



IMPACT ASSESSMENT REPORT IMPLOED

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Introduction

The ImplOed project partnership is composed by following organizations:

- EAEA, Belgium;
- FOLAC, a sub-organisation of Folkbildningsradet (the umbrella organization of the Folk High Schools in Sweden) Sweden;
- La Ligue de l'Enseignement, France;
- KVS, Finnish association;
- Dafni KEK, Greece;
- Learning & Work Institute adult education organizations, England and Wales;
- ENAEA, the Estonian non-formal Adult Education Association;
- the Romani Association for Women DROM KOTAR MESTIPEN, Spain;
- VHS Wien;
- St Patrick's College Drumcondra, Ireland;
- Kerigma, Portugal;
- Solidarci, Italy.

In each country partners organized various types of meetings (seminars, round tables, conferences, individual meetings, etc.) aimed primarily at providers, engaged in lifelong learning for adults (Cluster 1), and policy makers involved in the promotion of policies (local, regional and national) of development and innovation of adult lifelong learning (Cluster 2). Four partners have organized one or two events developed by and for the other cluster (cluster exchange).

Partners administered questionnaires and interviews to the participating providers and policy makers.

The meetings were held at local, regional and national levels.

Paragraph 1- Analysis of the level of participation

1.1- Results

a) **Number of Policy makers** that have participated: 232 (this number corresponds to 77% of the total number of participants involved in the local and national meetings). Considering the high level of participation, we can deduce that the theme proposed aroused interest and was of relevance.

b) **Number of Providers** that have participated: 422 (this number corresponds to 65% of the total numbers of participants involved in the local and national meetings). Although the level of participation was good, some difficulties were observed in the frequency in attending the meetings due to organizational modalities (example: meeting time not concord with providers' availability). The difference of percentage in the participants between policy makers and providers are due to the high number of providers contacted.

c) **Total of participants** to the "Cross Cluster Exchange": 105

1.2- Partner comments regarding the implementation of the activities

A- RIO/FOLAC- Sweden

The organization described four events.

a)“Migration and adult education in Sweden”:

The seminar was about recognising concrete and successful methods for inclusion and learning for active citizenship. People working on the field of non-formal adult education participated. The lecturer Lars Igeland showed that folkbildning (Swedish study organisations and folk high schools) in general and folk high schools particularly, with methods based on the principles, liberty, outreach, empowerment, diversity and learning for active citizenship, can contribute to a more open, tolerant and democratic, society.

b)“The folk high school as a meeting place in times of migration, countryside”:

This was an important meeting for those schools which were able to come and discuss how to meet newly arrived refugees and involve them in the local society life and learning activities in a successful, inclusive and equal way, that would work at the countryside context. The main principle is not to work **for** the refugees but together **with** them. The discussions on the basis of good practices from the project *OED* and the national project *Include more*. served as stimulation and inspiration for the participants in the seminar.

c)“The folk high school as a meeting place in a time of migration, the cities”:

A meeting place for teachers and managers of folk high schools, which are operating in poor areas of the big cities, was created. Managers and teachers from folk high schools, a researcher and an officer from the Council for popular education participated. Different methods from the two projects *OED* and *Include more* were discussed. A lesson learned was that it is important to catch the initiatives from the people in these areas: The folk high schools can contribute with learning opportunities on how to become able to be part of a change that is advantageous for the local people. This is very important for a more peaceful the development in poor city areas.

d)Round table talk:

The round table talk gathered representatives from Swedish folk high schools, the Swedish NGO for the folk high schools (RIO), teachers, managers and a scientist, expert on adult learning and “folkbildning”. All the participants were actively involved in the round table talk. The participants have key-roles in stimulating and coordinating the development of the methods in the folk high schools. Through their participation in EU funded projects, such as *OED*, the participants can cultivate a European dimension in their work.

The theme was to conclude on some important elements in the work performed by folk high schools for inclusion of migrants:

- The system must be built on trust, not on control.
- Regular funding is essential.
- The staff has to be safe in their employment and have enough time for developing their work together with the course participants. The folk high school teachers show a far reaching and consistent tolerance towards the course participants. Thus the risk of exclusion because a participant, which is not considered as good enough, is in this context very small.

B- KVS- Finland

The organization described three events.

a) Workshop: Engaging Migrants in Adult Learning (Maahanmuuttajat mukaan aikuiskoulutukseen)

The event was quite popular in terms of its objectives. It was quickly learned that there are many organizations working with migrants in the field of adult education but there is lack of coordination between the activities and also from the policy level. The integration policy is divided between different ministries which sometimes does not result in coordinated activities. Despite of different and somewhat overlapping activities of different organizations/adult education institutions, the participants were able to find common arguments when it comes to the need of providing quality adult education to migrants. Altogether the event proved that there is need to come together and share thoughts and ideas about the topic. This was also highlighted in the feedback received on set.

b) Workshop: Migrants in Adult Learning (for policy-makers) (Kieli on avain työhön ja Suomeen)

The event targeted policy-makers but was also attended by people working with migrants. The event aimed at demonstrating to the policy-makers the importance of adult education and show how policy-makers can make sure migrants have the access to it. In the end only a few policy-makers attended the event. In Finland, it is very difficult to get policy-makers attend events unless they are invited to give a speech. However, those attending acknowledged the importance of the topic. Those attending also received a good idea of the importance of the topic as in the event there were many presentations that highlighted the role of adult education institutions in providing education related to integration of migrants. In the event, also a panel of migrants had their voice heard as they got to talk about their path in education and in integration to Finland.

c) ImpLOED conference: Diversity in Adult Education

The ImpLOED conference highlighted the results of the previous workshops and brought together adult educators, those working with migrants and policy-makers to discuss how to improve the provision of adult learning for the disadvantaged groups, especially when it comes to migrants. The event was organised right before the legislative change, which was implemented from the beginning of 2018, and provided adult education institutions with a more prominent role and more funding in language education for migrants.. The timing served as a good opportunity to initiate a broader discussion on the issue.

C- LA LIGUE- France

La Ligue de l'Enseignement (la Ligue) took part in the cluster 2 on the **Policy recommendations** of the project OED. What could be seen a great result is the collaboration of various VET stakeholders. Indeed, the challenge was to adapt the spirit of OED to the French context. Training policies are regulated at regional scale in France and training programs differ from one region to another. Besides, the framework is an ever-evolving process: the policy has often changed over the last 50 years.

To transcribe the reality on the ground, a group was constituted by representatives of training centers of its local branches along with Infrep (*National Institute of training, research and education*) as well as some experts (academics and vocational training fund). The Department "Laboratoire" of la Ligue - in charge of policy monitoring - as well as an expert, Robert Baron – former President of the vocational training fund *Uniformation*, helped the participants to build common a common argumentation. It focused on the current training policy conducted by the government of President Macron. As an actor of the civil society, la Ligue advocated for individual's personal development and for the promotion of non-formal education. In line with OED recommendations, the major issue la Ligue wants to tackle is the access of vulnerable groups (NEETs, migrants, unemployed persons for instance) to training and employment. As a result, a major claim came up: an enforceable right to training for all individuals regardless of their place of residence. This right could guarantee the access to basic skills such as mathematics, speaking and writing in the national language as well as digital skills.

D- SOLIDARCI- Italy

The type of activity chosen is appropriate for meetings with Policy makers and Providers. People can argue about chosen topics, share their experiences and stimulate discussion on innovative suggestions and strategies.

Those are some of the most relevant focus points for inclusion of participants in the meetings:

- The choice of an interactive and participatory methodology for the debate has encouraged proactive and meaningful discussion.
- The acknowledgement by the key actors, that the participation on a round table on the issues concerning lifelong learning is crucial.
- The creation , in advance of the meeting, of a virtual group, in which participants share their experiences. In that way during the discussion participants would already be familiar with the projects and activities that have been realized.

Our challenge was to put around a table people who work a lot on the OED theme but often do not work actively with each other.

E- DAFNI KEK-Greek

As already mentioned, DAFNI KEK proceeded in organizing three (3) different events focusing in OED principles.

The community of Educators expressed interest and asked for a more scheduled periodical communication . In order to fulfil this request – as it was impossible to organize multiple events due to lack of time – DAFNI KEK decided to develop an on line platform with OED principles and material mostly translated in Greek language. DAFNI KEK asked the participant to get registered as **Local impLOED group** and to contact the organization for any further communications. Since now about 30 educators have registered and visit the DAFNI KEK OLR Platform – OED (<https://kekdafni.gr/elearning/>)

F- ENAEA-Estonian

ENAEA highlighted their success in getting different interest groups around the table.

The challenge was to have questions that are interesting and intriguing at the same time for all the participants in the panel and to remain in contact with participants..

ENAEA and member organizations made new contact with the adviser of the President of the Republic in the field of the third sector.

There are a lot of interesting events in adult education sector, which means organizers are faced with the challenge of communicating in a way that would be of interest to people.

G- VHS- Austria

The organization described four events.

Activity 1:

The session did met the goals, as it was clear by the debate after the presentation and by personal feedback from participants that outreach is something that the institution needs. It was also clear that VHS reached its aim as the CEO of VHS Vienna said, “if we not do outreach, we do not fulfil our institutional goals”.

Activity 2:

Within the context of the annual conference for critical literacy in Austria a presentation of ImpLOED project took place. The project was presented in general with a specific emphasis on the guidelines – referring to the collection of good practice and the political recommendations.

The project was received with a lot of interest, especially the example of German in the park which triggered an interested debate on the principles of cooperation and transparency of goals and learning outcomes.

Possible adaptations especially in the fields of political citizenship and basic skills were debated.

Activity 3:

An overview of OED materials, guidelines and principles, empowerment, general questions of the political context of empowerment either as a neoliberal demand for more responsibility of the individual or as a bottom-up emancipatory critical action of people involved. This was an activity where researchers and project managers attended. The concept of outreach was debated within the framework of “hunting down the ‘target’ group” or providing facilities and opportunities.

Activity 4:

Key issues addressed were methods of OED guidelines for empowerment and the difficulties in applying empowerment for a group of learners that is extremely dependent on the affirmation of a positive legal status. The methods proposed in the guidelines were eagerly accepted and considered of high value for this kind of work.

The current political situation in Austria means that there is a high degree of insecurity in the field of adult education. There was – until recently – no information on the budget situation of adult education in. Furthermore, budget cuts in the fields of education funded by the job office mean that about 30% of teachers have been made redundant in Austria and more are expecting for their contracts to be terminated.

These factors produce an atmosphere of “desperation” and a standstill of all development work. Hence policy makers were either no longer available or not interested in such leftist concepts as Empowerment.

Our strategy was to address people who are still working and to adapt the workshop to the design described above which as it turned out – was quite successful, so the strategy of downsizing and adapting seems to be a way out of a rather frustrating situation.

Paragraph 2- Analysis of the questionnaires

2.1 Providers that have participated into the ImplOed project are 487.

They attended some thematic meetings in some of the project partner countries:

- Sweden: Folac/Rio organized a workshop/seminarium and round table talk in Stockholm
- Greece: Dafni KEK (GR) organized a workshop, a seminar and a big event in Patras
- Spain: Drom Kotar organized a seminar and a workshop in Spain
- Portugal: Kerigma organized two workshops in Portugal
- Finland: KVS organized workshops and a conference in Helsinki
- United Kingdom.: NIACE organized seminars in London and Belfast and a webinar
- Austria: VHS Wien organized round tables and training sessions in Wien and Strobl

The providers were also involved during the cross-cluster event realized by the partners:

- Italy: Solidarci organized two trainings in Modena and Naples
- Austria: VHS Wien organized an event in Wien
- France: La Ligue de l'Enseignement organized a meeting in Bagnolet
- Estonia: ENAEA organized a workshop for providers and policy makers in Tallin

Profile of respondents

During the activities of the project 74 providers have been interviewed. The interviewed providers are mainly women (85%)[Fig. 1] with an age between 30 years and 60 years (74%) [Fig.2] and with a very high level of education (the 84.6% has a university degree) [Fig. 3]. The respondents are scattered over all the countries involved in ImplOED project although there is a little prevalence of providers from Portugal (31%) and from Italy (22%) [Fig. 4]. The interviewed providers belong to a wide range of organizations. They are involved mainly in folk schools (38%) and in organization of third sector (17.5%), but there are people coming from public administration, second level organizations, professional organizations, and universities [Fig.5] as well. They are mainly teachers, trainers (38%) or managers of the office or of the educational programs (28%) [Fig.6].

