booth at Food/music festivals

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Target groups</th>
<th>Executing actor</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Booth at food/music festivals</strong></td>
<td>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. 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.</td>
<td>National adult learning institutes, local governments</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Objectives:**
- The aim of the activity is to raise awareness about local and regional adult learning opportunities and their added benefit.

**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.

**Expected outcome:**
Festival goers will become aware of adult learning opportunities where they can improve their knowledge and develop new skills.

---

### Take a Walk Through History

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Target groups</th>
<th>Executing actor</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Take a Walk Through History</strong></td>
<td>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.</td>
<td>Adults from low income</td>
<td>Palace Explorers case study</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**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.

**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.

**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.

---

### For a More Inclusive Adult Education

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Target groups</th>
<th>Executing actor</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For a More Inclusive Adult Education</strong></td>
<td>This activity would consist of a series of brief publications on adult learners’ attitudes and perception of the current adult educational offer. 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.</td>
<td>NGOs, national and local governments</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**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.

**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.

**Expected outcome:**
- Raised awareness amongst education providers of learners’ need and how their offer could better match demand.

---

### Building Capacity for Adult Learning

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Target groups</th>
<th>Executing actor</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building Capacity for Adult Learning</strong></td>
<td>This initiative 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.</td>
<td>NGOs, community organisations</td>
<td>National Institutes for Adult Learning</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**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.

**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.

**Expected outcome:**
- Empowerment of NGOs, community organisations to successfully promote their programmes, and reach a wider range of potential learners or policy makers.
### Communications toolkit

**Description:**
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.

**Objective:**
The activity would provide smaller organisations with the basic information and tools needed to run successful communications campaigns.

**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.

**Expected outcome:**
Smaller organisations are empowered to run their own communications campaigns. Campaigns would be more targeted and efficient.

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Learning Campaign Toolkit</td>
<td>The activity would provide smaller organisations with the basic information and tools needed to run successful communications campaigns.</td>
<td>Adult Learning Campaign Toolkit case study</td>
</tr>
</tbody>
</table>

---

### Lobbying/Writing to MPs and MEPs

**Description:**
Writing to MPs and MEPs would aim to increase the exposure of adult learning, and encourage further public funding from them. It is generally more effective to contact Parliamentarians by email or postal letter. Many MPs still measure public opinion on an issue by the number of letters they get about it.

**Objective:**
The goal is to raise awareness amongst MPs/MEPs about the added benefits of adult learning to secure greater public exposure.

**Development and promotion:**
National adult learning institutes would conduct research on relevant MPs/MEPs who can act as influential facilitators. They would carry out local needs assessment to determine the issues that the general public would like to raise 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.

**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.

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lobbying/Writing to MPs and MEPs</td>
<td>The activity would provide smaller organisations with the basic information and tools needed to run successful communications campaigns.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

---

### Adult Learning Abroad

**Description:**
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.

**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.

**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 catalogue) 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.

**Expected outcome:**
1. Closer 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 campaign.
### Title: Adult Education Campus on Second Life

**Target groups:** Adult learners, education providers

**Executing actor:** Education providers, NGOs

**Reference:** N/A

**Description:** 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).

**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.

**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.

**Expected outcome:** Online courses would become an accessible activity for adult men who engage in social media platforms.

### Title: Language courses in new Member States

**Target groups:** Adult learners, education providers

**Executing actor:** Education providers, NGOs

**Reference:** N/A

**Description:** 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.

**Example:** Teach English in Poland, because Polish people are interested in going to the UK, and therefore have motivation to go to classes.

**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.

**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.

**Expected outcome:** Increased awareness and increased participation in local language courses to develop vital language skills necessary for living and employment in other EU Member States.

### Title: Culinary Explorations

**Target groups:** Adult learners

**Executing actor:** Education providers, national governments

**Reference:** UNESCO

**Description:** 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.

**Objectives:** Culinary 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.

**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.

**Expected outcome:** Adults would broaden their basic knowledge, acquire new competences and improve their social and communication skills.

### Title: Alternative Learning Experience

**Target groups:** Adult learners

**Executing actor:** Education providers, national governments

**Reference:** BBC First Click, Radio Ecca

**Description:** 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.

**Objectives:** DLs, through financial support from national governments, universities could begin offering their courses online as well.

**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 videoclips 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.

**Expected outcome:** Learners would have access to courses that would otherwise be difficult for them to take, given geographic or financial constraints.
<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th><strong>Proficiency in adult education</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target groups</strong></td>
<td>Adult education professionals</td>
</tr>
<tr>
<td><strong>Executing actor</strong></td>
<td>Education providers</td>
</tr>
<tr>
<td><strong>Reference</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>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 such, will be attended also by educators who are not necessarily involved in adult education. The programme promotes awareness and integration of continuous education into their work.</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>This activity aims to improve the delivery of adult education programmes and raise awareness amongst educators of adult learning in general.</td>
</tr>
<tr>
<td><strong>Development and promotion</strong></td>
<td>This activity aims at encouraging continuous personal educational development throughout life and enhancing teachers’ ability to deliver courses suited to adult learners. The aftermath of the course would also see teachers being included in training for adult learners. These teachers would develop specific courses in conjunction with national institutes of adult education and national agencies.</td>
</tr>
<tr>
<td><strong>Expected outcome</strong></td>
<td>The training of adult education professionals would be formally recognised through the award of a diploma which would be recognised across countries participating in Grundtvig.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th><strong>Step-up</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target groups</strong></td>
<td>Employers</td>
</tr>
<tr>
<td><strong>Executing actor</strong></td>
<td>Education providers (Universities)</td>
</tr>
<tr>
<td><strong>Reference</strong></td>
<td>?</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>This activity 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 such, will be attended also by educators who are not necessarily involved in adult education. The programme promotes awareness and integration of continuous education into their work.</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td>This activity aims to improve the delivery of adult education programmes and raise awareness amongst educators of adult learning in general.</td>
</tr>
<tr>
<td><strong>Development and promotion</strong></td>
<td>This activity 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 such, will be attended also by educators who are not necessarily involved in adult education. The programme promotes awareness and integration of continuous education into their work.</td>
</tr>
<tr>
<td><strong>Expected outcome</strong></td>
<td>The training of adult education professionals would be formally recognised through the award of a diploma which would be recognised across countries participating in Grundtvig.</td>
</tr>
<tr>
<td>Title</td>
<td>Union's Network for Adult Learning</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Target groups</td>
<td>Trade Unions</td>
</tr>
<tr>
<td>Executing actor</td>
<td>European Trade Union College (ETUC) and European Trade Union Institute (ETUI)</td>
</tr>
<tr>
<td>Reference</td>
<td>N/A</td>
</tr>
<tr>
<td>Description</td>
<td>This is a networking and stakeholder information sharing activity aimed at facilitating experience and best practice exchange among similar-structured 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.</td>
</tr>
</tbody>
</table>

**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.

**Development and promotion:**
- ETUC would create sectoral based workshops comprising of interested participants, who would meet on an annual or biannual 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 discussions 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.

