

PROGRAMME

Tuesday 2 December

14:00 Beginning of Registration

18:00 SATURNUS Room Briefing of Presenters and Moderators

20:00 Hotel Helia, Gallery

Welcome drink offered by

- Mr József Hámori, President of the Hungarian National Commission for UNESCO and
- Ms Ágnes Kovács Bíró, Secretary-General of the Hungarian National Commission for UNESCO

Greeting address by Ms Katalin Bogyay, State Secretary for International Affairs, Ministry of Education and Culture

1st Day: Wednesday 3 December

9:00 – 10:30 HELIA Conference Room

Opening Ceremony (Plenary)

- Mr István Hiller, Minister of Education and Culture of Hungary
- Mr Zarko Obradovic, Minister of Education, Serbia
- Mr Troy Justesen, Assistant Secretary for Vocational and Adult Education, USA
- Ms Ana Luiza Machado, UNESCO, Deputy Assistant Director General, Education Programme Management

Setting up the Conference Bureau: Election of Chair, Vice Chairs of the Conference as well as Chair and Members of the Drafting Group

Briefing on Conference Objectives and Procedure

Early
Morning
session

10:30 – 11:00

Coffee/Tea break

11:00 – 13:00 HELIA Conference Room

Keynote Address (Plenary)

- Ms Rita Süßmuth, President of the German Adult Education Association DVV

Presentation of Regional Synthesis Report

- Ms Helen Keogh, Ministry of Education and Science, Ireland

Discussion

Late
Morning
session

13:00 – 14:30

Lunch

- Briefing of Presenters
- Briefing of Conference Bureau

<p>Early Afternoon session</p>	<p>14:30 – 16:30 Parallel Working Groups 1 Discussion and Reflection of Key Issues, Trends and Key challenges</p> <p>4 parallel working groups</p> <p>Group 1: MERCURE Room Chair: Mr Seamus Hempenstall, Principal Officer, Further Education Section, Department of Education and Science, Ireland Rapporteur: Ms Anne Skomedal, Senior Advisor Ministry of Education, Research and Church Affairs Norway Countries: Austria, Belarus, Belgium, Bosnia & H., Bulgaria, Canada, Croatia, Czech Republic, Spain</p> <p>Group 2: HELIA Conference Room Chair: Ms Vesna Fila, Assistant Minister of Education, Serbia Rapporteur: Ms Alan Tuckett, Director, National Institute for Adult and Continuing Education, UK Countries: Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary</p> <p>Group 3: URANUS Room (no interpretation) Chair: Mr Troy Justesen, Assistant Secretary for Vocational and Adult Education, USA Rapporteur: Mr Jakub Starek, Director of Adult Education Department, Ministry of Education, Youth and Sports, Czech Republic Countries: Israel, Ireland, Kazakhstan, Latvia, Lithuania, Moldova, Norway, Portugal, Romania</p> <p>Group 4: PANORAMA Room Chair: Mr Villy Hovard Pedersen, Director General of Education, Ministry of Education, Denmark Rapporteur: Mr Heribert Hinzen, Director, dvv international, Germany Countries: Serbia, Slovakia, Slovenia, Sweden, Switzerland, The Former Yugoslav Republic of Macedonia, Turkey, UK, USA</p> <p>As a reflection and continuation of issues raised in the keynote speech and the regional synthesis report, the discussions will focus on responses of adult learning and education to the socio – economic challenges in Europe, trends and obstacles in the development of adult learning and education.</p> <p>Context Analysis: Discussion and Reflection of:</p> <ul style="list-style-type: none"> · Key Issues and Trends · Key Challenges <p>→ Expected output: A concise set of key issues, trends and challenges</p>
<p>16:30 – 17:00 Coffee/ Tea break</p>	
<p>Late Afternoon Session</p>	<p>17:00 – 18:00 HELIA Conference Room Short Reports from Parallel Working Groups (Plenary)</p> <p>→ Expected output: Preliminary synthesis of key issues, trends and challenges for the first part of the Draft Outcome Document</p>
<p>18:30 Gathering in Hotel Helia, Lobby 19:00 – 23:00 Boat trip with dinner and cultural event hosted by Hungary Cultural programme at the Institute for Culture and Art; Dinner on board, hosted by Ms Katalin Bogyay, State Secretary for International Affairs, Ministry of Education and Culture</p> <p>21:30 First Meeting of the Drafting Group</p>	

2nd Day: Thursday 4 December

9:00 – 10:30 HELIA Conference Room

Round Table 1

Policy Frameworks, Governance and Financing of Adult Learning and Education (Plenary)

Chair: Mr Anders Falk, Chair of the UIL Governing Board, Sweden

· **The EU Action Plan**

(Ms Marta Ferreira-Lourenco, Head of Unit Policy for Adult Education and Grundtvig programme, DG Education and Culture, European Commission)

The European Commission launched a Communication on the Adult learning Action Plan in 2007, based on the key messages from the former 2006 Communication on adult learning *It is never too late to learn*.