Opinions of respondents

With respect to the ImplOED project contents, almost all the respondents (98%) agree that **active citizenship** [Tab.1] means that citizens have the capability, opportunity and will to participate in different spheres of society such as work, civil society organizations, politics and culture. The 92% of the interviewed providers believe that the **outreach** [Tab.2] refers to the principle by which education is not just a commodity that people have to go and get, but a good that needs to be available for potential learners wherever they are and whatever they need, while only the 7% agrees that the outreach implies the capacity to provide learners with the most up-to-date knowledge and best teaching practices. For the 93% of respondents the **empowerment** [Tab.3] should aim at increasing the personal, interpersonal, or political power so that individuals, families, and communities can take action to improve their situations, while the remaining 7% prefer the idea that the empowerment should tend to hand the power over to disadvantaged and marginalized groups. With respect to the right way to include the **diversity** [Tab.4] in the education, the 89% of providers recognized

the need to accept and acknowledge differences in people regarding their social standing, their religious beliefs, the languages they use, their gender, their origin, their age and their sexual orientation. On the other hand, there is a small amount of interviewed people that consider the diversity referring to the need to collaborate with people from different working backgrounds in order to be innovative. By looking at these results, we can conclude that the main ideas and principles carried on in the IMPLOED meetings have found large agreement and have been welcome by the providers involved.

These results correspond to the analysis of the interviews addressed to providers, chosen as *privileged witnesses*, referred to in Paragraph 3.2.

In order to evaluate if the organized meeting within the project activities have reach the fixed goals the providers have been asked to express their level of agreement with respect to a set of items synthesizing some of the key issues related to adult education [Fig.7-13]

The providers have expressed very high level of agreement (scores 1 and 2) with the idea that Adult Education should promote active citizenship and strengthens democracy in society (90,6%) and with the need of linking outreach, empowerment and diversity to adult education in order to obtain a real social inclusion (84%). For these reasons, the 75% of providers strongly believe that Adult Education can be a key for social transformation, challenging unjust power structures, enabling participation and overcoming marginalization. With respect to the aims and scope of Adult Education we observe a larger variability with respect to final goal. Indeed, the 63,5% of interviewed providers strongly agree that Adult Education aims to empower learners, not just give them skills for employment. This mean that the relationship between Adult Education and job market still rise some debates in the community of providers.

With respect to the level of involvement of people in the institutions for Adult Education, for the 74% of interviewed people, Adult Education system should include the learners' voice within the provider institution as well as during the learning process. That should be an essential characteristic of adult education programs. A little bit smallest percentage (70%) think that the involvement of grassroots organizations and representatives to co-develop the learning program and materials is an essential characteristic of adult education programs.

Finally, the role of public institutions and policy makers was considered. The respondents expressed certain criticism about the awareness of policy makers with respect to the role that Adult Education plays in promoting active citizenship and people's well-being. Only the 28% of respondents believes that the policy makers are really aware of that. On the other hand, the providers are persuaded that the policy makers are important, especially with respect to the possibility of financing Adult Education programs that are not financially sustainable without public funds for the 42% of interviewed. It has to be noted that in this case another 43% express uncertain opinions, and only the remaining 15% believes that the Adult Education system could be autonomous with respect to public funding.

Impact of events on future project

Among the interviewed providers, 67% met someone already known during the organized events. This means that the events were able to mix up people belonging to a certain community with people that are not well connected with such a community [Fig.14]. 61% of them spoke to each other about the ImpLOED principles and they have also talked about the possibility of starting new project together related to adult learning for social inclusion (45%). The majority of the providers (54%) started talking on how implementing the ImpLOED principles in the daily work and there was also 21% that started talking about the possibility to implement new project related to the ImpLOED project [Fig.15-16].

With respect to the future plans, as a measure of the possible long term impact, the respondents (69%) declared that they intend to keep in touch with people met during the meeting and specifically they wish to develop the ImpLOED principles (60%) and possibly initiate a new project to develop them [Fig.17-18].

Some Conclusions

By considering all the above results, we could conclude that, even if it was difficult to commit the providers in participating to the survey, the events have had a positive impact, both in short term, and possibly in the long term.

The key principles supported by the ImpLOED project community have been widely spread and have been warmly welcomed. On some issues, the events opened a debate within the providers' community, highlighting the need for a discussion around adult education and social inclusion.

With respect to possible medium and long term impact, some positive feedback was registered. The providers expressed their willingness to integrate what they learned in the daily work and in future projects. Moreover they are willing to keep in touch with the people they met during the events and work with them on future projects that are going to incorporate and develop the ImpLOED principles.

The opinions expressed by the providers in the questionnaires found a precise correspondence to what was expressed by the interviewed providers (see Paragraph 3.2): both assessment tools confirm the contents of the Conclusions.