**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.

<table>
<thead>
<tr>
<th>Title</th>
<th>Quick Reads and Lire et Ecrire case studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target groups</td>
<td>Trade Unions</td>
</tr>
<tr>
<td>Executing actor</td>
<td>European Trade Union College (ETUC) and European Trade Union Institute (ETUI)</td>
</tr>
<tr>
<td>Reference</td>
<td>N/A</td>
</tr>
<tr>
<td>Description</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Objectives:**
- The aim of the activity is to increase the number of trade union learning centres in Europe.

**Development and promotion:**
- ETUC would create sectoral based workshops comprising of interested participants, who would meet on an annual or biannual 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 discussions 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.

**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.

<table>
<thead>
<tr>
<th>Title</th>
<th>Reorienting Vocational Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target groups</td>
<td>National governments</td>
</tr>
<tr>
<td>Executing actor</td>
<td>Chambers of Commerce and business associations</td>
</tr>
<tr>
<td>Reference</td>
<td>N/A</td>
</tr>
<tr>
<td>Description</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Objectives:**
- Vocational education would be referred to meet and adapt to the current workforce and skills gaps thereby increasing employability.
List of Annexes

6 List of Annexes
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; 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.

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)(1).

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).

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.

I. Profile of respondents

Does the respondent’s organisation provide information on adult learning to potential learners?

84 %

12 %

4 %

3 %

Does the respondent’s organisation provide information on adult learning to potential learners?

Yes

No

I don’t know

Respondents were asked whether their organisation provided information on adult learning to potential learners, to which the majority (84%) said ‘yes’.
Please tell us how relevant each of these activities are / would be in promoting adult learning.

**How relevant each activity is in promoting adult learning**

- TV spots/docu films
- European ALW/ALD
- AL Festival
- Open days at schools/libraries
- Press
- Grundtvig prisma activities
- Internet based activities
- Intl awareness raising activity
- Radio based activities
- Film
- AL Week/Day
- European Success Stories
- World Book Day
- European Day of Languages
- Annual Mother Tongue Day
- English Language Day

- Very relevant (1)
- (2)
- (3)
- Not at all important (4)

Respondents were then asked how relevant it was to communicate to specific groups on the importance of adult learning.

**How important it is to communicate to each group on the importance of adult learning**

- Potential adult learners
- Policy makers
- Funders/Grant providers (*e.g. public bodies, business and SMEs, research institutes*)
- Educational institutions (including teachers)
- Existing adult learners

- Very important (1) (2)
- (3)
- Not at all important (4)

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 the key aspects of adult learning, a tag cloud was created. The above tag cloud visually represents all responses provided.

The cost of not investing in adult learning is high. Social friction and lack of cohesion...

**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**

- There is a demonstrated monetary return on investment for adult learning
- Adult education improves employability and job prospects for individuals
- Adult education helps foster personal development and independence
- Learning throughout life is essential to keep on top of changes in daily life
- The cost of not investing in adult learning is high. Social friction and lack of cohesion
- Education is a right for all and Europe should be a society where no one is left behind

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’.

In the above tag clouds, the count of words is as below:

- Active (38), better (54), change (74), important (76), improve (33), society (76), world (66), knowledge (62), opportunities (25), professional (22), social (33), society (76), employability (16), life (214), training (42), individual (21), value (16), experience (29), culture (14), chance (31).
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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness Raising Campaigns</td>
<td>100%</td>
</tr>
<tr>
<td>Increased funding</td>
<td>75%</td>
</tr>
<tr>
<td>Conferences</td>
<td>40%</td>
</tr>
<tr>
<td>Best practice exchange</td>
<td>37%</td>
</tr>
<tr>
<td>Advertising</td>
<td>32%</td>
</tr>
<tr>
<td>TV/films</td>
<td>28%</td>
</tr>
<tr>
<td>Adult Education/Learning Day/Festival</td>
<td>28%</td>
</tr>
<tr>
<td>Promotional activities</td>
<td>24%</td>
</tr>
<tr>
<td>Success story and case studies</td>
<td>22%</td>
</tr>
<tr>
<td>Events</td>
<td>21%</td>
</tr>
<tr>
<td>Research</td>
<td>19%</td>
</tr>
<tr>
<td>Meetings</td>
<td>18%</td>
</tr>
<tr>
<td>Platform</td>
<td>18%</td>
</tr>
<tr>
<td>Workshop</td>
<td>18%</td>
</tr>
<tr>
<td>Grundtvig programme</td>
<td>10%</td>
</tr>
</tbody>
</table>

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.’

Respondents were then asked to rate activities for policymakers. 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 ranked third (33%).

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.’

Respondents were then asked to rate activities for policymakers. 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 ranked third (33%).
The 2010 edition of the event was themed as the Year of Reading. This is to celebrate the many

**EUROPEAN GUIDE Strategies for improving participation in and awareness of adult learning**

- **Name**: 1001 Inventions: Discover the Muslim Heritage in our world
- **Country**: United Kingdom
- **Type**: Event/Conference
- **Target group**: Course providers
- **Website**: http://www.andras.ee/client/default.asp?wa_id=1223&wa_object_id=1&wa_id_key=
- **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 advancements and, besides enriching participants' knowledge, it aims at promoting inter-cultural understanding and dialogue.
- **Contact**: Sirje Plaks, Programme Manager, sirje@andras.ee

- **Name**: 11th German Adult Education Conference
- **Country**: Germany
- **Type**: Conference
- **Target group**: Educators, Course providers
- **Website**: http://www.zdv-dvv.de/index.php/article_id=4426&lang=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 Volkshochschule. 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**: Adult Learners Week
- **Country**: Estonia
- **Type**: Adult learner week
- **Target group**: Adult learners, Educators, Policy makers
- **Website**: http://www.andras.est/est/index/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**: Seija Maik, Programme Manager, srim@andras.ee

**EUROPEAN GUIDE Strategies for improving participation in and awareness of adult learning**

- **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, Drills.enquiries@wales.gsi.uk

- **Name**: A Model of Inter-institutional Integrated Information System
- **Country**: Bulgaria
- **Type**: National project
- **Target group**: Adult learners, Course providers
- **Website**: http://www.nmm.ac.uk/about/press/adult-learning-events-nmm-may-august-2010
- **Date**: 13 July 2010
- **Frequency**: Yearly
- **Snapshot**: This 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, mapoz@povestiteliet.bg

- **Name**: A World Worth Living In – Adult Learning and Education for a Sustainable World
- **Country**: Sweden
- **Type**: International Conference
- **Target group**: Educators, Course providers
- **Website**: http://www.iiz-dvv.de/index.php?article_id=4426&lang=1
- **Date**: 8-15 October 2010
- **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 8-15 October 2010. Around 800 people are expected to attend the assembly, which focuses on the role of adult education and lifelong learning (popular/liberal adult education) in the world. The Swedish National Council of Adult Education wants to offer a dynamic and inspiring focus on the role of adult education and lifelong learning (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/lifelong learning.
- **Contact**: Mats Ehn, Project Manager, mats.ehn@folkbildning.net
### Name: Adult Education Initiative
#### Country: Sweden
#### Type: National Action Plan
#### Target group: Adult learners, policy makers, education providers
#### 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/](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, emmacliffe@earlall.org.uk