The Action Plan has been endorsed by the Resolution of the European Parliament and the Conclusions of the Council in May 2008. The actions should increase the participation in adult learning, in particular of low skilled people, and contribute to improve the quality of the sector.

The actions are supposed to bridge policy making and practice in order to be more visible in the development of Lifelong learning strategies and to contribute to the Lisbon goals.

The Action Plan will concentrate on the involvement of all relevant stakeholders at national, regional and local level to:

analyse reforms in education and training; to improve the quality of staff and providers; to speed up the process of validation of non-formal and informal learning; to increase the possibilities for all adults to go "one step up" and last but not least to improve the monitoring of the sector.

· **Adult Education Collaboration in the Nordic Countries**

(Mr Gard Titlestad, Head of Department of Education, Research and Labour Affairs Nordic Council of Ministers)

The Nordic region is comprised of five countries (Denmark, Finland, Norway, Iceland, Sweden) and three autonomous areas (The Faroe Islands, Greenland, Åland) with a population of 25 million. Official Nordic co-operation is channelled through two organisations: the Nordic Council and the Nordic Council of Ministers. The Nordic Council and the Nordic Council of Ministers each has its own secretariat in Copenhagen.

The Nordic Council of Ministers is the forum for Nordic governmental co-operation. The Council of Ministers for Education is responsible for the collaboration on adult education.

The Nordic prime ministers have recently taken an important initiative to meet the challenges and to grasp the opportunities from globalization by promoting a more skilled, visible and thriving Nordic region. A total of 14 concrete globalisation projects have been put in place as a direct result of the initiative. One of the projects focus on adult education: "Excellent training for young people and adults". The globalization initiative offers a new framework for Nordic collaboration and also for collaboration on adult education.

Several factors are of importance for Nordic collaboration on adult education, e.g. the relations to; the organizations for liberal adult education (folkeopplysning), the social partners - the need for a well educated work force, the formal and informal educational system and future needs for mobilizing the work force.

The Nordic tools for co-operation on adult education are the Nordic Advisory Committee on Adult Learning (SVL), the Mobility and Network Programme Nordplus Adult, and the Nordic Network for Adult Learning (NVL). Several changes take place in 2008 – 2009; Nordplus Adult is organized as a sub-program of the Nordplus Framework Programme which now is extended to the Baltic countries. NVL has been evaluated, the goals have been clarified and sharpened and a new organization is established for the period 2009 – 2012.

The challenges and opportunities for Nordic collaboration on adult education will be discussed.

· **Financing Lifelong Learning**

(Mr Dieter Timmermann, Chairperson, Expert Commission on Financing Lifelong Learning, Germany)

The input to Plenary: Round Table 1 on "Policy Framework, Governance and Financing of Adult Learning and Education" will focus on the 'financing of lifelong learning' issue. Special attention will be

Early
Morning
session

paid to the case of Germany. The range of argumentation will start with the relationship between the demographic future and the implications of a shrinking as well as aging population for the productive and innovation capacity of the country. Lifelong Learning will then be introduced as a necessary means to update the knowledge and the competencies of the work force, and very likely to stimulate the economic development. In order to become effective in the expected way, lifelong learning must be made more efficient on the one hand, and individuals, employers as well as the state must definitely invest more resources in lifelong learning. Unfortunately, empirical findings show, at least for Germany and in comparison with most EU and OECD countries, that underinvestment in lifelong learning rules the private (households and companies) as well as the public sector. That is why the input will end by citing a number of recommendations been given by a federal expert commission in 2004 on financing lifelong learning (in Germany), and by mentioning political initiatives which have been started since.

- Respondent: Mr Abdussamet Arslan, Deputy Undersecretary, Ministry of Education, Turkey

10:30 – 11:00

Coffee/ Tea Break

11:00 – 12:30 HELIA Conference Room
Round Table 2
Inclusion and participation in and through Adult Learning and Education

Chair: Ms Anikó Kálmán, Secretary General of the Hungarian National University Lifelong Learning Association MELLearn, Hungary

- **Obstacles to and Motives for Adult Education**

(Mr Thomas Mayr, Director, Economy Institute of Educational Research, Austria)

Following a few introductory remarks on the background and workings of adult learning in Austria and its place on the political agenda, the input will focus on motives and obstacles to learning for individuals and to training provision by companies. Data on participation rates, interest in learning and on perceived benefits of learning will be presented. Furthermore the presentation will touch upon current policy instruments aimed at increasing participation as well as possible future developments and policy goals.