Fig. 1: Frequency distribution of the sex

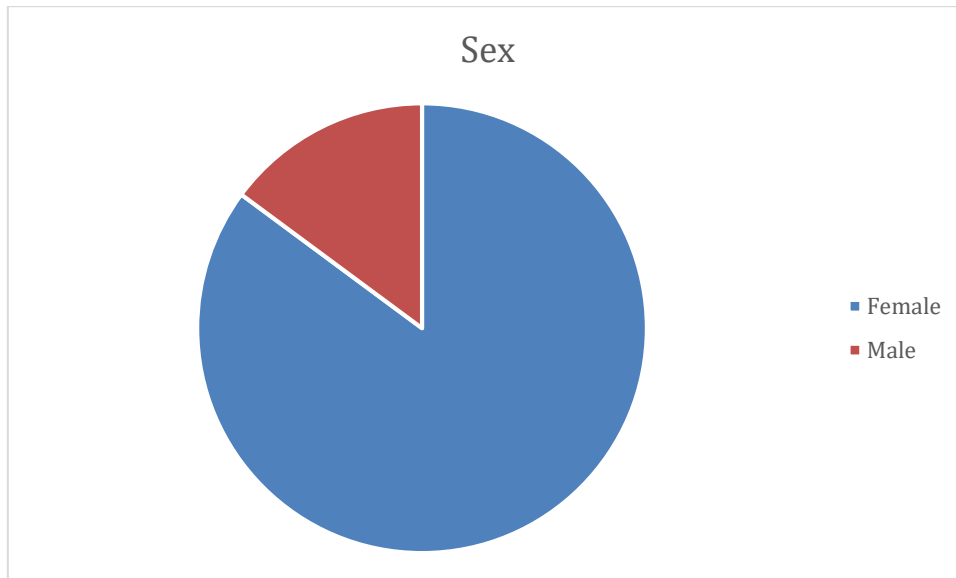


Fig. 2: Frequency distribution of the age

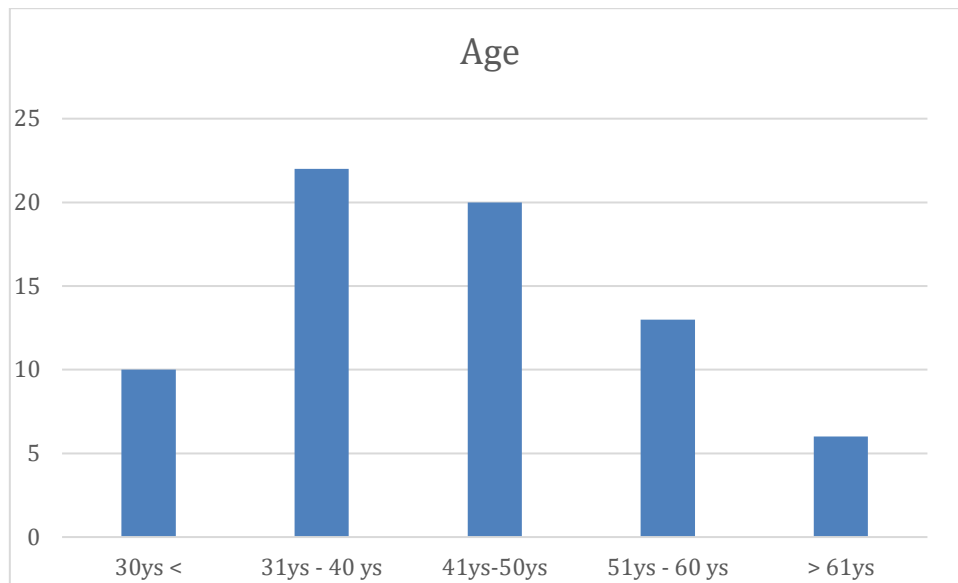


Fig. 3: Frequency distribution of the level of education

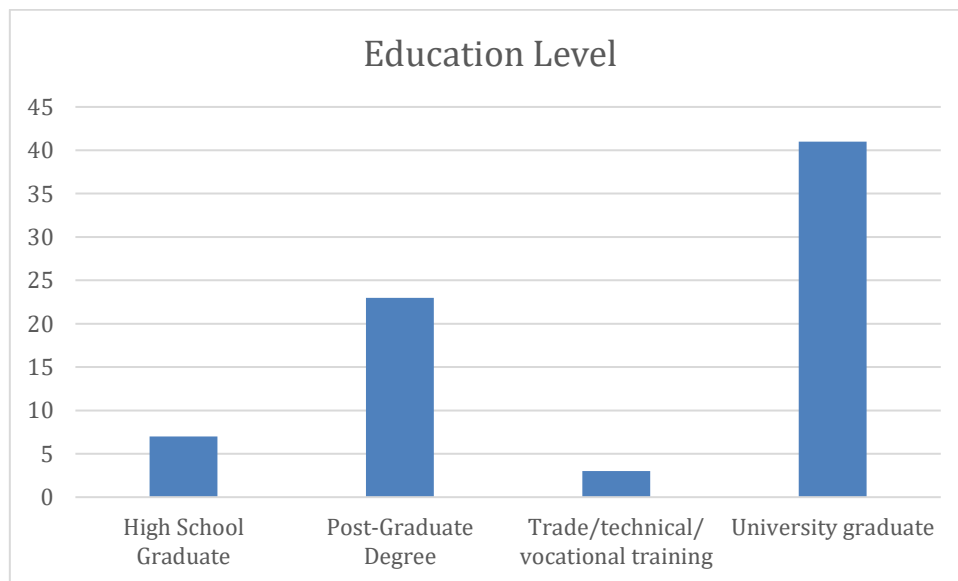


Fig. 4: Frequency distribution of the nationality

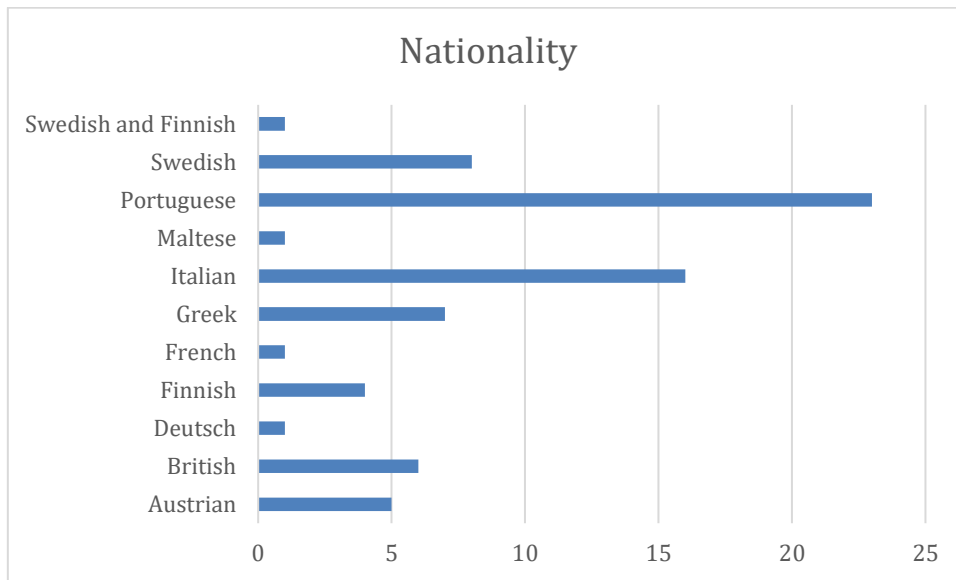


Fig. 5: Frequency distribution of the organization tipology

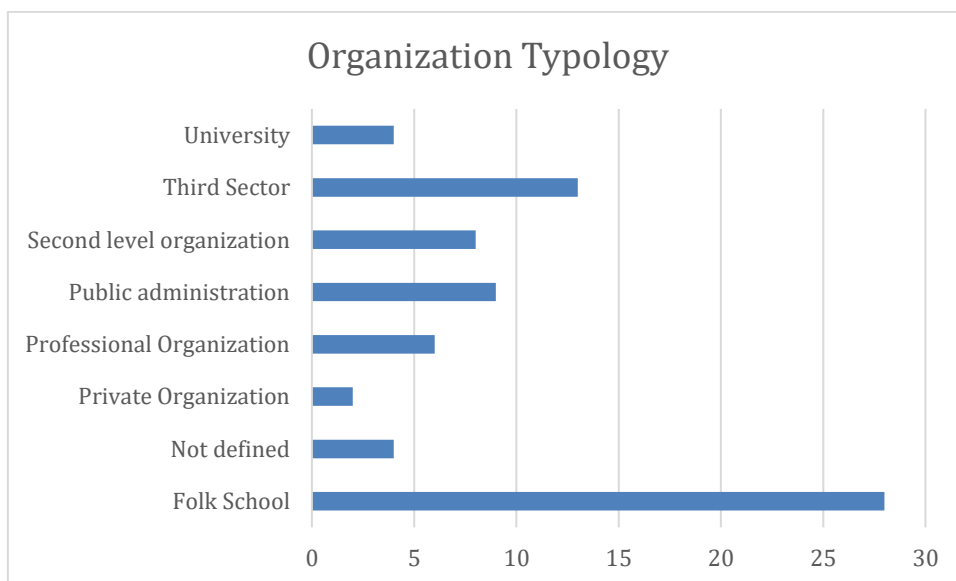
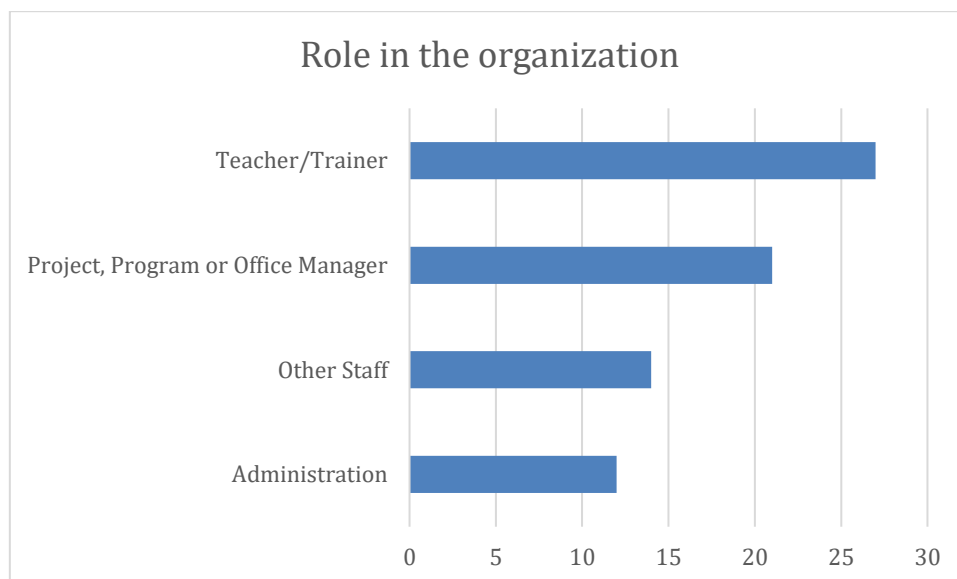


Fig. 6: Frequency distribution of the role played in the organization



Tab. 1: Frequency distribution (percentage) related to the meaning of Active Citizenship

In the framework of the OED project, <i>active citizenship</i> is defined as:	
Active citizenship means that citizens have the capability, opportunity and will to participate in different spheres of society such as work, civil society organizations, politics and culture.	98,65%
Active citizenship means that people can directly propose and formulate laws through direct democracy.	1,35%

Tab. 2: Frequency distribution (percentage) related to the meaning of Outreach

In the framework of the OED project, <i>outreach</i> refers to:	
The principle by which education is not just a commodity that people have to go and get, but a good that needs to be available for potential learners wherever they are and whatever they need	91,89%
The capacity to provide learners with the most up-to-date knowledge and best teaching practices	6,76%
The principle by which education needs to reach out to the older people.	1,35%

Tab. 3: Frequency distribution (percentage) related to the meaning of Empowerment

In the framework of the OED project, the aim of <i>empowerment</i> is to:	
Increase personal, interpersonal, or political power so that individuals, families, and communities can take action to improve their situations	93,24%
Hand power over to disadvantaged and marginalized groups	6,76%

Tab. 4: Frequency distribution (percentage) related to the meaning of Diversity

In the framework of the OED project, <i>diversity</i> refers to:	
The need to accept and acknowledge differences in people regarding their social standing, their religious beliefs, the languages they use, their gender, their origin, their age and their sexual orientation.	89,19%
The need to collaborate with people from different working backgrounds in order to be innovative	8,11%
The need to provide a diverse and wide spectrum of knowledge to develop new professional profiles	2,70%

Fig. 7: Frequency distribution of level of agreement with the items from 1 (strongly agree) to 7 (strongly disagree)

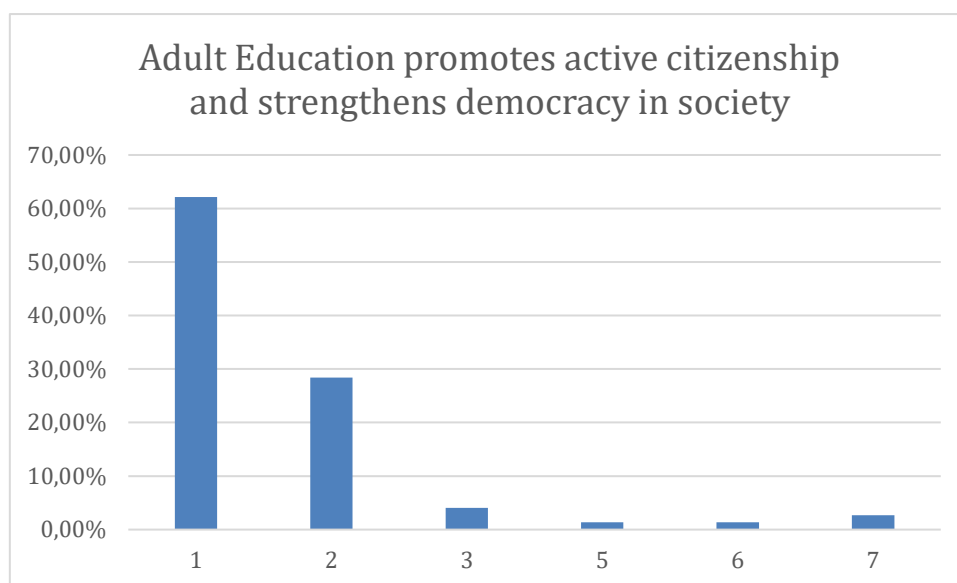


Fig. 8: Frequency distribution of level of agreement with the items from 1 (strongly agree) to 7 (strongly disagree)

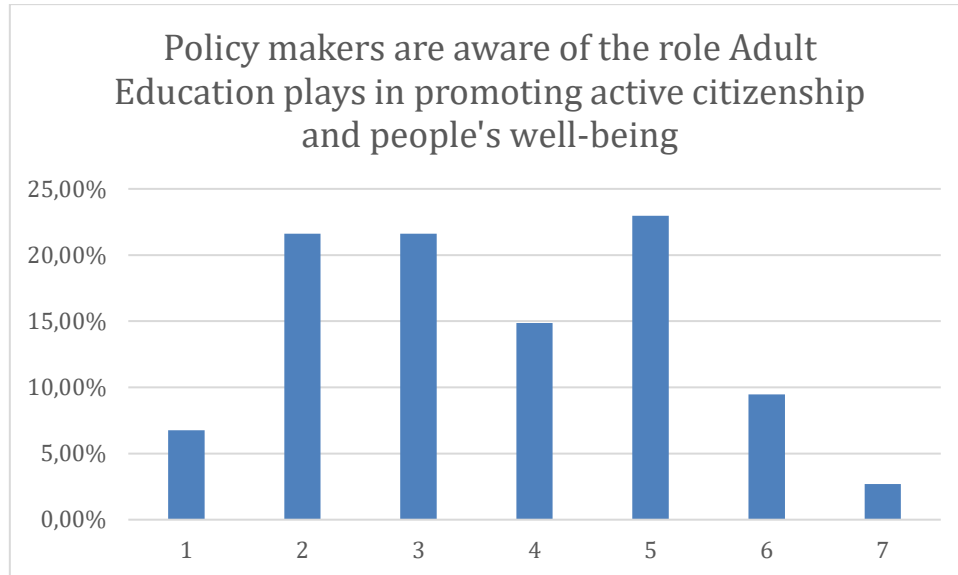


Fig. 9: Frequency distribution of level of agreement with the items from 1 (strongly agree) to 7 (strongly disagree)

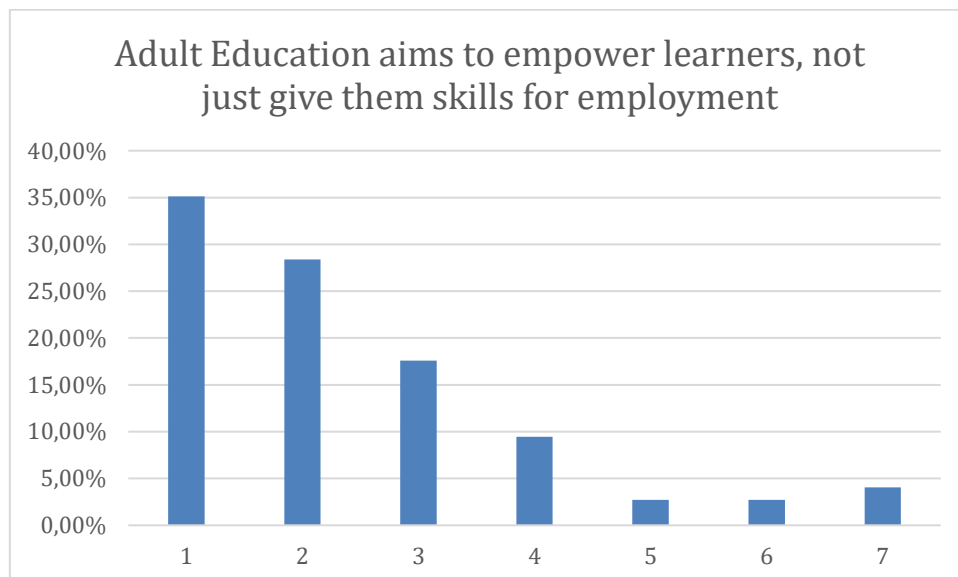


Fig. 10: Frequency distribution of level of agreement with the items from 1 (strongly agree) to 7 (strongly disagree)

