



EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS

# EAEA Presentation

# What is EAEA?

- EAEA is the voice of **non-formal adult education in Europe**
- Purpose: **link and represent European organisations** directly linked to non-formal adult education and advocate for non-formal adult education on the European level
- Association with **123 members**, from **42 countries**, representing **5000 associations** and more than **60 million learners** Europe-wide
- EAEA promotes adult learning and access to and participation in non-formal adult education for all, particularly for groups currently under-represented.



# What are EAEA's projects?

- ARALE
- OED



- AE-PRO
- RENEWAL
- Remembering for the Future



Remembering for  
THE FUTURE

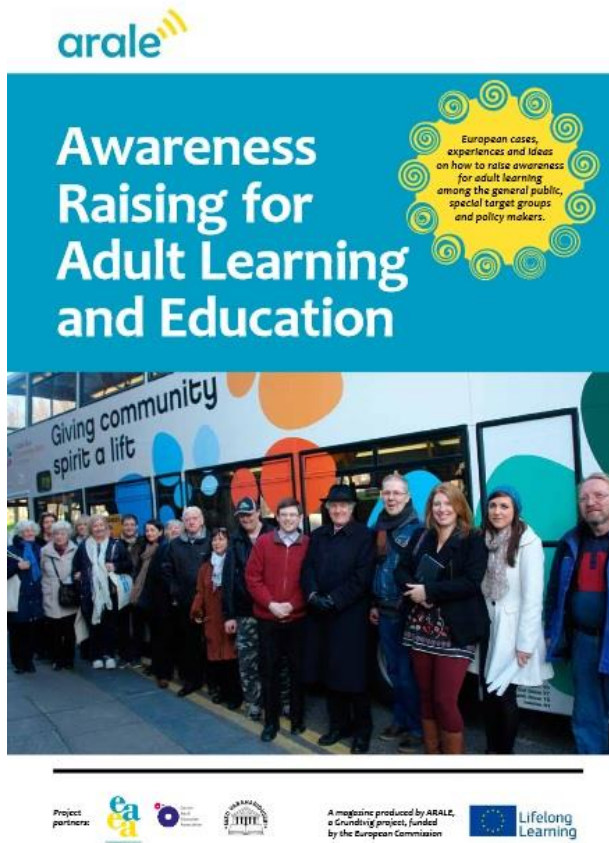




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# ARALE

## Awareness Raising for Adult Learning and Education



Objective: Collect awareness raising and advocacy activities for AE in Europe directed:

- at policy-makers
- at the general public or specific target groups

# RECOMMENDATIONS

## How to reach out to potential learners

- Basics first: Get them out of their house \*
- Focus on the benefits for the learners
- Clever communication [adapt it to your target]
- Involve the learner in campaigning \*
  - Learners are the best advocates for adult education. Ask them to be mentors/ambassadors
- Find good partners \*
  - Work with social institutions
  - Organise your event in the framework of another one

# RECOMMENDATIONS

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# GETTING THEM OUT OF THEIR HOUSES – ANDAR NA RUA



# “Andar na Rua”

- Portuguese example
- Walks are organised through the town in order to get people together
- Idea to get people out of their houses and create social cohesion
- Someone explains a part of the city



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# SCOTLAND – FORMULA MENTORING - A MENTORING SOLUTION



# Formula Mentoring

- Objective: Outreach to disadvantaged groups through mentoring by former adult learners
- Mentors to talk to the new learner and accompany him/her through questions, to the learning center, etc.
  - Positive role for the mentor -> also positive for him
- Material and trainings developed for the mentor
- Project in CZ, ES, RO, SE, UK

# RECOMMENDATIONS

## How to best use role models

- Involve the learner
  - Esp. if gained a lot themselves by participating in adult education courses
  - Listening to a role model encourages future learners, as they feel “I am not the only one”
- Have different types of role models
  - From different learning paths or different areas to appeal to different types of adult learners.



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# NATIONAL AWARENESS RAISING CAMPAIGN IN IRELAND BY NALA and ANPOST

# A campaign by NALA & AnPost

- National campaign
- Free phone to direct learners to basic skills courses
- Objectives are to:
  - Remove the stigma
  - Act as a trigger to do something
  - Let people know there is help available
  - Reassure people that the service is confidential

# Why does AnPost support the literacy issue in Ireland?

- Enable people to improve their literacy – good for society, business and good for the economy
- Branding – literacy is a good fit for An Post in the community
- Staff connection – postmen read letters to customers
- Have one national sponsorship – not lots of small ones



Do more.