- **Adult Learners Week**

(Mr Alan Tuckett, Director, National Institute for Adult and Continuing Education, UK)

Late
Morning
session

Participation in adult learning in the UK is highly differentiated – participants have by and large extended initial education, and come from higher socio-economic groups. Non-participants are disproportionately people without qualifications, people outside the labour market, or in part-time or temporary jobs within it; people with learning difficulties and disabilities, ex-offenders and from some minority ethnic groups; they are older, and have poorer literacy and numeracy skills. The same groups who do participate get opportunities to learn at work and in community settings. As Helena Kennedy put it, 'If at first you don't succeed, you don't succeed.' But there is nothing inevitable about that.

The major barriers to participation are time, finance, job security, domestic responsibilities, lack of local opportunity; little knowledge of opportunity, and significantly, perceived lack of relevance, lack of interest or motivation, and cultural barriers. In response to surveys people say they know learning makes a difference to job satisfaction and security, to how well your children do, to how much you earn, and how much fun you have. But they still say it is not for the likes of me.

UK initiatives have sought to address a number of the barriers – through a national strategy to improve literacy, numeracy and language skills among adult; a skills strategy aimed at offering qualifications to people in work without them; targeted programmes for trade unionists; and a range of short life initiatives targeting different groups. NIACE has focused on mapping who isn't there, with annual national surveys highlighting which groups are under-represented, undertaking qualitative studies on what would make a difference and what good practice there is, and through national campaigns.

Adult Learners' Week, adopted by UNESCO in 1997, celebrates existing adult learners in all their diversity, in order to encourage other people to join in. It comprises award ceremonies, backed by media coverage, identifying outstanding learners; the provision of thousands of local opportunities, often in extraordinary places; a free telephone helpline service; run by Ufi, the University for Industry; exhibitions, receptions in parliament, and all over the country. A survey in 2008 of telephone inquirers showed 2 months after the week that 87% acted or intended to act by joining a course or finding work;

71% had enrolled on a course or intended to; 42% had joined a course leading to a qualification. The key to the success of the week is overcoming stereotypes about what is involved in learning, and which sorts of people take part. It shows that learning is for the likes of me.

· **Active Labour Market Policies**

(Ms Nataša Kokić, Advisor, Department for International Cooperation, Croatia)

The most important challenge to combat social exclusion is the development of an inclusive labour market and the promotion of employment as a right and opportunity for all citizens. Unemployment and the high rate of economic inactivity are the main causes of social exclusion and poverty.

The Croatian economy is characterised by a relatively low rate of participation in the labour market. There is a notable gender difference of ten per cent in the activity rate. Women also constitute the majority of the illiterate population, with a total of 57,084 women in Croatia considered illiterate.

Apart from women, there are other target groups that need to be included more actively in the labour market such as: unemployed persons, Homeland War veterans, illiterate persons, young people with inadequate education, disabled persons, victims of family violence, young adults, adults without primary or secondary education, senior citizens, adults with special needs and minority groups.

There are numerous attempts to target and fight discrimination of specific groups, such as women. In 2006, the new National Policy for the Promotion of Gender Equality 2006-2010 was adopted as the key strategic document. In order to protect the Roma minority, in 2003, the Government of the Republic of Croatia adopted the National Programme for Roma, with the purpose of setting out policies to provide systematic assistance to the Roma in improving their living conditions and becoming involved in the social life and decision-making processes in the local as well as broader communities, while preserving their own identity, culture and traditions. A number of other policy documents have been adopted and a number of programmes have been developed in order to include vulnerable groups, for example disabled adults.

The development of universal skills is of key importance (languages, computer literacy, communication skills, maths, and so on) which gives rise to flexibility and swift transition from one profession to another.

In designing, developing and applying educational policy, it is necessary to involve labour market institutions, social partners, entrepreneurial associations and development agencies. Only in this way will the educational system identify the need for new skills and knowledge in a sufficiently quick and efficient manner.

· **Inclusion and Participation of Immigrants Lacking Formal Education – The Case of Immigrants from Ethiopia**

(Ms Riva Aviad, Director of the Division of Adult Education, Ministry of Education, Israel)

The inclusion of immigrants lacking formal education from third world countries is on the agenda of many countries worldwide. I will address this issue, using the Israeli experience in integrating immigrants from Ethiopia, elaborating on a few paragraphs from the Israeli National Report and sharing with the participants of the round-table successes as well as challenges and frustrations.