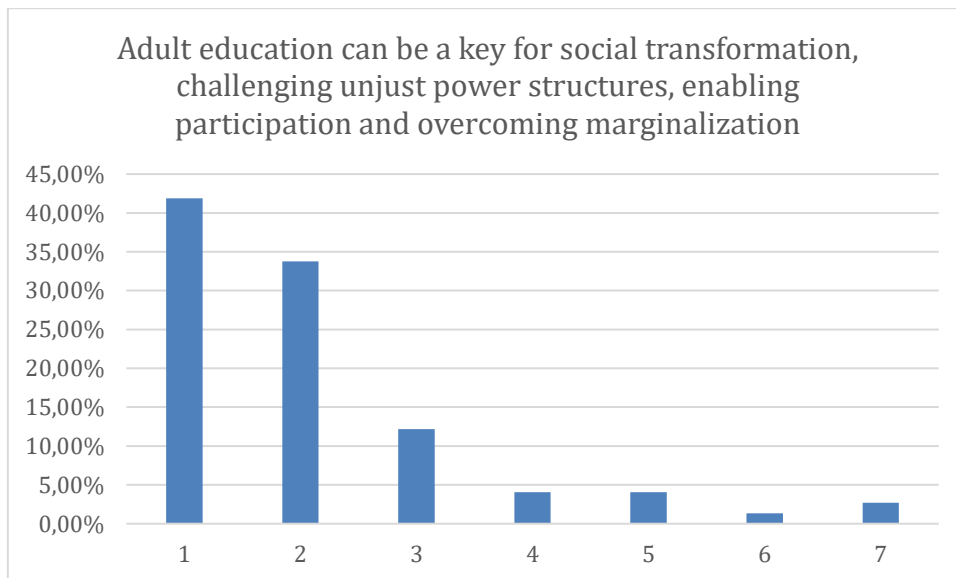


Fig. 10: Frequency distribution of level of agreement with the items from 1 (strongly agree) to 7 (strongly disagree)

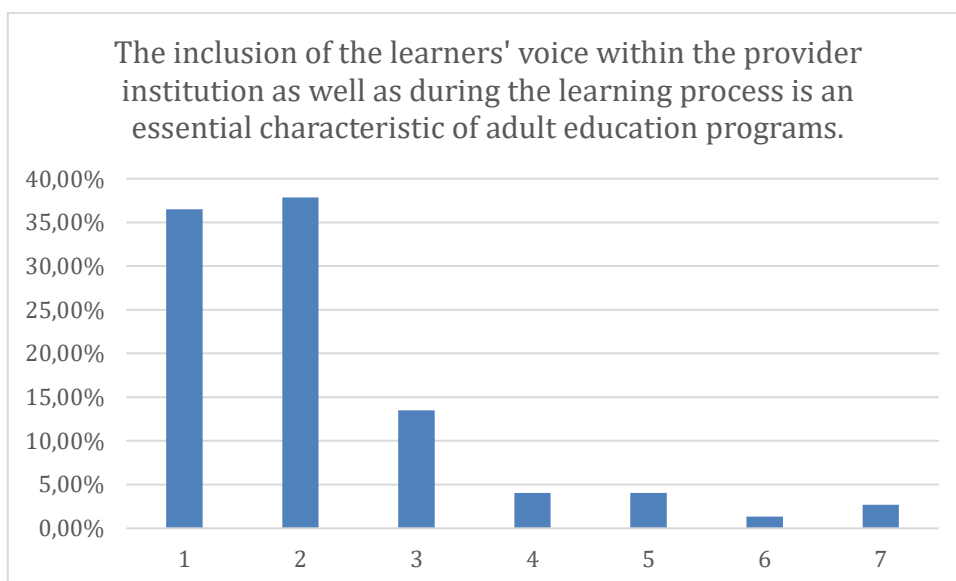


Fig. 11: Frequency distribution of level of agreement with the items from 1 (strongly agree) to 7 (strongly disagree)

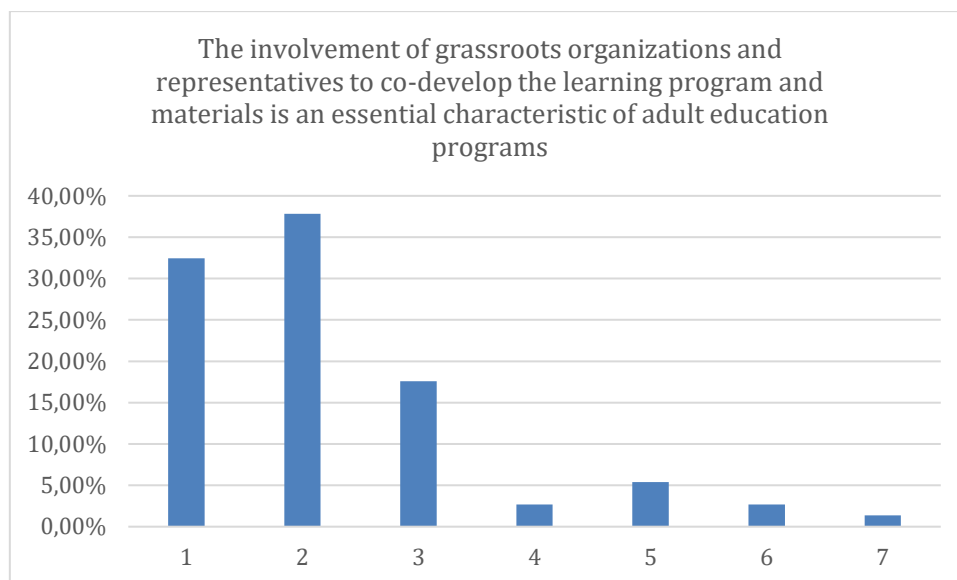


Fig. 12: Frequency distribution of level of agreement with the items from 1 (strongly agree) to 7 (strongly disagree)

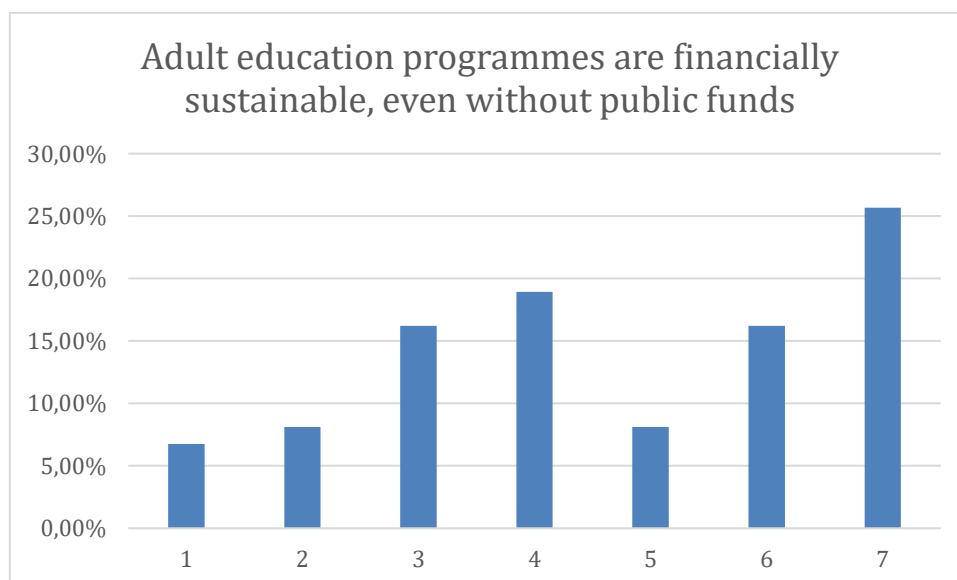


Fig. 13: Frequency distribution of level of agreement with the items from 1 (strongly agree) to 7 (strongly disagree)

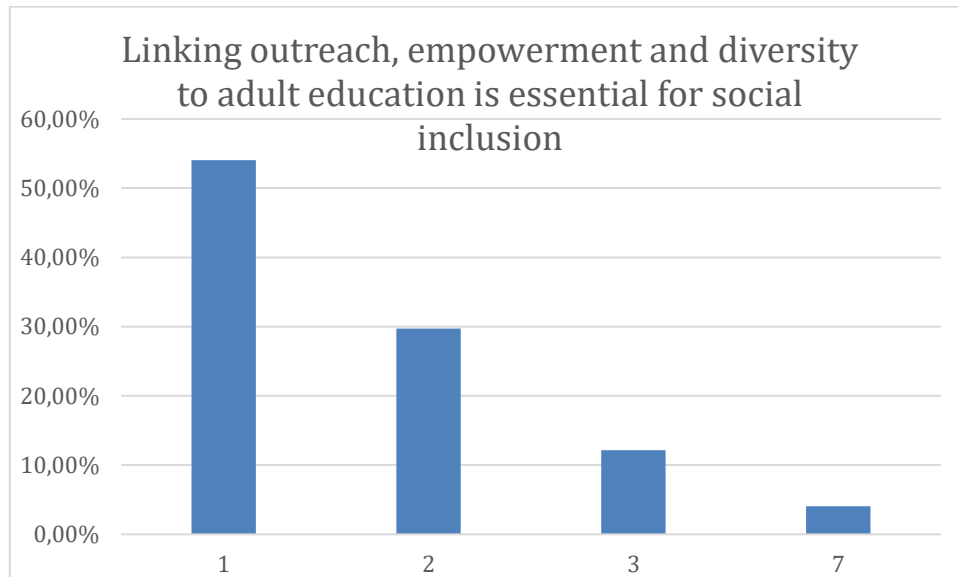


Fig. 14: Frequency distribution of people already knew during ImplOed event

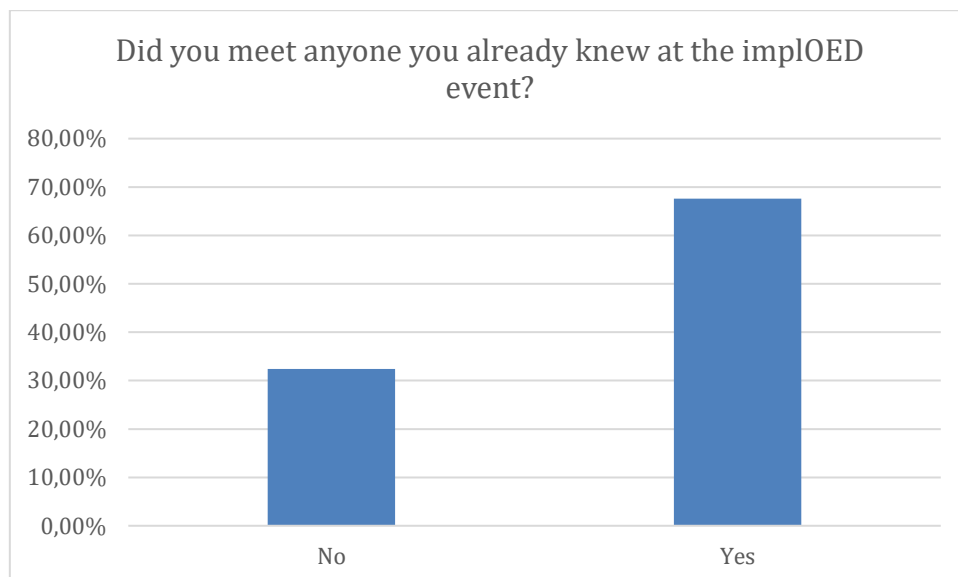


Fig. 15: Frequency distribution of people talk about starting new project together related to adult learning