---

### Name: Adult Learning and Development
#### Country: Turkey
#### Type: Seminar
#### Target group: Academia/research, Course providers, Educators, Policy makers
#### 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
#### 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 Education Channel
#### Country: Sweden
#### Type: TV programmes, on-line portal
#### Target group: Adult learners
#### Website: [http://www.ur.se/webbtjanster/Folkbildningskanalen/](http://www.ur.se/webbtjanster/Folkbildningskanalen/)
#### Date: Ongoing
#### Frequency: Dine-off
#### 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 Kviiberg, Project Manager, bernt.kviiberg@ur.se

---

### Name: Adult Education – A Future in Europe
#### Country: Belgium
#### Type: Seminar
#### Target group: Academia/research, Course providers, Educators
#### 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 an audience to carry out further research and pilot projects, contributing to the European debate on lifelong learning.
#### Contact: Andrew Laighton, Vice-President, laighton.andrews@wales.gov.uk
### Strategies for improving participation in and awareness of Adult Learning

- **Adult learning and local democracy**
  - **Country**: United Kingdom
  - **Type**: Seminar
  - **Target group**: Academics, Counsellors, Policy makers
  - **Date**: 14 October 2010
  - **Frequency**: One-off
  - **Snapshot**: To celebrate local democracy week, HRPG 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

- **Adult learning at Historic Royal Palaces**
  - **Country**: United Kingdom
  - **Type**: Event, Lectures, Workshops, Games
  - **Target group**: Adult learners
  - **Website**: [http://www.hyp.org.uk/learning/Defaul/default_events.aspx](http://www.hyp.org.uk/learning/Defaul/default_events.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 the Palace of Holyroodhouse. 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@hrpg.org.uk

- **Adult Learning Campaign Toolkit**
  - **Country**: USA
  - **Type**: Campaign toolkit
  - **Target group**: Academics, Counsellors, Policy makers
  - **Date**: Ongoing
  - **Frequency**: N/A
  - **Snapshot**: The Adult Learning Campaign Toolkit provides a collection of resources, tools and materials for states, local communities, employers and other organisations/units planning to conduct education campaigns targeting adults.
  - **Contact**: Bruce Chaloux, Project Manager, Bruce.chaloux@sreb.org

### Event in Europe

- **Adult Learning in Europe**
  - **Country**: Sweden
  - **Type**: Event (conference)
  - **Target group**: Academics/research
  - **Date**: 23-26 September 2010
  - **Frequency**: Every 3 years
  - **Snapshot**: Adult education, lifelong learning or adult learning? Debates about choice of words announce a new political agenda. Adult learning needs to be explored in order to better understand varying research. By making differences understood common ground can be established more easily.
  - **Contact**: Bruce Chaloux, Project Manager, bruce.chaloux@sreb.org

- **Adult Learning, Competence and Active Citizenship**
  - **Country**: Finland
  - **Type**: Conference
  - **Target group**: Course providers, Educators, Policy makers
  - **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 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@mnie.edu.fi

- **Adult Reading and Writing Skills**
  - **Country**: Denmark
  - **Type**: Conference
  - **Target group**: Course providers, Local policy makers
  - **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 Enoksen, Organisation team, birgit@hpg.org.uk
<table>
<thead>
<tr>
<th>Name</th>
<th>Advising working people: Career Progression through work-based HE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Type</td>
<td>Seminar</td>
</tr>
<tr>
<td>Target group</td>
<td>Course providers, Educators, Employers</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.niae.org.uk/campaign-events/events/advising-he-working-people">http://www.niae.org.uk/campaign-events/events/advising-he-working-people</a></td>
</tr>
<tr>
<td>Date</td>
<td>16 March 2011</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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 advisors 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.</td>
</tr>
<tr>
<td>Contact</td>
<td>Please see above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>ALFiE Forum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Type</td>
<td>Forum</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult Learners, Policy makers</td>
</tr>
<tr>
<td>Date</td>
<td>2007–present</td>
</tr>
<tr>
<td>Frequency</td>
<td>N/A</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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.</td>
</tr>
<tr>
<td>Contact</td>
<td>Edinburgh City Council, <a href="mailto:Community.LearningandDevelopment@edinburgh.gov.uk">Community.LearningandDevelopment@edinburgh.gov.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Assessment of European Learning Festivals as Tools for the Democratisation of Lifelong Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>EU-wide</td>
</tr>
<tr>
<td>Type</td>
<td>Publication</td>
</tr>
<tr>
<td>Target group</td>
<td>Policy makers</td>
</tr>
<tr>
<td>Date</td>
<td>August 2002</td>
</tr>
<tr>
<td>Frequency</td>
<td>N/A</td>
</tr>
<tr>
<td>Snapshot</td>
<td>The &quot;International Adult Learners Week&quot; project brought together partners from 15 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.</td>
</tr>
<tr>
<td>Contact</td>
<td>Bettina Bochynek, UNESCO Research Specialist, <a href="mailto:b.bochynek@unesco.org">b.bochynek@unesco.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Attract and Retain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Sweden, the Netherlands, Ireland, Lithuania</td>
</tr>
<tr>
<td>Type</td>
<td>Project</td>
</tr>
<tr>
<td>Target group</td>
<td>Education providers / trainers</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.attractandretain.eu/">http://www.attractandretain.eu/</a></td>
</tr>
<tr>
<td>Date</td>
<td>2008-2010</td>
</tr>
<tr>
<td>Frequency</td>
<td>N/A</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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 disadvantaged adult learners, who for a variety of reasons have undergone negative learning experiences.</td>
</tr>
<tr>
<td>Contact</td>
<td>Klas Tallvid, SE Project Coordinator, <a href="mailto:Klas.tallvid@soderhamn.se">Klas.tallvid@soderhamn.se</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>BBC First Click</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Type</td>
<td>Campaign</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.bbc.co.uk/connect/campaigns/first_click.shtml">http://www.bbc.co.uk/connect/campaigns/first_click.shtml</a></td>
</tr>
<tr>
<td>Date</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Frequency</td>
<td>N/A</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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.</td>
</tr>
<tr>
<td>Contact</td>
<td>Kirsty Gaskell-Simler, Project Manager, <a href="mailto:Kirsty.Gaskell-simler@bbc.co.uk">Kirsty.Gaskell-simler@bbc.co.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>BBC Raw (Skillwise and Webwise)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Type</td>
<td>On-line campaign</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.bbc.co.uk/raw/">http://www.bbc.co.uk/raw/</a></td>
</tr>
<tr>
<td>Date</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Frequency</td>
<td>N/A</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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.</td>
</tr>
<tr>
<td>Contact</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Strategies for improving participation in and awareness of adult learning