After profiling the target population – a highly traditional and hierarchic close-knit community, (70 per cent of its members lack any formal education and are practically illiterate; almost all lack transferable human capital) – the paper presents the major challenges faced by the immigrants. These include learning a new language, adjusting to altered parent-child relationships and new roles for women, navigating modern technology and confronting racial discrimination. These challenges have resulted in social, economic and cultural exclusion.

Following the transition from a "melting pot" policy regarding integration of immigrants to one of "multi-culturalism", and recognising that the inclusion process must be mutual and demands dialogue between the two cultures, a new programme was devised combining Hebrew language studies and building a foundation of basic knowledge in the immigrant's native language, taught by members of the Ethiopian community. The programme encourages the preservation of culture and the past for one's present and future life.

Although the programme has operated in most of the *Ulpanim* (institutions for the linguistic and cultural integration of immigrants) since 1998, for various reasons which will be discussed in the round-table, its impact falls short of expectations.

· **Aspects of Prison Education**

(Mr Marc De Maeyer, Coordinator, International Project on Prison Education)

People who are sent to prison do so in a context of failure and impending revenge; they are incarcerated in overcrowded, violent prisons in which networks, some more visible and well-ordered than others, are in charge of economic and power relationships between prisoners and, in some cases, between prisoners and prison guards. Their incarceration is the culmination of other forms of exclusion. This applies particularly to women. Prison is a place that will generate additional forms of exclusion. Prison is a place that metes out punishment, not education.

In most countries, prisoners' level of education tends to be below the national average and their experience of formal education is either limited or negative. Learning is synonymous with school and school is synonymous with failure and exclusion. Prisoners will increasingly come to view prison as a period in their lives over which they have little control, rather than something that signals the end to a specific phase in their lives. Having learned to survive come what may, they will fake an interest in educational activities knowing full well that participating in activities can, in some countries, lead to their sentences being cut by a certain number of days.

Prisons are in desperate need of a vision based on the concept of lifelong learning: the aim is not to "re-educate" prisoners in order to "rehabilitate" and "resocialise" them; it is to take into account their professional and social experiences and view time spent in prison as a specific experience within a continuum of experiences, few of which are interlinked. It is vital for experiential learning (including the experience of incarceration) to be validated in the prisons context.

We must not forget the central role played by the state, which tends to leave the private sector to its own devices in terms of providing some pretence of on-the-job training, as well as giving free rein to religious groups. Instead, we should be encouraging civil society to become more actively involved in prisons, which in turn would make prisons more "open" to the outside world. Educational opportunities are rare and demand must be generated; thus there is a need to validate all of the professional activities carried out by staff (mainly prison guards) in order to contribute towards transforming the prison into an educational environment: we need to imagine library facilities being transformed into forums where information is shared and debates are held, we must give credit to television programmes that help to combat the stereotypes that are rife in prisons, we need to support initiatives that promote a culture of nonviolence and self-expression and that maintain, as far as possible, links to the outside world (friends, family, etc.), while also providing information and involving prisoners in issues such as health and citizenship.

12:30 – 14:00

Lunch

14:00 – 15:00 Parallel Thematic Panels
3 Parallel Panels

▪ **Panel 1: MERCURE Room**
Quality of Adult Learning and Education

Moderator: Ms Vida Mohorcic-Spolar, Director, Slovenian Institute for Adult Education, Slovenia

· **Promoting Quality in Vocational Adult Training**

(Ms Hanne Shapiro, Danish Technological Institute, Denmark)

Policies to improve participation and efficiency in lifelong learning in Denmark are central to the Danish flexicurity model and to continued growth, equity and innovation. Within the CVET system, labour market training courses (AMU) are an essential component in improving functional flexibility in the labour market through improvement of the skills base.

The AMU system has undergone several transformations over the years to improve the system's ability to react to changing demands of industry: responsiveness and relevance are two central quality parameters.

Central to the system is the competence- and outcome-based orientation, corresponding to job tasks and needs in the labour market.

Examples of quality features are:

- A strong direct involvement with social partners
- Use of piloting/project-based culture
- Alignment to the ordinary system
- Flexibility in organisation of training provision.
- Since 2000, all institutions which offer labour market training courses are obliged to use a web-based evaluation tool.