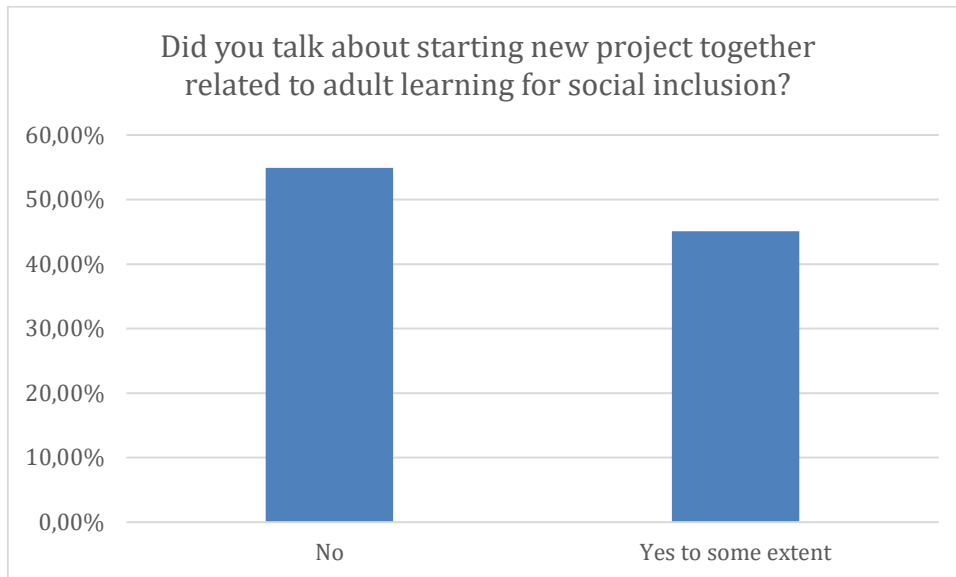


Fig. 16: Frequency distribution of people talk about the ways to develop ImplOed principles in daily work

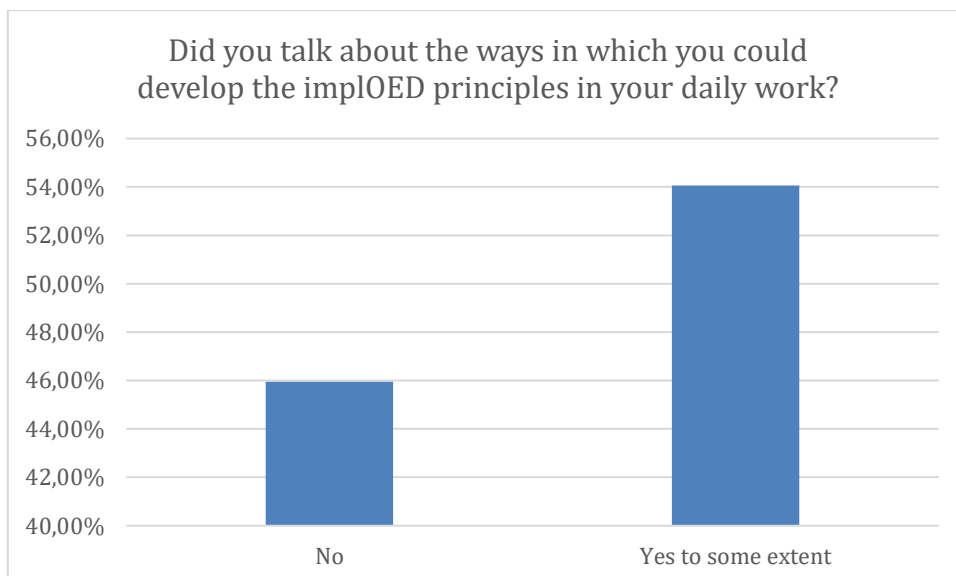


Fig. 17: Frequency distribution of people who would contact someone else present at impIOed event in the future

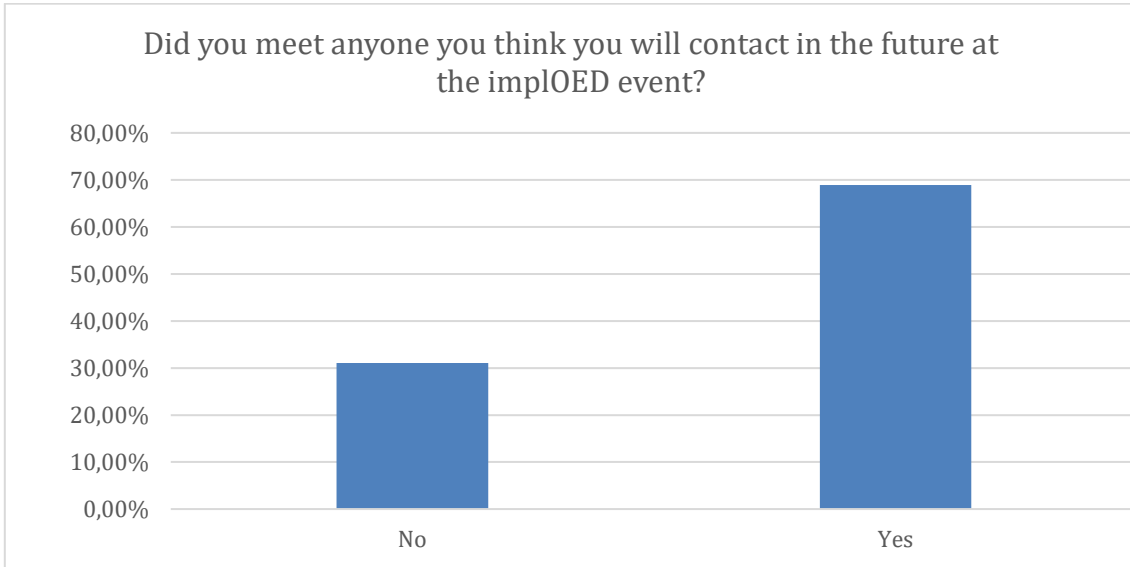
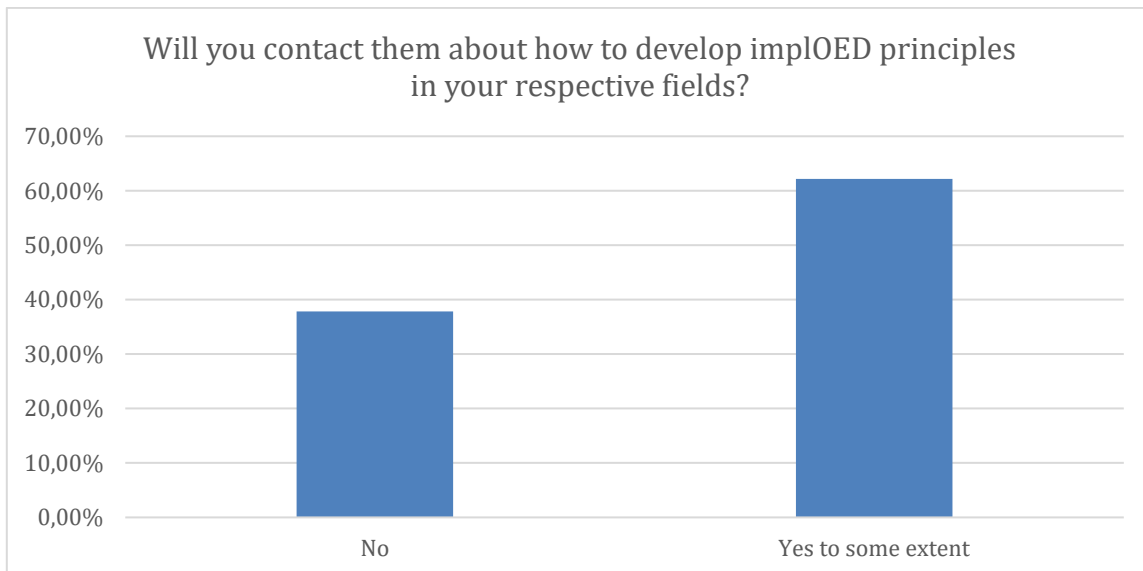


Fig. 18: Frequency distribution of people who would contact someone else to develop impIOed principles in their work fields



REPORT on Policy makers

2.2 Policy Makers that have participated into the ImplOed project are 272.

They attended thematic meetings in some of the project partner countries:

- Estonia: ENAEA organized three round tables for policy-makers
- France: La Ligue de l'Enseignement organized three workshops for policy-makers
- Italy: Solidarci organized four national workshops/seminars in three different Italian towns/Regions (Caserta/Campania region; Modena/Emilia Romagna region; Rome/Lazio region)
- Belgium: EAEA realized round tables, meetings, webinar with policy makers at local, regional, national and European level; trainers and managerial staff.
- Finland: KVS realized two workshops and a conference

The policy makers were also involved during the cross-cluster event realized by the partners:

- Italy: Solidarci organized two trainings in Modena and Naples
- Austria: VHS Wien organized an event in Wien
- France: La Ligue de l'Enseignement organized a meeting in Bagnolet
- Estonia: ENAEA organized a workshop for providers and policy makers in Tallin

Profile of respondents

During the activities of the project 48 policy makers have been interviewed. They were not asked for personal information but only for professional data. The interviewed policy makers were mainly Italian (75%) and Estonian (23%) as expected [Fig. 1] The interviewed providers belong to a wide range of different kinds of organizations: public institutions, such as municipalities or regional government, schools devoted to adult education (in Italy called CIPIA and EPALE), as well as participants from the third sector or the civil society. They work mainly at local level (73%), but there is also 17% working at national level and a 10% at regional level [Fig.2]. They are working mainly as managers in different kind of public administration contexts dealing with adult education (41%) or school (or folk school) managers (16%). There were also some interviewed people involved in the political level as councilors or members of political parties (11%). People from third sector and private organizations working as consultants [Fig.3] were also interviewed. The interviewed policy makers are then representative of a wide range of organizations operating in high positions within their organizations.

Opinions of respondents

In order to evaluate if the organized meeting have reached the fixed goals the policy makers have been asked to express their level of agreement with respect to a set of items synthesizing some of the key issues related to adult education.

The policy makers have expressed very high level of agreement (scores 1 and 2), a little bit more than providers, with the idea that Adult Education should promote active citizenship and strengthen democracy in society (94%) and with the need of linking outreach, empowerment and diversity to adult education to obtain a real social inclusion (85%). For these reasons, the 90% of policy makers strongly believe that Adult Education can be a key for social transformation, challenging unjust power structures, enabling participation and overcoming marginalization. Policy makers show a higher percentage with respect to providers. With respect to the aims and scope of Adult Education we observe a high level of agreement (different from providers) as the 94% of interviewed policy makers strongly agree that Adult Education aims to empower learners, not just give them skills for employment. [Fig.4-6]

With respect to the level of involvement of people in the institutions for Adult Education, for the 73% of interviewed people, Adult Education system should include the learners' voice within the provider institution as well as during the learning process as an essential characteristic of adult education programs. A larger percentage (83%, larger than 70%

of providers) believe that the involvement of grassroots organizations and representatives to co-develop the learning program and materials is an essential characteristic of adult education programs. This is in line with the role of policy makers, that prefer the intermediation by third sector and grassroots movement instead of direct participation of learners. [Figg.7-9]

Finally, a reflection on the role of public institutions and policy makers was encouraged. The respondents expressed a high level of self-criticisms about the awareness of policy makers with respect to the role that Adult Education plays in promoting active citizenship and people's well-being. Only the 25% of respondents believes that they are really aware of that. They are also aware of role of public administrations in financing Adult Education programs. Only 8,3% believes that Adult education programs can be autonomous with respect to the public funds, while the 42% is persuaded that there is the need of public funds. Also in this case the policy makers expressed more extreme positions than the providers. [Figg.10-11]

These results correspond to the analysis of the interviews addressed to policy makers, chosen as *privileged witnesses*, referred to in Paragraph 3- area A-B-C.

Impact of events on future project

The impact of the events on policy makers is very positive. All of them expressed their willingness to keep in touch with the other participants in the future. About the half wishes to contact many of the participants. A very high percentage (83%) already discussed on starting new projects regarding the adult education with the other people met during the events. [Figg.12-13]

With respect to the future plans, as a measure of the possible long term impact, 98% of the respondents declared that they intend to keep in touch with people met during the meeting in order to start new projects or common initiatives and, specifically, all of them wish to develop the ImpLOED principles in their daily activity. [Figg.14-15]

The opinions in respect to the future expressed by the policy makers in the questionnaires find a reference to what was expressed by the interviewed policy makers (see Paragraph 3.1, area D).

Some Conclusions

By considering all the above results, we could conclude that the events have had a positive impact, both in short term, and possibly in long term.

The key principles supported by the ImpLOED project community have been widely spread and have been accepted and welcome. The policy makers are more aware than providers of the role of adult education, as well as of the limitations of the policies, mainly due to scarcity of financial resources.