Name: CARDS 2004 Adult Learning Project
Country: Croatia
Type: International Conference
Target group: Adult learners
Website: http://www.aoo.hr/en/Page.aspx?id=18
Date: 22-24 May 2010
Frequency: Yearly (4th edition)
Snapshot: This 4th 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 research and networking communities to identify local community and peoples' needs in order to develop 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 Feyes, ESREA Secretary, andreas.feyes@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 CARDS 2004 Adult Learning Project is funded by the EC CARDS 2004 programme and will be run in Denmark, 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 in 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: 8-9 October 2007
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 so 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, adultlearning-central@lancashire.gov.uk
**Strategies for improving participation in and awareness of adult learning**

**DARE Network**

- **Country**: EU-wide
- **Type**: Network
- **Target group**: Policy makers
- **Website**: [www.dare-network.eu](http://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**: Clare McNelly, NALA PR Officer, cmcnelly@nala.ie

---

**Distance Learning Service**

- **Country**: Ireland
- **Type**: TV Programme
- **Target group**: Adult learners
- **Website**: [www.literacy.ie](http://www.literacy.ie)
- **Date**: 2000-present
- **Frequency**: N/A
- **Snapshot**: Since 2000, the National Adult Literacy Agency/NALA has developed nine television series, totaling 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, cmcnelly@nala.ie

---

**Do you know what social Europe can do for you? Circus campaign**

- **Country**: EU-wide
- **Type**: European Union campaign
- **Target group**: EU citizens
- **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

---

**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](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@learnerforum.net

---

**Education in Older Years**

- **Country**: Italy
- **Type**: Event, Fair, Conference
- **Target group**: Academia/research, Adult learners, Course providers, Employers
- **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 line educational background to engage in further studies for a better social and economic integration. The event features the participation of all local citizens (about 527 751 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
### Strategies for Improving Participation in and Awareness of Adult Learning

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Type</th>
<th>Target group</th>
<th>Website</th>
<th>Date</th>
<th>Frequency</th>
<th>Snapshot</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>European Basic Skills Network (EBSN)</td>
<td>EU-wide</td>
<td>Network</td>
<td>Policy makers, Education providers</td>
<td><a href="http://www.basicskills.eu/">http://www.basicskills.eu/</a></td>
<td>Ongoing</td>
<td>N/A</td>
<td>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 (2009) that a network should be established to contribute to European and national policies for the enhancement of basic skills in the adult population.</td>
<td>Graciela Sbertoli, Assistant Director; <a href="mailto:graciela.sbertoli@vox.no">graciela.sbertoli@vox.no</a></td>
</tr>
<tr>
<td>European Lifelong Guidance Policy Network (ELGPN)</td>
<td>EU-wide</td>
<td>Network</td>
<td>Policy makers</td>
<td><a href="http://www.enilnet.eu/index.html">http://www.enilnet.eu/index.html</a></td>
<td>Ongoing</td>
<td>N/A</td>
<td>The European Lifelong Guidance Policy 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 ELGPN, the network provides a comprehensive growing database which includes news, articles, reports and interviews which are relevant to adult education and a bi-monthly thematic newsletter.</td>
<td>Michael Sommer, Infonet Coordinator; <a href="mailto:sommer@akademie-klausenhof.de">sommer@akademie-klausenhof.de</a></td>
</tr>
<tr>
<td>European Conference on Migrants’ Language Skills</td>
<td>United Kingdom</td>
<td>Conference</td>
<td>Adult learners, Educators</td>
<td><a href="http://www.showmeprogram.net/">http://www.showmeprogram.net/</a></td>
<td>18-19 June 2011</td>
<td>One-off</td>
<td>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’.</td>
<td>N/A</td>
</tr>
<tr>
<td>European Health Insurance Card Information Campaign</td>
<td>EU-wide</td>
<td>Platform</td>
<td>EU citizens</td>
<td><a href="http://ec.europa.eu/social/main.jsp?catId=698&amp;langId=en">http://ec.europa.eu/social/main.jsp?catId=698&amp;langId=en</a></td>
<td>Ongoing</td>
<td>N/A</td>
<td>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, 175 million people have already been issued with a card.</td>
<td>N/A</td>
</tr>
<tr>
<td>European Network for Intergenerational Learning</td>
<td>EU-wide</td>
<td>Platform</td>
<td>Policy makers, Education-providers</td>
<td><a href="http://www.enilnet.eu/index.html">http://www.enilnet.eu/index.html</a></td>
<td>2010-2015</td>
<td>N/A</td>
<td>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. 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.</td>
<td><a href="mailto:contacts@enilnet.eu">contacts@enilnet.eu</a></td>
</tr>
<tr>
<td>Name</td>
<td>Every woman’s right to learn</td>
<td>Country</td>
<td>United Kingdom</td>
<td>Type</td>
<td>Conference</td>
<td>Target group</td>
<td>Academic research, Course providers, Educators, Policy makers</td>
<td>Website</td>
</tr>
<tr>
<td>Name</td>
<td>Family Festival – Be Brilliant</td>
<td>Country</td>
<td>United Kingdom</td>
<td>Type</td>
<td>Event</td>
<td>Target group</td>
<td>Adult learners</td>
<td>Website</td>
</tr>
<tr>
<td>Name</td>
<td>Festival dei Saperi</td>
<td>Country</td>
<td>Italy</td>
<td>Type</td>
<td>Festival</td>
<td>Target group</td>
<td>Course providers, Educators, Policy makers</td>
<td>Website</td>
</tr>
<tr>
<td>Name</td>
<td>First non-formal Adult Education Festival</td>
<td>Country</td>
<td>Belarus</td>
<td>Type</td>
<td>Festival</td>
<td>Target group</td>
<td>Adult learners, Course providers, Educators</td>
<td>Website</td>
</tr>
<tr>
<td>Name</td>
<td>For Diversity Against Discrimination</td>
<td>Country</td>
<td>EU-wide</td>
<td>Type</td>
<td>European Union campaign</td>
<td>Target group</td>
<td>Policy makers, EU citizens, employers</td>
<td>Website</td>
</tr>
<tr>
<td>Name</td>
<td>Formacio Continuada</td>
<td>Country</td>
<td>Spain</td>
<td>Type</td>
<td>Event</td>
<td>Target group</td>
<td>Adult learners</td>
<td>Website</td>
</tr>
</tbody>
</table>
Strategies for improving participation in and awareness of adult learning

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

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.geton.direct.gov.uk/
Date: 2008
Frequency: One-off
Snapshot: Adverts will build on the previous theme of the Get On campaign, featuring people being tortured 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

Bettina Bodzynnek, Research Specialist UNESCO, bbodzyne@unesco.org

---

Name: IntALWinE
Country: Austria
Type: Conference
Target group: Adult learners, Policy makers
Website: http://www.unesco.org/education/uie/InternationalALW/IntALWinE/1.htm
Date: 1 December 2010
Frequency: Yearly
Snapshot: The IntALWinE is a Europe-wide network linking coordinators of national learning festivals in – finally – 15 European countries: Bulgaria, Cyprus, Estonia, Finland, Hungary, Iceland, Italy, Latvia, Norway, 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

Secretariat, TRE ELLE Lifelong Learning, fressa@treelle.org
Strategies for improving participation in and awareness of adult learning