Large-scale pilots are a central feature in the development of the AMU system. In the period from 2005 to 2007 the Danish Ministry of Education financed a large-scale pilot project. The aim was to pilot new approaches and models to engage more SMEs and low-skilled in lifelong learning through a number of quality dimensions.

Fifteen regional competence centres were formed, in most cases constituted by a network of institutions. The Technological Institute has functioned as a project secretariat and knowledge resource centre for the individual competence centres.

· **English as a Second Language**

(Ms Cheryl Keenan, Director, Adult Education and Literacy, Department of Education, USA)

Participants who are seeking to improve their English proficiency constitute 46 per cent of adult education enrolments (1.1 million individuals) in the United States. Participants are diverse in educational background and need, and comprise a significant part of the workforce. The challenge of responding to diverse needs and preparing people for the demands of the workplace creates a priority for continually improving programme quality. The primary mechanisms in place for quality assurance are (1) a national accountability system that measures English language learning and (2) state and federal partnerships for teacher training. To advance these mechanisms the United States has developed additional strategies. It is investing in rigorous research to learn more about what works for English language learners and is disseminating research and best practice through a national clearing-house. The federal office is working with state adult education offices to improve teacher-training efforts and has created a framework that defines the components of high-quality professional development for ESL teachers. Services provided in close partnership with employers allow some services to be provided in the workplace, often with employers offering "time on the clock." The US developed a free web-based English language portal, known as *USALearns* to provide informal learning opportunities to those for whom there are barriers to participating in formal education.

· **New Professional Qualification Standard**

(Ms Talvi Mārja, Professor Emeritus, Estonia)

In enhancing the quality of adult education in Estonia, the emphasis was put on purposeful development of training trainers. As a prerequisite it was important to define the key competences of adult educators/trainers, as was working out and putting into practice the professional qualification standard.

Early
Afternoon
session

The main actors in the process are institutions providing adult education in all three sectors – general, labour-market-oriented, and popular/liberal adult education. Organizations providing training for personnel inside their organization are also involved.

The main strategy to have been developed and implemented as the precondition for guaranteeing the quality of adult learning is *the qualification of adult educators*. Holding a professional certificate of adult education shows the individual's level of professionalism, and is a means for increasing the competitiveness of training services in the market. It also serves as a guarantee for the user of the training provider's services.

The first professional qualification standard was initiated in Estonia by the Ministry of Education and Research in 2004. The three-level standard was based on the knowledge and skills of an adult educator. Following the new educational paradigm, the second standard, based on adult educator's competences (and adding one more level), was adopted in 2007. To date professional qualifications have been assigned to 134 adult educators (from level II to level V).

▪ **Panel 2: PANORAMA Room**
Literacy, Basic Skills and Key Competencies

Moderator: Mr Ricardas Totairaitis, Head of Continuing Education Division, Ministry of Education and Science, Lithuania

· **Effective Literacy Work in Ireland**
(Ms Inez Bailey, National Adult Literacy Agency, Ireland)

In Ireland over the past decade there has been an effort to bring literacy learning opportunities to people so that they learn at any place, any time, anywhere. This has been achieved through the use of distance learning, incorporating television, radio, internet and CD Rom, all underpinned by online and telephone tutor support. These learning media can be used by learners in education and training programmes as well as by those wishing to learn at work or from home.

These media also provide an excellent platform not only for promoting the benefits of learning but also for showing what adult learning can look like through the experiences of learners themselves. In so doing they thus help to remove the stigma attached to literacy and numeracy development, but also motivate others to give learning a go.

Ensuring that there is an option of qualifications at the end of any of these learning opportunities is also important, especially if it can recognise prior learning as well as offer opportunities for progression. This is the potential offered through the Irish National Qualifications Framework.

The qualifications and professional development of tutors are also important considerations in any good adult literacy and numeracy system. Voluntary and paid staff must meet certain standards of practice and commit to updating their skills on an on-going basis.

In Ireland the biggest lesson we have learned is that with increased expenditure has come increased participation rates across all available programmes. It would appear that we have not met demand, and so further resources are required to ensure that more people can gain these essential skills. Going forward we need to build in better measures to know the full impact on investing in and raising adult literacy and numeracy levels.