With respect to possible medium and long term impact, we register a very positive feedback: the policy makers expressed their will to include what they learned in the daily work and in future projects, as well as, the will to keep in touch with the people they met in order to start new work and projects, which will include and develop the ImpLOED principles. At least in term of wishes, the organized events were able to mobilize networks of policy makers willing to start projects that include the ImpLOED principles.

Fig. 1: Frequency distribution of the nationality

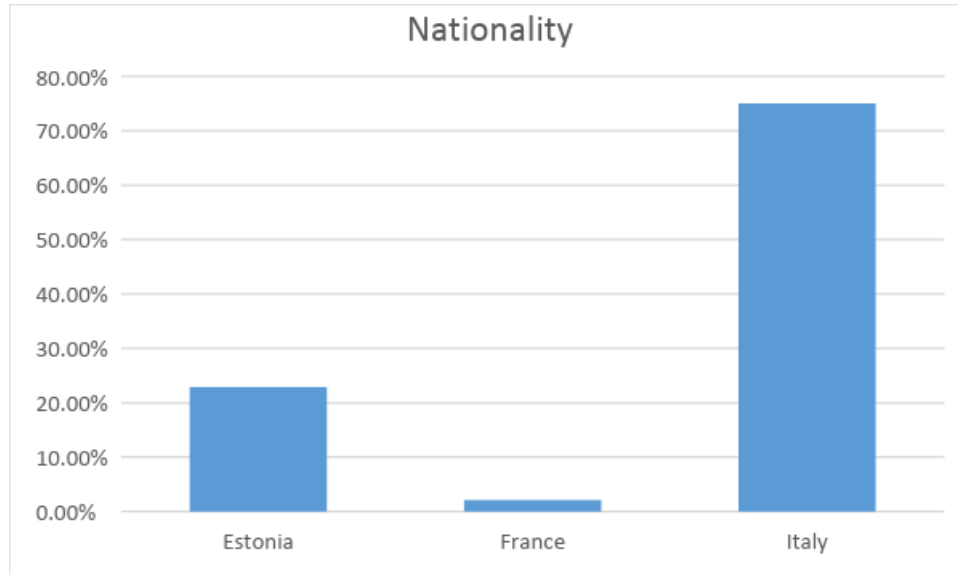


Fig. 2: Frequency distribution of the operative level

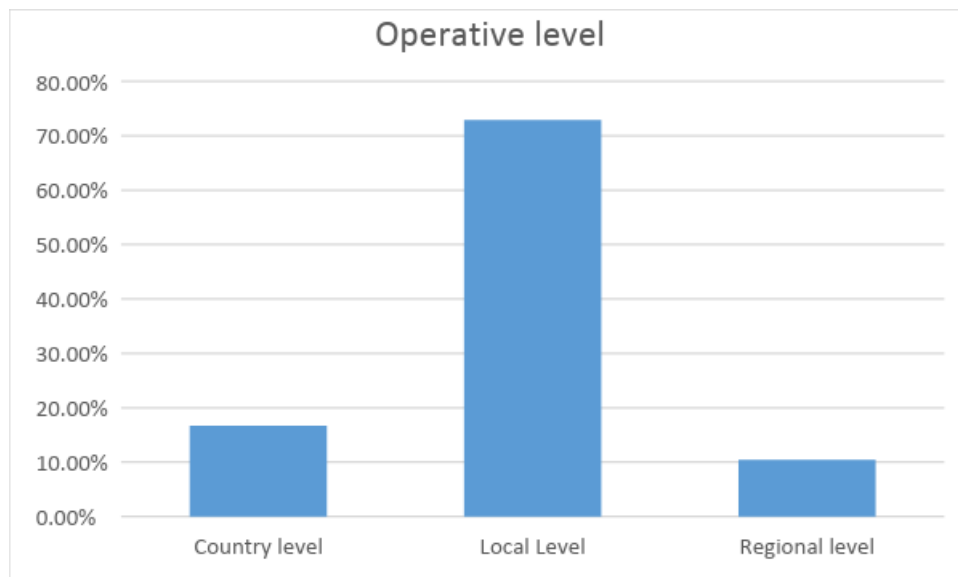


Fig. 3: Frequency distribution of the role

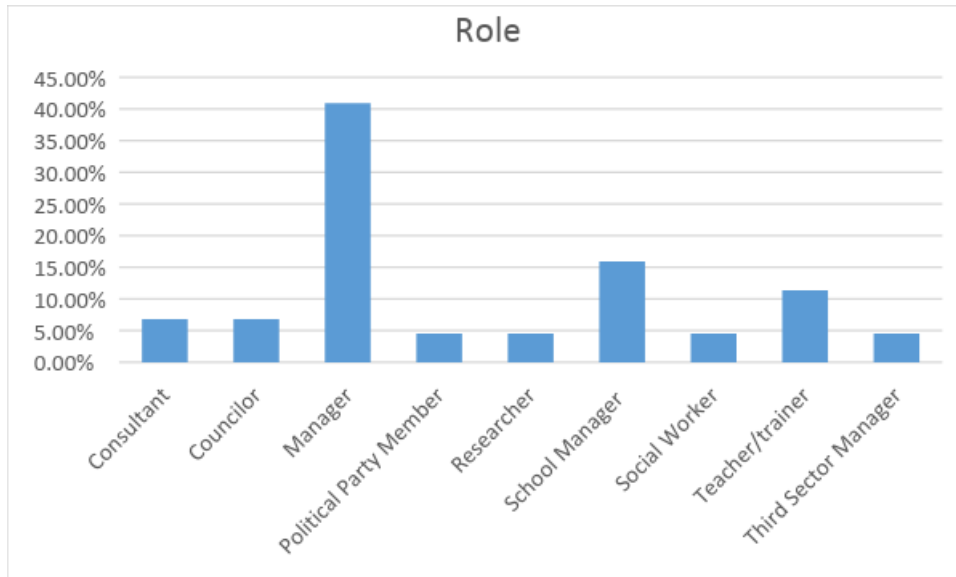


Fig. 4: Frequency distribution of level of agreement with the items from 1 (strongly agree) to 7 (strongly disagree)

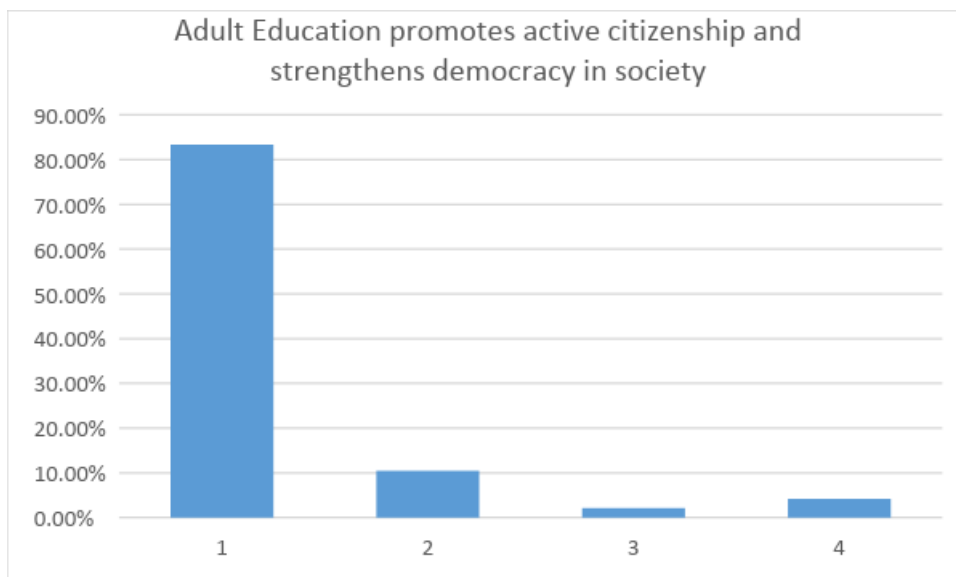


Fig. 5: Frequency distribution of level of agreement with the items from 1 (strongly agree) to 7 (strongly disagree)

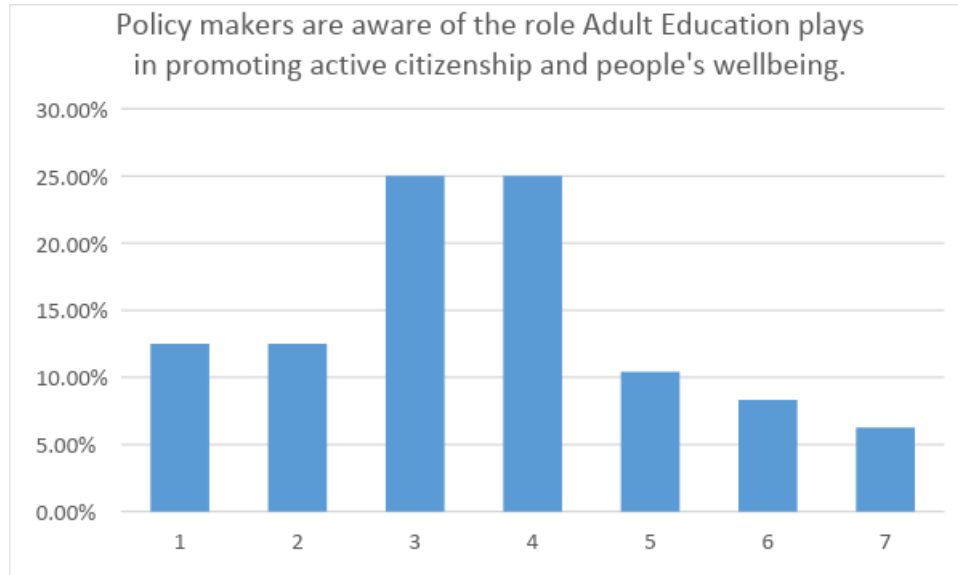


Fig. 6: Frequency distribution of level of agreement with the items from 1 (strongly agree) to 7 (strongly disagree)

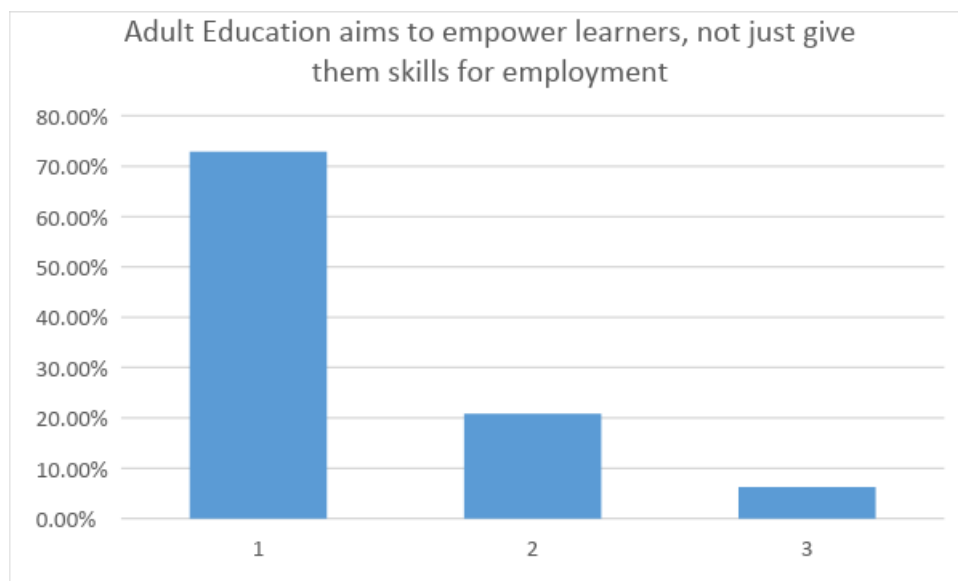


Fig. 7: Frequency distribution of level of agreement with the items from 1 (strongly agree) to 7 (strongly disagree)