**EUROPEAN GUIDE**

<table>
<thead>
<tr>
<th>Name</th>
<th>Kha Ri Gude Mass Literacy Campaign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>South Africa</td>
</tr>
<tr>
<td>Type</td>
<td>Campaign</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners, Education providers</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.khaguide.co.za/">http://www.khaguide.co.za/</a></td>
</tr>
<tr>
<td>Date</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Frequency</td>
<td>N/A</td>
</tr>
<tr>
<td>Snapshot</td>
<td>The Kha Ri Gude Mass Literacy Campaign was launched in February 2008, with the intention of enabling 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 NBT 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!</td>
</tr>
<tr>
<td>Contact</td>
<td>Ms. Priscilla, Campaign Coordinator, <a href="mailto:priscillay@zesteducation.co.za">priscillay@zesteducation.co.za</a></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Name</th>
<th>IT: 5th Digital Literacy Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Italy</td>
</tr>
<tr>
<td>Type</td>
<td>Event</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners</td>
</tr>
<tr>
<td>Date</td>
<td>5-7 May 2010</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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 52 elderly centres in Rome. Sensor web surfer, 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.</td>
</tr>
<tr>
<td>Contact</td>
<td><a href="mailto:e.amorelli@mondodigitale.org">e.amorelli@mondodigitale.org</a></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Name</th>
<th>LLAKEScentre UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Type</td>
<td>Seminar</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.llakes.org/2011/02/llakes-seminar-23-march/">http://www.llakes.org/2011/02/llakes-seminar-23-march/</a></td>
</tr>
<tr>
<td>Date</td>
<td>25 March 2011</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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.</td>
</tr>
<tr>
<td>Contact</td>
<td><a href="mailto:LLAKEScentre@ioe.ac.uk">LLAKEScentre@ioe.ac.uk</a></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Name</th>
<th>8th Digital Literacy Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Germany</td>
</tr>
<tr>
<td>Type</td>
<td>Event</td>
</tr>
<tr>
<td>Target group</td>
<td>Policy makers, Adult learners, Educators, Course providers</td>
</tr>
<tr>
<td>Date</td>
<td>8 September 2011</td>
</tr>
<tr>
<td>Frequency</td>
<td>Yearly (since 1946)</td>
</tr>
<tr>
<td>Snapshot</td>
<td>Every year this event brings together actors from the private and public sphere in order to present and discuss their joint efforts to raise awareness about digital literacy across the world. This year’s 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 lasts about 70 organisations involved in the development of awareness-raising activities. The event aims to raise awareness among the public and policy-makers about the importance of digital literacy.</td>
</tr>
<tr>
<td>Contact</td>
<td>Bettina Bachner, Research Specialist UNESCO, <a href="mailto:bettina.bachner@unesco.org">bettina.bachner@unesco.org</a></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Name</th>
<th>Learndirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Type</td>
<td>Campaign</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.learndirect.co.uk/">http://www.learndirect.co.uk/</a></td>
</tr>
<tr>
<td>Date</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Frequency</td>
<td>N/A</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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 650 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 <a href="http://support4mums.wordpress.com/2010/03/05/learndirects-campaign/">http://support4mums.wordpress.com/2010/03/05/learndirects-campaign/</a></td>
</tr>
<tr>
<td>Contact</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### 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](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
- **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](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](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/](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 (IZIDVH) 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, OVV Regional Project Coordinator, theessen@povw-bg.org

### Name: learn$ave
- **Country:** Canada
- **Type:** Savings account
- **Target group:** Adult learners
- **Date:** 2001-2009
- **Frequency:** N/A