· **Literacy Work in Belgium**
(Ms Michèle Minne, Ministère de la Communauté Française, Belgium)

Since 2001, the government of the French Community has labelled literacy a priority area of its education and training policy. In 2005, a Cooperation Agreement was signed by the Francophone communal and regional authorities to develop concerted literacy-policies. Today, a number of different authorities are developing literacy according to their specific competences:

- literacy that enables people to enter professions and improve their social standing
- literacy that allows people to get an education and climb the social ladder
- literacy that opens the door to permanent education, i.e. that reflects a cultural and civil society-based dynamic by developing participants' critical faculties with regard to society and by promoting individual and collective emancipation
- literacy that allows individuals – particularly those from an immigrant background – to be welcomed and integrated into society

Every year, an Interministerial Conference brings together the ministers responsible. Alpha, a Steering Committee, has been established. It is made up of representatives of all of the administrations involved and representatives of various associations (such as the non-profit organisation Lire et Écrire). It works to develop the following missions:

- to act as a permanent observer of literacy policies;
- to transmit analyses and proposals for the coordination and articulation of literacy policies with the aim of enabling all people to have access to quality literacy provisions regardless of their reasons and current situation;
- to formulate recommendations to improve policies for the training of trainers;
- to evaluate the number of people benefiting from literacy measures;
- to propose innovative mechanisms and improvements to existing mechanisms;
- to carry out an annual stock take; and
- to listen to the experiences of people on the ground working with specific social groups, such as young people struggling to read and write, and prisoners.

As part of the innovative initiatives, a decision was taken to establish ten regional literacy mechanisms and employ Alpha Mission Directors working with the Steering Committee and the Lire et Écrire network of associations. The aim of these mechanisms is:

- to organise a literacy platform in the region in question that will reunite all of the actors involved in preventing, identifying or addressing all forms of illiteracy;
- to adapt available measures to the specific needs of the region in question.

Adult Education for Roma

(Ms Araceli Silva del Pino, Roma Women Association, Spain)

There are different aspects that make Drom Kotar Mestipen to be an innovative initiative:

- Romaní association composed by Romaní and Non-Romaní women from all ages and different educational levels.
- Romaní women voices are located in the centre of all the association activities, breaking down our invisibility.
- The promotion of the Role of Romaní Women as catalysts for change in their communities.

One of the main problems of the Roma people in general and specially women is that any positive reference to them has been eliminated and all the culture they have accumulated throughout history has been denied. In this way, it is important to recognize the communicative and interrelation abilities to be able to work through them on current society tools. The differences have to be recognized in order to achieve educational equality and, thus, one of the key elements for inclusion.

A clear example of these activities is the European project EDUCAROM. The Drom Kotar Mestipen Association is the first one to create a course on the European Union with the correspondent didactic material and a guide for adult education professionals. The module focuses on the basic education of adult people and the learning is centred on the Roma culture and language, the Romaní.

One of the key element for educational success is that it makes sense for the people. Moreover, the objective to reach is to consider the instrumental character of education and the transformation sought by the Roma people through education. The association has worked in the line decided by Roma women's in their assembly in a dialogic perspective.

Three main activities have been launched here: The Romaní students' gatherings (intergenerational meetings of Romaní women); Vocational training courses on leisure time to enter working in schools, and the European Project on Adult Education EDUCAROM.

There are two main points in the work we developed which open the way to new challenges: the incorporation of Roma women in the educational centres and the coexistence and enrichment between the Roma people and the European Union.

On one hand, the participation of families in the educational centres has a great impact on youngsters' educational success. Roma referent women are essential to achieve the educational objective in a collective such as the Roma women. Therefore, courses of leisure monitor specialists in school refectories were designed. These courses of vocational training give them access as referents in the educational centres and introduce the voice of their community as well as cultural aspects which can favour a better educational task.

On the other hand, migration and the incorporation of new members in the EU make that the Roma people from the East and Mediterranean Europe have an excellent opportunity of mutual enrichment.

Due to the different anti-Roma policies, the Romany language is not spoken in Spain. The coexistence between these groups may lead to the beginning of a recovery path. The idea is to create a common space in which a group of Roma women or youngsters of Catalonia gather with another Roma group of youngsters proceeding from the East countries. The most important is to create a social structure between the two groups and to contribute to break stereotypes initially conceived. In the future, the work lines have to include a higher implication in the political debate and the continuation of the educational debate in an application line in the educational network of the country.

▪ **Panel 3: HELIA Conference Room**
Monitoring and Evaluation of Adult Learning and Education

Moderator: Mr André Schläfli, Director, Swiss Federation for Adult Learning, Switzerland

· **Measuring and Monitoring Lifelong Learning**
(Mr Marc Lachance, Canadian Council on Learning, Canada)

Lifelong learning is crucial to a country's continued competitiveness, prosperity and social cohesion. It is the product of many decisions, policies and individual choices, and cannot be addressed by a single ministry or jurisdiction. Canada is the first country to develop a new tool, through the Composite Learning Index (CLI), that assesses the state of lifelong learning over time, for individual communities and across the country. Currently being adapted in Europe through the ELLI – European Lifelong Learning Indicators – initiative, it was developed with a view to being useful and accessible to a wide audience, including policy-makers, education researchers and practitioners, individual students and parents.