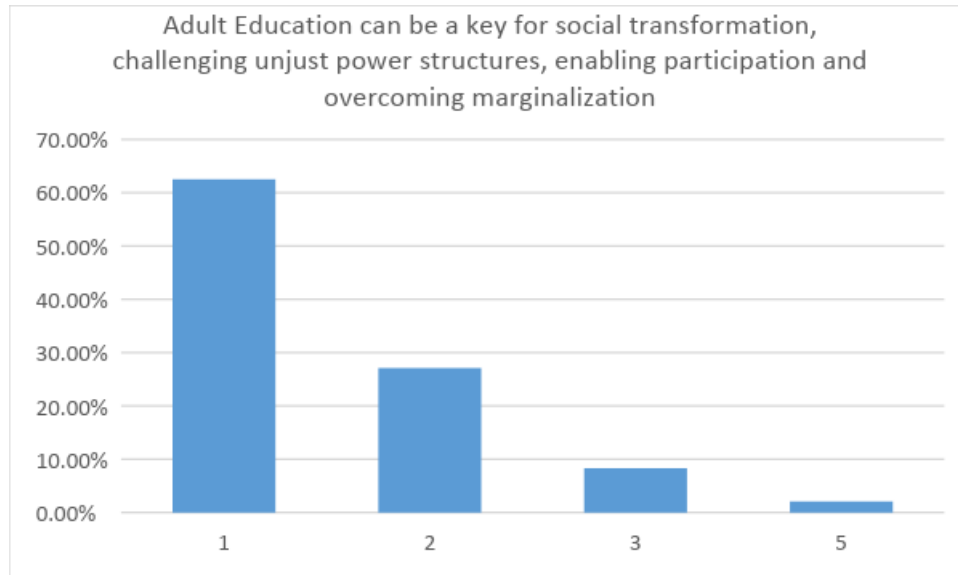


Fig. 8: Frequency distribution of level of agreement with the items from 1 (strongly agree) to 7 (strongly disagree)

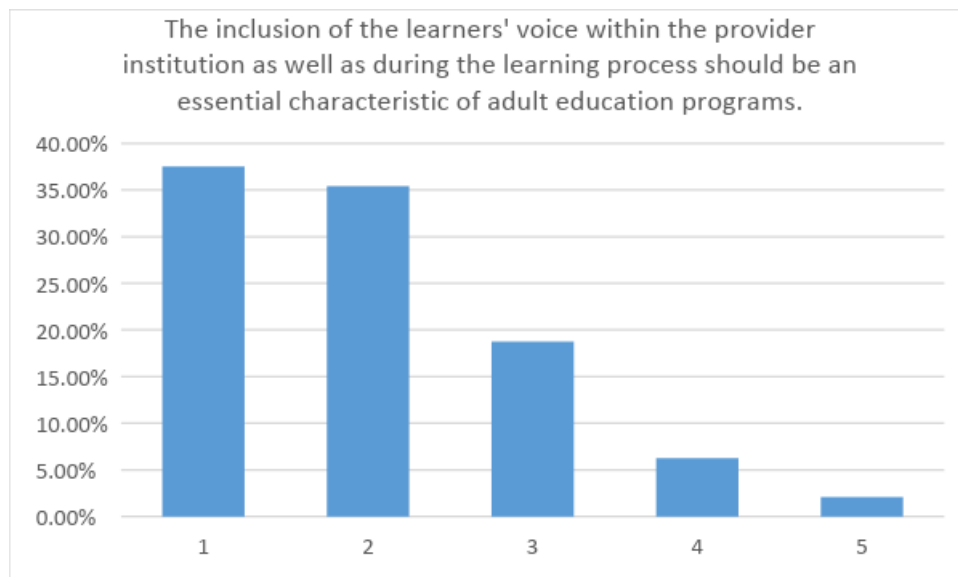


Fig. 9: Frequency distribution of level of agreement with the items from 1 (strongly agree) to 7 (strongly disagree)

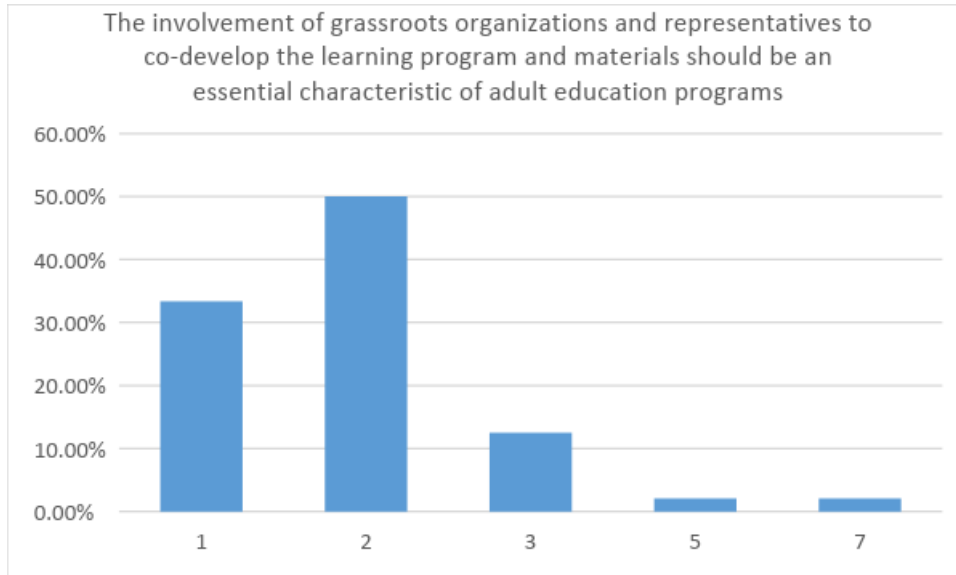


Fig. 10: Frequency distribution of level of agreement with the items from 1 (strongly agree) to 7 (strongly disagree)

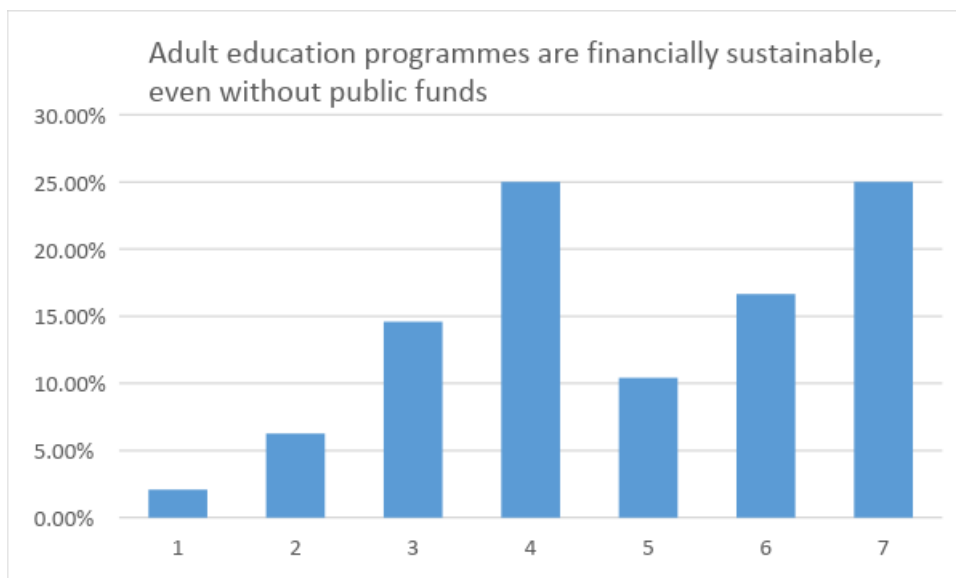


Fig. 11: Frequency distribution of level of agreement with the items from 1 (strongly agree) to 7 (strongly disagree)

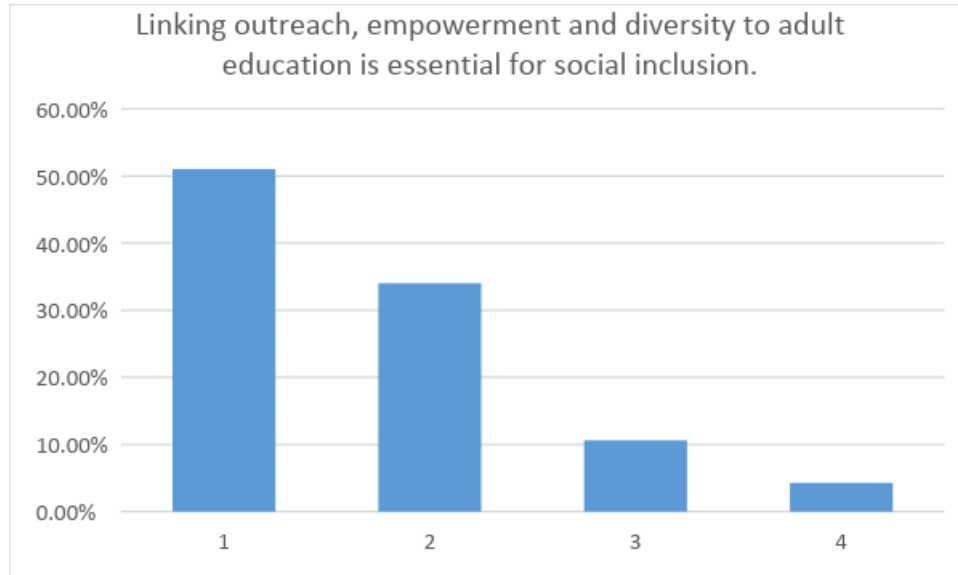


Fig. 12: Frequency distribution of people who would contact some participants at event of ImplOED in the future

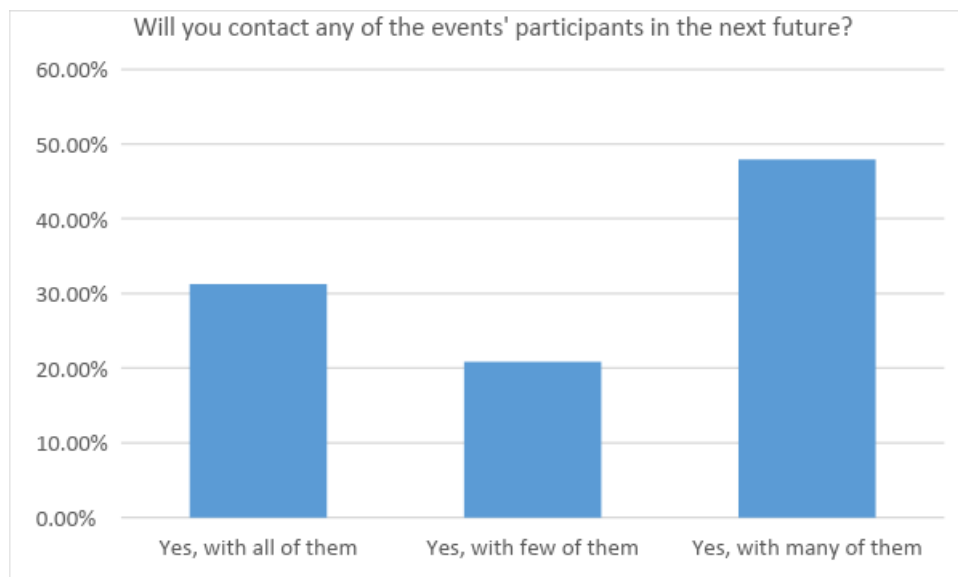


Fig. 13: Frequency distribution of people talk about starting new project together related to adult learning