**Snapshot:**
From 2001 to 2003, SEDI offered over 5,500 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 5 years. In most areas, the personal savings are being matched at $5 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 Gosses, bgosses@heald.org
<table>
<thead>
<tr>
<th>Name</th>
<th>Lifelong learning USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Ireland</td>
</tr>
<tr>
<td>Type</td>
<td>Community circle</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.agonactie.nl/lifelong-learning-usa">http://www.agonactie.nl/lifelong-learning-usa</a></td>
</tr>
<tr>
<td>Date</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Frequency</td>
<td>N/A</td>
</tr>
<tr>
<td>Snapshot</td>
<td>USA 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 who 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 USA’s all over the world. USA’s in the UK operate under The Third Age Trust, and have over 500 groups and thousands of members.</td>
</tr>
<tr>
<td>Contact</td>
<td>Margaret Fitzpatrick, Contact person, <a href="mailto:USA@agonactie.nl">USA@agonactie.nl</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Literacy and Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Germany</td>
</tr>
<tr>
<td>Type</td>
<td>Conference</td>
</tr>
<tr>
<td>Target group</td>
<td>Educators, Policy makers</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.grundtvig.org.uk/events.asp?section=000100010007&amp;sectionTitle=Conference">http://www.grundtvig.org.uk/events.asp?section=000100010007&amp;sectionTitle=Conference</a></td>
</tr>
<tr>
<td>Date</td>
<td>6-10 October 2010</td>
</tr>
<tr>
<td>Frequency</td>
<td>Yearly (since 2006)</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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 organizations as well as national agencies on a global level and besides discussing progress and best practices in specific countries, it seeks to prevent the public with innovative ways of approaching literacy, e.g. audiovisual material, using mobile technologies.</td>
</tr>
<tr>
<td>Contact</td>
<td>Karin Platte, Literacy Director, <a href="mailto:platte@book-fair.com">platte@book-fair.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Making Learning Visible: Valorisation of Adult Learning in an Informal setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Italy</td>
</tr>
<tr>
<td>Type</td>
<td>Seminar</td>
</tr>
<tr>
<td>Target group</td>
<td>Educators, course providers, academicians/research</td>
</tr>
<tr>
<td>Date</td>
<td>6-10 October 2010</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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 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.</td>
</tr>
<tr>
<td>Contact</td>
<td><a href="mailto:preparatory.visits@uk.ecorys.com">preparatory.visits@uk.ecorys.com</a></td>
</tr>
<tr>
<td>Name</td>
<td>National Learning at Work Day</td>
</tr>
<tr>
<td>----------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Country</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Type</td>
<td>Event</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners, Course providers, Educators</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.campaign-for-learning.org.uk/lawday/index.asp">http://www.campaign-for-learning.org.uk/lawday/index.asp</a></td>
</tr>
<tr>
<td>Date</td>
<td>19 May 2011</td>
</tr>
<tr>
<td>Frequency</td>
<td>Yearly</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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.</td>
</tr>
<tr>
<td>Contact</td>
<td>Julia Wright, Head of Marketing &amp; Communication, <a href="mailto:julia@cflearning.org.uk">julia@cflearning.org.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>NBC Learn – Science of NFL Football</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>USA</td>
</tr>
<tr>
<td>Type</td>
<td>Video programme</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.nbclearn.com/portal/site/learn/science-of-nfl-football">http://www.nbclearn.com/portal/site/learn/science-of-nfl-football</a></td>
</tr>
<tr>
<td>Date</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Frequency</td>
<td>N/A</td>
</tr>
<tr>
<td>Snapshot</td>
<td>NBC Learn, in partnership with the National Science Foundation and National Football League, unrolls the science behind professional football.</td>
</tr>
<tr>
<td>Contact</td>
<td>NBC Learn – Science of NFL Football</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>NOSTE Programme – Outreach activities for Low Skilled Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Finland</td>
</tr>
<tr>
<td>Type</td>
<td>Seminars, Workshops, Meetings, Networking</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners, Employers</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.noste-ohjelma.fi">www.noste-ohjelma.fi</a></td>
</tr>
<tr>
<td>Date</td>
<td>2003-2004</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>The Noste is a national programme launched by the Ministry of Education in cooperation with the Ministry of Labour and social partners in 2005. The programme consists of 19 regional and provincial house projects organized as networks of various providers of adult education includ- ing 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 (SAR).</td>
</tr>
<tr>
<td>Contact</td>
<td>Marja Pakaste, <a href="mailto:marja.pakaste@kolumbus.fi">marja.pakaste@kolumbus.fi</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Move-On</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Type</td>
<td>Online campaign</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners, Education providers</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://move-on.org.uk">http://move-on.org.uk</a></td>
</tr>
<tr>
<td>Date</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Frequency</td>
<td>N/A</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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.</td>
</tr>
<tr>
<td>Contact</td>
<td><a href="mailto:info@move-on.org.uk">info@move-on.org.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Museums meet Adult Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Denmark</td>
</tr>
<tr>
<td>Type</td>
<td>Conference</td>
</tr>
<tr>
<td>Target group</td>
<td>Course providers, Educators</td>
</tr>
<tr>
<td>Date</td>
<td>28-24 September 2010</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>The conference is the closing event of the Grundig project ‘MurviAC – 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.</td>
</tr>
<tr>
<td>Contact</td>
<td>Marie-Louise Chagnaud, Director, <a href="mailto:office@mc.org">office@mc.org</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>NBC Learn – Science of NFL Football</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>USA</td>
</tr>
<tr>
<td>Type</td>
<td>Video programme</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.nbclearn.com/portal/site/learn/science-of-nfl-football">http://www.nbclearn.com/portal/site/learn/science-of-nfl-football</a></td>
</tr>
<tr>
<td>Date</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Frequency</td>
<td>N/A</td>
</tr>
<tr>
<td>Snapshot</td>
<td>NBC Learn, in partnership with the National Science Foundation and National Football League, unrolls the science behind professional football.</td>
</tr>
<tr>
<td>Contact</td>
<td>NBC Learn – Science of NFL Football</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>National Adult Learners’ Forum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Ireland</td>
</tr>
<tr>
<td>Type</td>
<td>Event</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners</td>
</tr>
<tr>
<td>Date</td>
<td>3 November 2010</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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.</td>
</tr>
<tr>
<td>Contact</td>
<td>Barry Braai, AONTAS Director, <a href="mailto:library@aontas.com">library@aontas.com</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Museums meet Adult Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Denmark</td>
</tr>
<tr>
<td>Type</td>
<td>Conference</td>
</tr>
<tr>
<td>Target group</td>
<td>Course providers, Educators</td>
</tr>
<tr>
<td>Date</td>
<td>28-24 September 2010</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>The conference is the closing event of the Grundig project ‘MurviAC – 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.</td>
</tr>
<tr>
<td>Contact</td>
<td>Marie-Louise Chagnaud, Director, <a href="mailto:office@mc.org">office@mc.org</a></td>
</tr>
<tr>
<td>Name</td>
<td>Strategy</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Radio Ecca</td>
<td>Broadcasts using Spanish radio to increase awareness and participation in adult learning</td>
</tr>
<tr>
<td>Quick Reads</td>
<td>A campaign to encourage reading, particularly among adults who may not have shown an interest in reading before</td>
</tr>
<tr>
<td>Premier League Reading Stars</td>
<td>A reading motivation project that uses the popularity of football to encourage reading among adults</td>
</tr>
<tr>
<td>PlanetRead</td>
<td>Uses Bollywood songs to integrate reading practice into entertainment</td>
</tr>
</tbody>
</table>

**Name**  
**Country**  
**Type**  
**Target group**  
**Website**  
**Date**  
**Frequency**  
**Snapshot**  
**Contact**

**Radio Ecca**  
**Spain**  
**Radio**  
**Adult learners**  
**http://www.radioecca.org/index.html**  
**1996-present**  
**Ongoing**  
**Rhythm**  
**Rhythms 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.**  
**emma.cliffe@niace.org.uk**

**Quick Reads**  
**United Kingdom**  
**Campaign**  
**Adult learners**  
**http://www.quickreads.org.uk**  
**Ongoing**  
**N/A**  
**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.**  
**emma.cliffe@niace.org.uk**

**Premier League Reading Stars**  
**United Kingdom**  
**Family Club**  
**Adult learners**  
**http://www.literacytrust.org.uk/reading_the_game/premier_league_reading_stars**  
**15-17 April 2010**  
**Yearly**  
**N/A**  
**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 before, 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 (64% of parents are now reading more with their child since taking part in PLRS).**  
**jm.sells@literacytrust.org.uk**

**PlanetRead**  
**India**  
**Campaign**  
**Adult learners**  
**http://www.planetread.org**  
**Yearly**  
**N/A**  
**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.**  
**info@planetread.org**

**Radio Ecca**  
**Spain**  
**Radio**  
**Adult learners**  
**http://www.radioecca.org/index.html**  
**14 March 2011**  
**Ongoing**  
**http://www.unesco.org/uil/litbase/?menu=4&programme=62**  
**Premier League Reading Stars (PLRS) 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 interest such as science, finance, healthy lifestyle etc. as all 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 urbanism.**  
**Ziska Marchal Ramesi, Directorate Secretary, zmarchal@radioecca.net**

**Regional Forum on Education for Adults**  
**Italy**  
**Forum**  
**Course providers, Educators, Employers, Policy makers**  
**http://www.regione.lazio.it/web2/main/sala_stampa/news_dettaglio.php?id=4259**  
**14-15 April 2010**  
**Yearly**  
**N/A**  
**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 enthuses for lifelong learning.**  
**urp@regione.lazio.it**