Based upon UNESCO's four pillars of learning (*Learning to Know; Learning to Do; Learning to Live Together; Learning to Be*), the CLI combines 17 major indicators and reflects a wide range of learning activities. The CLI is used to set national and regional benchmarks in lifelong learning for all domains of learning (including adult learning). As a tool for informing policy decisions, the CLI is used in Canada as a framework for evaluating lifelong learning within specific communities and cities. In particular, the CLI and the underlying framework are used to identify and assess the strengths and challenges of communities with regard to their learning environment. The CLI elicits compelling evidence that offers community leaders and decision-makers a unique and valuable opportunity to help their community achieve the economic and social benefits that come from lifelong learning. Several cities in Canada (Vancouver, Edmonton, St Johns, Victoria) are now using the CLI to identify the extent to which they are each becoming a 'Learning City' – a community-based movement looking for ways to bring learning and people together to foster the well-being of the community.

· **Recognition, Validation and Accreditation of Non-formal and Informal Learning**
(Ms Marie-Odile Paulet, National Commission of UNESCO, France)

Several paths coexist which enable the development of Education for All and which occupy a different place according to the country, cultures and funding options etc. in each case. The principal path starts with the initial, formal education provided by school and university education systems or even apprenticeships. At the same time, we have non-formal education, for children on the one hand, but also for adults on the other (literacy, continuing education, etc.), and finally informal education and training for people of all ages.

It is becoming increasingly clear that initial education alone cannot fulfil the needs of each and every citizen's professional and private lives. Hence, the concept and need to develop Lifelong Education and Learning in order to guarantee the employability of all individuals and enable them to develop satisfactorily, both professionally and personally.

There is a growing awareness that people are continuing to learn regardless of their age or the context in which they find themselves. Experience is being recognised as a source of learning, and many countries are developing measures to recognise learning outcomes.

This can either enable people to enter adult education on a better footing or allow them to draw on prior learning in order to meet specific professional criteria or qualifications benchmarks.

People would like the knowledge and skills that they have acquired through their activities to be recognised. Recognition of this kind is useful for a country and its economic and social development: knowing what competencies are available and optimising them accordingly is one factor in boosting development and competitiveness.

The UNESCO General Conferences that have been held since 2003 have integrated this issue progressively. The international seminars that we have organised in collaboration with UIL have allowed us to take stock of the current situation and planned projects.

Having taken stock and looked at expected developments, we believe that it is now time to address the potential of establishing an international document: a flexible text that could take the form of a declaration or a recommendation and would act as a kind of “charter” on the ultimate aims, ethical issues involved and a number of fundamental points relating to implementation that will encourage and help the development of REL.

· **Monitoring and Evaluation of ALE in Finland**

(Ms Eeva-Inkeri Sirelius, Secretary General, Finnish Adult Education Association, Finland)

In Finland the obligations of development and monitoring of quality of education and training are enshrined in the law. According to legislation providers of education and training must carry out self-evaluations and continually develop their activities. There are two national evaluation councils responsible for national evaluations on quality and results of education and training: one for the evaluation of universities and polytechnics including their adult education; another one for education and training at secondary level and liberal adult education. Both councils are under the supervision of the Ministry of Education and are appointed for three years. Learners’ achievements are assessed in the process of constructing their personal study programs which have been obligatory in adult vocational education since 2006.

In 2007 the Evaluation Council carried out a two-step evaluation regarding (a) the possibilities for adults to participate in vocational education and training and (b) the functioning and relationship of vocational training to the labour market. In 2007 the education Evaluation Council also carried out an evaluation on non-formal education.

In higher education and in vocational training learning procedures lead into certification. This is not the case in non-formal education.

The evaluation reports have an impact on policy formulation and programme development, even in legislation. Recommendations focus on the need to develop guidance and counselling for lifelong learning, to make cooperation between different ministries more coherent, to streamline the fragmentary administration, financing, benefits and training supply in ALE and to accomplish a development programme for liberal adult education.