**A mother who wants to help her child with homework**



**An older man who used to have problems reading and writing**



**A younger guy who turned his life around**

# Take the first step



**1  
3 2**



**Call 1800 20 20 65**

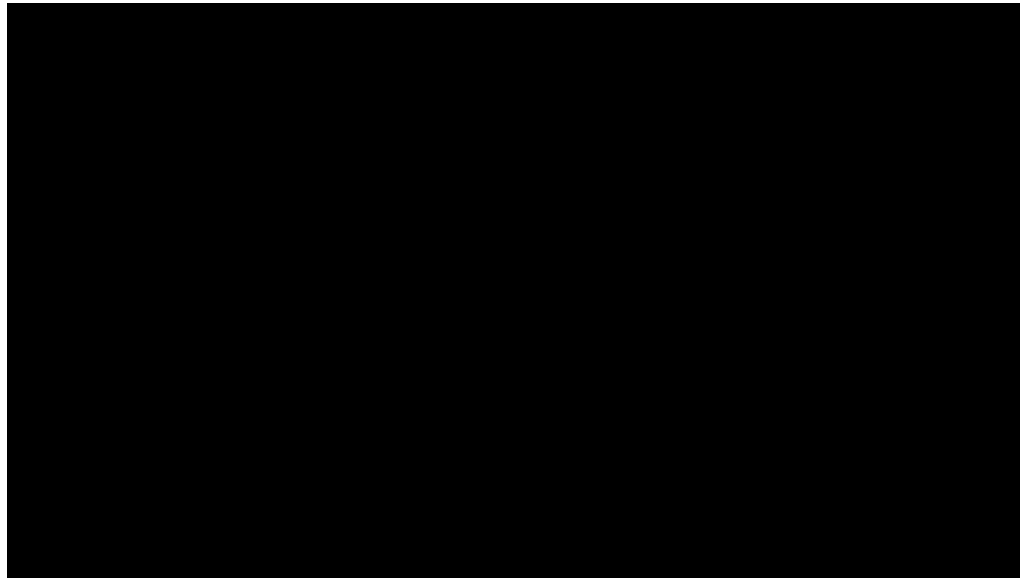
- **3 people**
- **3 stories**
- **3 reasons for improving their literacy**



‘I’m a few months doing one-to-one classes now and my confidence has improved a lot. I can help my kids better with their exercise now.’



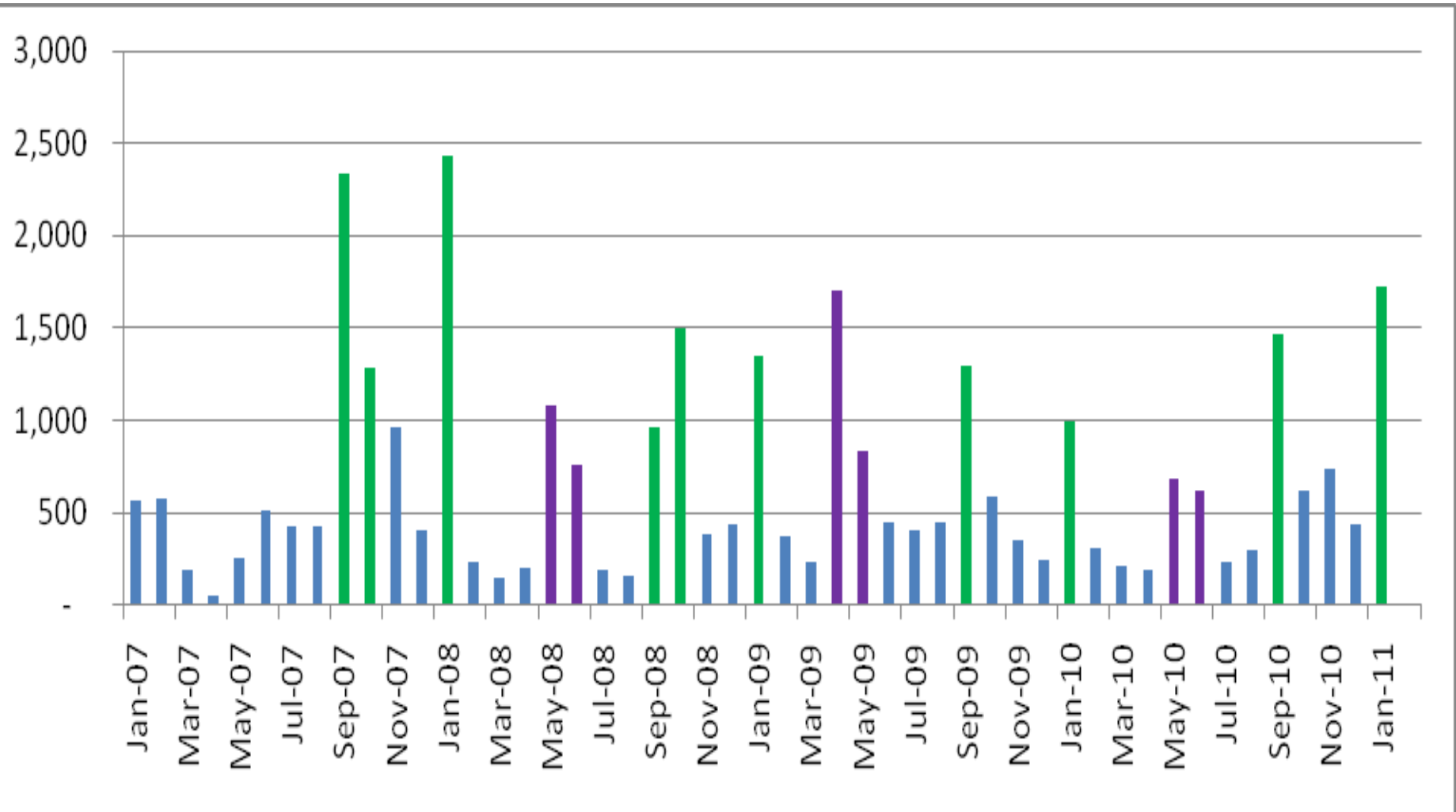
2010 advertisement  
<http://youtu.be/ni2RZ3u8JmU>