**Remaking Adult Learning**  
**United Kingdom**  
**Conference**  
**Academia/research, Course providers, Educators, Employers, Policy makers**  
**http://www.niace.org.uk/campaigns-events/events/remaking-adult-learning**  
**14 March 2011**  
**One-off**  
**Ongoing**  
**http://www.niace.org.uk/campaigns-events/events/remaking-adult-learning**  
**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 ‘Re-making 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 enthuses for lifelong learning.**  
**Please see above**
<table>
<thead>
<tr>
<th>Name</th>
<th>Role Models Attract Campaign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Slovenia</td>
</tr>
<tr>
<td>Type</td>
<td>Campaign</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners</td>
</tr>
<tr>
<td>Date</td>
<td>1-7 April 2010</td>
</tr>
<tr>
<td>Frequency</td>
<td>Yearly (since 1998)</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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.</td>
</tr>
<tr>
<td>Contact</td>
<td>Zvonka Panger Pahernic, Head of Project, <a href="mailto:zvonka.pangerc@acs.si">zvonka.pangerc@acs.si</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Salon Pour la Formation des Adultes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>France</td>
</tr>
<tr>
<td>Type</td>
<td>Fair</td>
</tr>
<tr>
<td>Target group</td>
<td>Course providers, Educators, Employers, Policy makers</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.senioratwork.it/en/sensibilizzazione_studio_e_orientamento.asp">http://www.senioratwork.it/en/sensibilizzazione_studio_e_orientamento.asp</a></td>
</tr>
<tr>
<td>Date</td>
<td>11-12 March 2011</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>The Salon Pour la Formation des Adultes is a unique forum for networking between training providers, adult learners and employees. 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.</td>
</tr>
<tr>
<td>Contact</td>
<td>Stefano Simm, Project Manager, <a href="mailto:s.simm@provincia.livorno.it">s.simm@provincia.livorno.it</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Semaine du Développement Durable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>France</td>
</tr>
<tr>
<td>Type</td>
<td>Conferences, Seminars</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners</td>
</tr>
<tr>
<td>Date</td>
<td>1-7 April 2010</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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.</td>
</tr>
<tr>
<td>Contact</td>
<td><a href="mailto:accreditable@education.gouv.fr">accreditable@education.gouv.fr</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Senior Adult Educators - Recognising their competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Germany</td>
</tr>
<tr>
<td>Type</td>
<td>Conference</td>
</tr>
<tr>
<td>Target group</td>
<td>Academia/research, Adult learners, Educators, Policy makers</td>
</tr>
<tr>
<td>Date</td>
<td>20 September 2010</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>An international conference aiming to discuss the importance of giving adequate recognition to 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.</td>
</tr>
<tr>
<td>Contact</td>
<td>Anne Gassen, Assistant, <a href="mailto:gassen@die-bonn.de">gassen@die-bonn.de</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Senior@Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Italy</td>
</tr>
<tr>
<td>Type</td>
<td>Project</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners, Policy makers</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.senioratwork.it/en/sensibilizzazione_studio_e_orientamento.asp">http://www.senioratwork.it/en/sensibilizzazione_studio_e_orientamento.asp</a></td>
</tr>
<tr>
<td>Date</td>
<td>2005-2007</td>
</tr>
<tr>
<td>Frequency</td>
<td>Yearly (since 1996)</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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.</td>
</tr>
<tr>
<td>Contact</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Sixth Annual Inspiration Festival</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Type</td>
<td>Exhibition</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.yorkpress.co.uk/leisure/exhibitions/5047474.Inspiration_Festival__Merchant_Adventurers____Hall/">http://www.yorkpress.co.uk/leisure/exhibitions/5047474.Inspiration_Festival__Merchant_Adventurers____Hall/</a></td>
</tr>
<tr>
<td>Date</td>
<td>8 March 2010</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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.</td>
</tr>
<tr>
<td>Contact</td>
<td>N/A</td>
</tr>
<tr>
<td>Name</td>
<td>Support for flexible and self-directed learning</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Country</td>
<td>Sweden</td>
</tr>
<tr>
<td>Type</td>
<td>Event, Conference, Workshop</td>
</tr>
<tr>
<td>Target group</td>
<td>Educators, Course providers</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.programkontoret.se/sv/languages/english/Grundtvig-Learning-Partnership-Conference/">http://www.programkontoret.se/sv/languages/english/Grundtvig-Learning-Partnership-Conference/</a></td>
</tr>
<tr>
<td>Date</td>
<td>6-9 October 2010</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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</td>
</tr>
<tr>
<td>Contact</td>
<td>Anna Lindholm, Administrative Director, <a href="mailto:anna.lindholm@programkontoret.se">anna.lindholm@programkontoret.se</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Sustainable Energy Europe Campaign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>EU-wide</td>
</tr>
<tr>
<td>Type</td>
<td>European Union campaign</td>
</tr>
<tr>
<td>Target group</td>
<td>Policy makers, Industry, Consumers</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.sustenergy.org/">http://www.sustenergy.org/</a></td>
</tr>
<tr>
<td>Date</td>
<td>2005-present</td>
</tr>
<tr>
<td>Frequency</td>
<td>N/A</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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, building alliances and inspire new energy ideas and actions</td>
</tr>
<tr>
<td>Contact</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>The Fourth Nordic Conference on Adult Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Norway</td>
</tr>
<tr>
<td>Type</td>
<td>Conference</td>
</tr>
<tr>
<td>Target group</td>
<td>Academediaresearch</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.ntnu.no/videre/konferanse/adult_learning/index.html">http://www.ntnu.no/videre/konferanse/adult_learning/index.html</a></td>
</tr>
<tr>
<td>Date</td>
<td>11-13 April 2011</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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</td>
</tr>
<tr>
<td>Contact</td>
<td>Sigvart Tøsse, Project Director, <a href="mailto:sigvart.tosse@svt.ntnu.no">sigvart.tosse@svt.ntnu.no</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Skills for Life Network</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Type</td>
<td>Online platform</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners, Employers, Education providers</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.skillsforlifenetwork.com/">http://www.skillsforlifenetwork.com/</a></td>
</tr>
<tr>
<td>Date</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Frequency</td>
<td>N/A</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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 12 000+ subscribers to its fortnightly e-news update and an average of 25 000+ visits per month to the website</td>
</tr>
<tr>
<td>Contact</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Slovenian Lifelong Learning Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Slovenia</td>
</tr>
<tr>
<td>Type</td>
<td>Adult learner week</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners, education providers, policy makers</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.vw.si/about">http://www.vw.si/about</a></td>
</tr>
<tr>
<td>Date</td>
<td>16-22 May 2011</td>
</tr>
<tr>
<td>Frequency</td>
<td>Yearly</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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</td>
</tr>
<tr>
<td>Contact</td>
<td>Zvanka Pangerlov Pahernic, Head of Project, <a href="mailto:zvanka.panger@acs.si">zvanka.panger@acs.si</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Stop Domestic Violence Against Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>EU-wide</td>
</tr>
<tr>
<td>Type</td>
<td>European Union campaign</td>
</tr>
<tr>
<td>Target group</td>
<td>EU citizens</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.coe.int/t/dg3/quality/DOMESTICVIOLENCECAMPAIGN/">http://www.coe.int/t/dg3/quality/DOMESTICVIOLENCECAMPAIGN/</a></td>
</tr>
<tr>
<td>Date</td>
<td>2006-2008</td>
</tr>
<tr>
<td>Frequency</td>
<td>N/A</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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 measures 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</td>
</tr>
<tr>
<td>Contact</td>
<td>N/A</td>
</tr>
<tr>
<td>Name</td>
<td>The Geology behind York’s buildings</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Country</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Type</td>
<td>Workshop</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.yorkcastlemuseum.org.uk/Page/AdultLearning.aspx">http://www.yorkcastlemuseum.org.uk/Page/AdultLearning.aspx</a></td>
</tr>
<tr>
<td>Date</td>
<td>N/A</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>The workshop offers the possibility of joining York’s Museum of 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 Museum’s Geology Collection. It aims at raising adult’s interest in their local history and enriching their cultural knowledge.</td>
</tr>
<tr>
<td>Contact</td>
<td>Janet Barnes, Chief Executive, <a href="mailto:janet.barnes@nymt.org.uk">janet.barnes@nymt.org.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Train to Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Type</td>
<td>Campaign</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners, Employers</td>
</tr>
<tr>
<td>Date</td>
<td>2006-2011</td>
</tr>
<tr>
<td>Frequency</td>
<td>N/A</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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.</td>
</tr>
<tr>
<td>Contact</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Transforming Adult learning – Agents of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Type</td>
<td>Conference</td>
</tr>
<tr>
<td>Target group</td>
<td>Course providers</td>
</tr>
<tr>
<td>Date</td>
<td>17 October 2009</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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.</td>
</tr>
<tr>
<td>Contact</td>
<td>Mark Walton, Head of Stronger Communities, <a href="mailto:mark.walton@cdf.org.uk">mark.walton@cdf.org.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Understanding the value of adult learning (UVAL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>EU-wide</td>
</tr>
<tr>
<td>Type</td>
<td>Project / Workshop</td>
</tr>
<tr>
<td>Target group</td>
<td>Education providers, policy makers</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.project-uval.net/?page_id=4">http://www.project-uval.net/?page_id=4</a></td>
</tr>
<tr>
<td>Date</td>
<td>2009-2010</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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 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.</td>
</tr>
<tr>
<td>Contact</td>
<td>Mika Heino, Project Coordinator, <a href="mailto:mika.heino@omnia.fi">mika.heino@omnia.fi</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>The Learning Festival 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Switzerland</td>
</tr>
<tr>
<td>Type</td>
<td>Festival</td>
</tr>
<tr>
<td>Target group</td>
<td>Course providers, Educators, Policy makers</td>
</tr>
<tr>
<td>Date</td>
<td>9-10 September 2011</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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.</td>
</tr>
<tr>
<td>Contact</td>
<td>Christine Hary, Project Manager, <a href="mailto:christine.hary@e-ca.ac.uk">christine.hary@e-ca.ac.uk</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>The Learning Festival 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Switzerland</td>
</tr>
<tr>
<td>Type</td>
<td>Festival</td>
</tr>
<tr>
<td>Target group</td>
<td>Course providers, Educators, Policy makers</td>
</tr>
<tr>
<td>Date</td>
<td>22-24 April 2009</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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</td>
</tr>
<tr>
<td>Contact</td>
<td>Mika Heino, Project Coordinator, <a href="mailto:mika.heino@omnia.fi">mika.heino@omnia.fi</a></td>
</tr>
</tbody>
</table>
## Widening and Strengthening the European Dimension of the Lifelong Learning Week movement