<p>Late Afternoon Session</p>	<p>15:15 - 17:30 Parallel Working Groups 2 Discussions and Reflection of recommendations, strategies and benchmarks</p> <p>4 parallel working groups</p> <p>Group 1: MERCURE Room Chair: Mr Seamus Hempenstall, Principal Officer, Further Education Section, Department of Education and Science, Ireland Rapporteur: Ms Anne Skomedal, Senior Advisor Ministry of Education, Research and Church Affairs Norway Countries: Austria, Belarus, Belgium, Bosnia & H., Bulgaria, Canada, Croatia, Czech Republic, Spain</p> <p>Group 2: HELIA Conference Room Chair: Ms Vesna Fila, Assistant Minister of Education, Serbia Rapporteur: Ms Alan Tuckett, Director, National Institute for Adult and Continuing Education, UK Countries: Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary</p> <p>Group 3: URANUS Room (no interpretation) Chair: Mr Troy Justesen, Assistant Secretary for Vocational and Adult Education, USA Rapporteur: Mr Jakub Starek, Director of Adult Education Department, Ministry of Education, Youth and Sports, Czech Republic Countries: Israel, Ireland, Kazakhstan, Latvia, Lithuania, Moldova, Norway, Portugal, Romania</p> <p>Group 4: PANORAMA Room Chair: Mr Villy Hovard Pedersen, Director General of Education, Ministry of Education, Denmark Rapporteur: Mr Heribert Hinzen, Director, dvv international, Germany Countries: Serbia, Slovakia, Slovenia, Sweden, Switzerland, The Former Yugoslav Republic of Macedonia, Turkey, UK, USA</p> <p>Future Perspective: Discussion and Reflection of:</p> <ul style="list-style-type: none"> · Policy Recommendations · Strategies · Benchmarks <p>→ Expected Output: A concise set of recommendations, strategies and benchmarks</p>
	<p>17:30 – 18:00 Coffee/ Tea Break</p>
<p>Evening</p>	<p>18:00 – 19:00 HELIA Conference Room Short Report from Parallel Working Groups (Plenary)</p> <p>→ Expected Output: Preliminary synthesis of recommendations, strategies and benchmarks for the second part of the Draft Outcome Document</p> <p>20:00 – 21:00 PANORAMA Room Hall of Fame Induction Ceremony</p> <p>21:00 Second Meeting of the Drafting Group</p>

3rd Day: Friday 5 December

Early Morning session	<p>9:30 – 10:30 HELIA Conference Room Presentation of Drafting Group of the Draft Outcome Document (Plenary)</p> <ul style="list-style-type: none"> · Key Issues and Challenges · Recommendations, Strategies and Benchmarks
10:30 – 11:00 Coffee/ Tea break	
Late Morning session	<p>11:00 – 13:00 Parallel Working Groups 3 Group Discussions of the Draft Outcome Document</p> <p>4 parallel working groups</p> <p>Group 1: MERCURE Room Chair: Mr Seamus Hempenstall, Principal Officer, Further Education Section, Department of Education and Science, Ireland Rapporteur: Ms Anne Skomedal, Senior Advisor Ministry of Education, Research and Church Affairs Norway Countries: Austria, Belarus, Belgium, Bosnia & H., Bulgaria, Canada, Croatia, Czech Republic, Spain</p> <p>Group 2: HELIA Conference Room Chair: Ms Vesna Fila, Assistant Minister of Education, Serbia Rapporteur: Ms Alan Tuckett, Director, National Institute for Adult and Continuing Education, UK Countries: Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Hungary</p> <p>Group 3: URANUS Room (no interpretation) Chair: Mr Troy Justesen, Assistant Secretary for Vocational and Adult Education, USA Rapporteur: Mr Jakub Starek, Director of Adult Education Department, Ministry of Education, Youth and Sports, Czech Republic Countries: Israel, Ireland, Kazakhstan, Latvia, Lithuania, Moldova, Norway, Portugal, Romania</p> <p>Group 4: PANORAMA Room Chair: Mr Villy Hovard Pedersen, Director General of Education, Ministry of Education, Denmark Rapporteur: Mr Heribert Hinzen, Director, dvv international, Germany Countries: Serbia, Slovakia, Slovenia, Sweden, Switzerland, The Former Yugoslav Republic of Macedonia, Turkey, UK, USA</p>
13:00 – 14:30 Lunch	
Early Afternoon session	<p>14:30 – 16:30 Third Meeting of the Drafting Group</p>
16:00 – 16:30 Coffee/ Tea Break	
Late Afternoon session	<p>16:30 – 18:00 HELIA Conference Room</p> <p>Presentation and Adoption of Final Outcome Document</p> <p>Closing Ceremony (Plenary)</p> <ul style="list-style-type: none"> • Ms Judit Székely, State Secretary for Social Affairs and Labour
19:30 Dinner hosted by UNESCO	