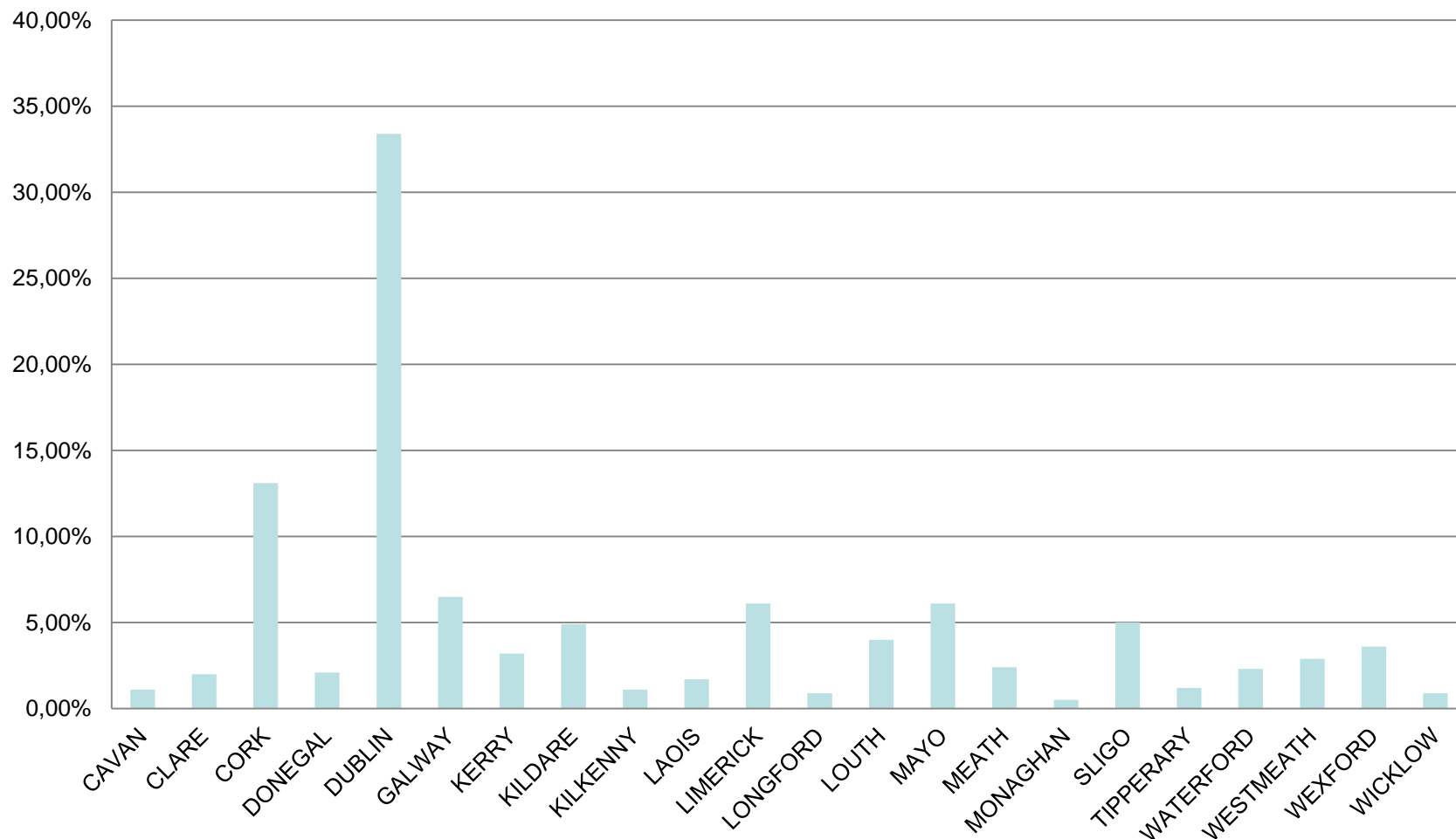
# January & September 2007 – 2013

| Campaign dates | Total calls recorded |
|----------------|----------------------|
| September 2007 | 3000                 |
| January 2008   | 2390                 |
| September 2008 | 1730                 |
| January 2009   | 1300                 |
| September 2009 | 1148                 |
| January 2010   | 763                  |
| September 2010 | 1384                 |
| January 2011   | 1729                 |
| September 2011 | 939                  |
| January 2012   | 1199                 |
| September 2012 | 850                  |
| January 2013   | 1187                 |
| September 2013 | 512                  |
| Total          | 18,000               |

# Calls to the NALA freephone



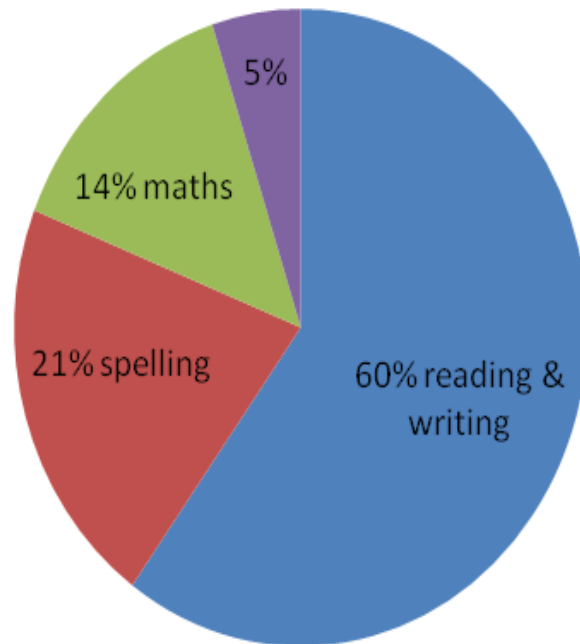
# Where did the calls come from?



Graph from Sept/ Oct 2007 campaign

# What did they want to learn?

**Area of learning most requested by caller**



- Caller wanted to improve general literacy: reading and writing
- Caller said they specifically wanted to improve their spelling
- Caller said they wanted to learn/improve their numeracy skills
- Caller said they wanted to learn everything



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OED

Outreach Empowerment Diversity

# The OED project



- How to reach out to and empower marginalised groups
- Focus on low-skilled migrants and Roma  
During the project the focus shifted to disadvantaged groups
- Ensure more diversity in adult education
- Outcomes:
  - Methodological guidelines
  - Policy recommendations for the national level



# 5 key OED principles



- Learners' Voice and Choice
- Didactical Coherence
- Allowing professionals to exchange roles: teaching using learners' expertise
- **Spatial coherence\***
- **Holistic offers\***

# “German in the Park”

## Spatial coherence

- Four VHS schools in Vienna