<table>
<thead>
<tr>
<th>Name</th>
<th>Widening and Strengthening the European Dimension of the Lifelong Learning Week movement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>EU-wide</td>
</tr>
<tr>
<td>Type</td>
<td>Project</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners, Course providers, Researchers, NGOs</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.llw5.org">www.llw5.org</a></td>
</tr>
<tr>
<td>Date</td>
<td>2005-2004</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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.</td>
</tr>
<tr>
<td>Contact</td>
<td>Drs J. Drost-Renkon, Project Coordinator, <a href="mailto:sinfo@beeldlokalen.nl">sinfo@beeldlokalen.nl</a></td>
</tr>
</tbody>
</table>

## Unten Berlin

<table>
<thead>
<tr>
<th>Name</th>
<th>Unten Berlin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Germany</td>
</tr>
<tr>
<td>Type</td>
<td>Guided tours</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.unter-berlin.de">http://www.unter-berlin.de</a></td>
</tr>
<tr>
<td>Date</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Frequency</td>
<td>N/A</td>
</tr>
<tr>
<td>Snapshot</td>
<td>The main task of the association Unten Berlin (&quot;Unten Berlin&quot;) 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 epics 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.</td>
</tr>
<tr>
<td>Contact</td>
<td><a href="mailto:info@unter-berlin.de">info@unter-berlin.de</a></td>
</tr>
</tbody>
</table>

## Web4Seniors

<table>
<thead>
<tr>
<th>Name</th>
<th>Web4Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Germany</td>
</tr>
<tr>
<td>Type</td>
<td>Conference</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners, Course providers, Educators</td>
</tr>
<tr>
<td>Date</td>
<td>4-5 October 2007</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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!</td>
</tr>
<tr>
<td>Contact</td>
<td>Conference organisation office, <a href="mailto:info@web4seniors.eu">info@web4seniors.eu</a></td>
</tr>
</tbody>
</table>

## Word wat je wil

<table>
<thead>
<tr>
<th>Name</th>
<th>Word wat je wil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Belgium</td>
</tr>
<tr>
<td>Type</td>
<td>Online initiative</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://wordwatjewil.be">http://wordwatjewil.be</a></td>
</tr>
<tr>
<td>Date</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Frequency</td>
<td>N/A</td>
</tr>
<tr>
<td>Snapshot</td>
<td>The campaign ‘Word wat je wil’ is one of the projects DIVA (which is a partnership between the Worker’s Educational Association, 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.</td>
</tr>
<tr>
<td>Contact</td>
<td><a href="mailto:Wordwatjewil@vlaanderen.be">Wordwatjewil@vlaanderen.be</a></td>
</tr>
</tbody>
</table>

## Workplace Guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Workplace Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>EU-wide</td>
</tr>
<tr>
<td>Type</td>
<td>Project</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners, Course providers, Educators, Employers</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.gla.ac.uk/departments/adulteducation/research/wg/">http://www.gla.ac.uk/departments/adulteducation/research/wg/</a></td>
</tr>
<tr>
<td>Date</td>
<td>2005-2006</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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 inspectors, employment services, social work departments, occupational 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 workplace guidance in various settings, and be aware of local/regional networks and resources on guidance for lower-paid workers.</td>
</tr>
<tr>
<td>Contact</td>
<td>Pamela Clayton, Project Coordinator, <a href="mailto:P.Clayton@educ.gla.ac.uk">P.Clayton@educ.gla.ac.uk</a></td>
</tr>
<tr>
<td>Name</td>
<td>Writing Seminar - Nordplus Adult</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Country</td>
<td>Denmark</td>
</tr>
<tr>
<td>Type</td>
<td>Seminar</td>
</tr>
<tr>
<td>Target group</td>
<td>Adult learners</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.nordplusonline.org/additional_content/calendar/writing_seminar_nordplus_adult">http://www.nordplusonline.org/additional_content/calendar/writing_seminar_nordplus_adult</a></td>
</tr>
<tr>
<td>Date</td>
<td>1 February 2010</td>
</tr>
<tr>
<td>Frequency</td>
<td>One-off</td>
</tr>
<tr>
<td>Snapshot</td>
<td>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.</td>
</tr>
<tr>
<td>Contact</td>
<td>Henrik Neervandt Andersen, Registration Officer, <a href="mailto:hna@ciriusmail.dk">hna@ciriusmail.dk</a></td>
</tr>
</tbody>
</table>