- Based on realisation that conventional VHS courses fail to engage with many migrants
- Idea that education has to come to the people
- Ideal place to hold the course was identified as the public park - many spend their spare time there – relaxed setting to start a natural conversation
- VHS teachers and students settled down on the public benches in the park with foreign language learning material, to learn German together

# “Wurzelgarten” - “Root garden”



## Holistic offer

- Idea to create an **intercultural garden**. In 2008, the VHS leased 2,400 m<sup>2</sup> of land.
- Land divided into parcels; leased out to people from various cultural groups. Cultivate vegetables, fruit, specialities from native countries.
- Indirect promotion of social cohesion
- Exchange of cultural ideas designed to give migrants the feeling of being "at home" (roots ) and thus integrated into Germany. Also gives local people the chance to develop a better understanding of foreign cultures.

# Policy recommendations

## National level



- Reach out to under-represented groups
- Enable progression
- Recognize and promote the personal, social, environmental and economic benefits of adult learning
- Analyse and then remove barriers
- Integrate adult education in existing strategies

# Policy recommendations

## National level



- Prioritise and invest in adult learning
- Fund and support learning in communities
- Strengthen non-formal adult education structures
- Adult education needs the best trainers and staff
- Establish coherent lifelong learning systems through validation and recognition
- The positive dimensions of diverse societies should clearly be emphasized

# More information needed?

*Don't hesitate to contact us!*

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THANK YOU!



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