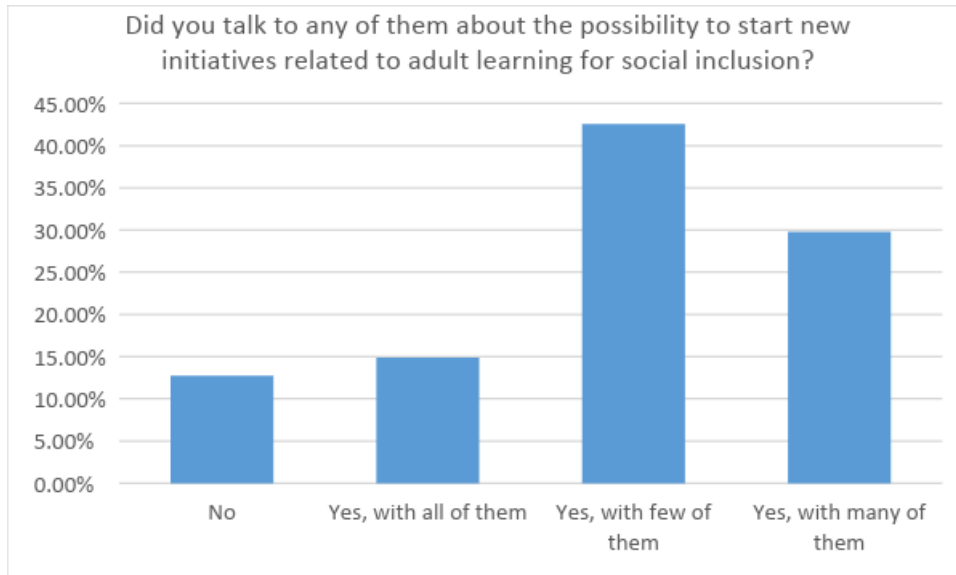


Fig. 14: Frequency distribution of people who would contact someone else starting new initiatives together related to adult learning

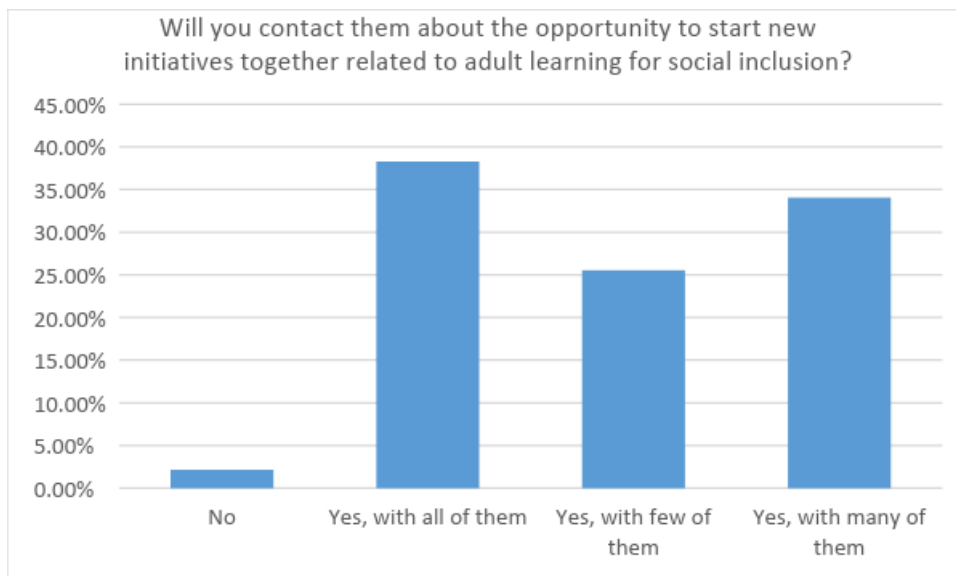
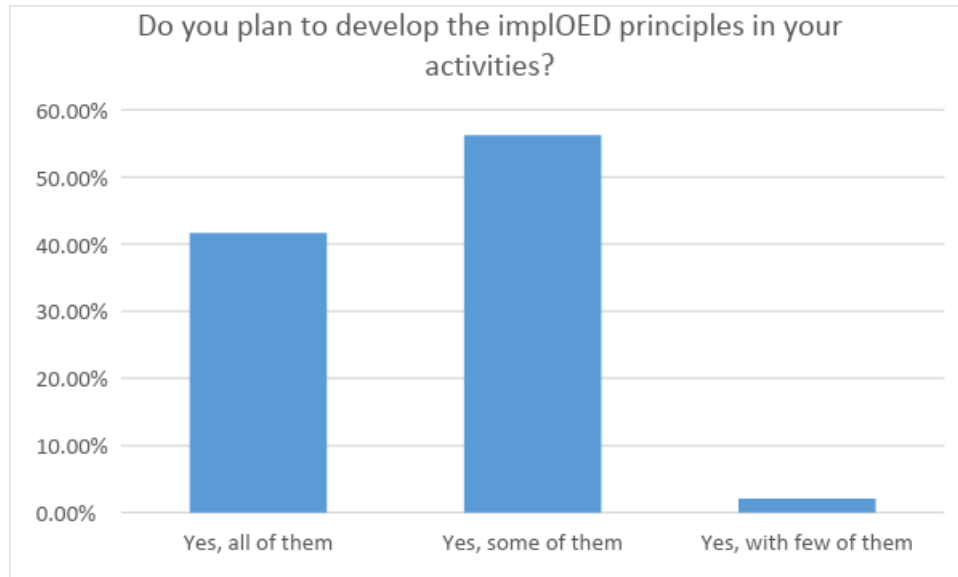


Fig. 15: Frequency distribution of people who would develop OED principles in their activities



Paragraph 3- Evaluation of the interviews

3.1 POLICY MAKERS

Policy makers were interviewed on the follow points:

- agreement with the OED Policy Recommendations
- social, cultural and economic obstacles to spread the OED Policy Recommendations and to fulfil the lifelong learning policies
- impact on the OED Policy Recommendations on the lifelong learning policies at local, regional and national level

Bellow we describe briefly, divided in in 4 areas, what came up in the discussions. The table contains the summary of all that came up from the interviews.

<p>A-STRENGTH POINTS of the OED principles and the strategies to reinforce them.</p> <ul style="list-style-type: none"> -The important role of Third Sectors (third sector actors make projects aimed groups with special needs) promoted OED principles (FN) -the importance to choose different methods work with different groups (FN) -the importance of mentors with high and quality skills and competences (FN) - The relevance of hard work and high competences of researcher and experts in the field of lifelong learning who improve methodologies for Outreach, empowerment and diversity in the adult education (IT) 	<p>B-OBSTACLES in the realisation of the OED principles -</p> <p>Insufficient Funds (FN and IT)</p> <ul style="list-style-type: none"> - The government’s policy on education doesn’t necessarily support providing education in smaller cities (FN) - There isn’t a clear mechanism for gaining skills for different groups in Europe (FN) - Learning happens more and more outside schools these days. These skills and competences should be better recognized , the EU doesn’t have much jurisdiction within this area (FN) -Great experiences not recognized in practice (IT) -The state of things which is fragmented and not systematic to certain paradigms (IT) -Low skills of providers in the field of lifelong learning (IT)
<p>C-GOOD PRACTICES</p> <ul style="list-style-type: none"> -“Partnership tables” that started in 2018 to promote local development of the area and to support democracy, active citizenship and outreach (FN) - the orientation paths; the latest model for employability and the Pe.SCO (educational path for the development of competencies and employability)- IT 	<p>D-TASKS TO BE DONE for increasing the impact of Lifelong Learning at local and national level and for reinforcing the OED principles in the field of adult education</p> <ul style="list-style-type: none"> - a stable participation of the third sector in the implementation of adult education (FN) -The member states should be monitored through the EU when it comes to providing OED principles in education. There should be EU standards that could be monitored so that it is possible to follow the progress (FN) -It is necessary to work hard in order to develop a system of local networks for Lifelong Learning which could become a landmark for all citizens (IT) - Develop paths and methodologies aimed at facilitating LLL (IT)

Summary of the evaluation

What emerged in area A is that the policy makers agree with the OED principles.

What emerged in area B is that the lack of funds is the main obstacle to the effective application of the OED principles (that help in the execute the policy for adult education). Other difficulties are: find innovative methodologies to facilitate the inclusion of the target groups – especially for those who are in helpless conditions; lack of organic system to recognize the competences (formal and non-formal) of the adults; lack of systematic approach to the adult education; lack of appropriate and innovative training for the staff (teachers and educators) that work in the adult field.

What emerged in area D is that the policy makers intent to apply the OED principles in future lifelong learning policies. They recommend some suitable strategies:

- enhance the pedagogical and didactic methodologies;
- create a strategic network between local and regional public bodies, vocational institutions, organizations to improve adults training offers and their levels of participation;
- support the process of recognizing the competence acquired in formal, non-formal and informal contexts;
- take the OED principles in the European countries policies over, monitoring their application.

The policy makers interviewed had a positive and active response towards the principles of the “ OED Policy Recommendations”. Overall, they have expressed an agreement with the Policy Recommendations. This is the prerequisite to acquire the OED principles in the lifelong learning local policies.

3.2 PROVIDERS

The Providers were interviewed on the follow points:

- agreement with the general principles of Guidelines for Trainers and Management Staff in Adult Education
- social, cultural and economic obstacles to spread the OED Guidelines and to fulfil the lifelong learning policies
- the impact of the OED Guidelines on the efficacy of methodologies and the quality tools in the adult education

Bellow we describe briefly, divided in 4 areas, what came up in the discussions. The table contains the summary of all the ideas and issues that came up from the interviews.

A-STRENGTH POINTS of the OED principles and the strategies to reinforce them.	B-OBSTACLES in the realisation of the OED principles
<p>-OED principles are fundamental for pursuing the objectives of inclusion of immigrants (IT)</p> <p>-OED is a valuable tool for the educators who want to clarify the modes of working with adults and let behind the formal way of teaching (GR)</p> <p>-OED in a holistic Approach (GR)</p> <p>- An opportunity to reflect on practical considerations about adult education, the involvement of less advantaged learners, to motivate educators adopt non-formal education strategies (GR)</p>	<p>-These themes, however strategic and indispensable have never actually become one of the priorities of the Italian political agenda (IT)</p> <p>-lack of funds (GR)</p> <p>- LLL is Not integrated, well in a systematic way (GR)</p> <p>- “...It is not only a matter of money also to be able to accept people knowing about their needs. Especially in adult education lots of providers are not able to accept the people with knowing about their needs” (AUSTRIA)</p> <p>-The Impact of the project depends very much on the providers or the heads of the individual institutions (AUSTRIA)</p>

<ul style="list-style-type: none"> - the OED concepts are very important and should be adopted from modern educators in order to fulfil their expectations from their role (GR) -OED principles are essential to develop in the work with participants/learners within adult education (SW) - Trough OED principles we realize the goals for the Swedish “folkbildning” (SW) -“codetermination of the participants” and active participation (AUSTRIA) 	
<p>C.BEST PRACTICES and relevance of NETWORKING EXPERIENCES</p> <ul style="list-style-type: none"> -Exchanging ideas (GR) -The knowledge exchange within the project has been interesting (SW) -The advantage of networking experience is to see that the most important thing is to be able to accept people who know about their needs and to accept that all providers were more or less the same (AUSTRIA) -Meetings and seminars with teachers and managers who work with adult education and, also, take part of recent research connecting to subjects such as outreach, empowerment, adult education are important. (AUSTRIA) 	<p>D-TASKS TO BE DONE for increase the impact of Lifelong Learning at local and national level and for reinforce the OED principles in the field of adult education</p> <ul style="list-style-type: none"> -Getting in a list of OED local educators network for further collaborations (GR) - Well trained educators (GR) -Constant dialogue and cooperation between policy makers and practitioners (GR) -More funding for providers to implement flexible courses close to learners’ specific needs (GR) -Meetings and seminars with teachers and managers who work with adult education are important (SW) -Take part of recent research connecting to subjects such as outreach, empowerment, adult education (SW) -The O.E.D. principles are important for society and the opinion leaders have already decided....<i>‘we have to do something’!!</i> (AUSTRIA) -“I think one part is to have draft ideas about programs or to provide new products to try to reach people. But the most important is, yeah, I think we need money to implement it” (AUSTRIA)

Summary of the evaluation

What emerged in area A is that the providers agree with the principles contained in the OED Guideline.

What emerged in area B is that the content of the OED Guidelines should be a priority for the local policies (currently that does not happen). Other emerging issues are concerning the lack of money and funds for the lifelong learning activities, the lack of integration activities between providers, stakeholders, public bodies and institutions and the assumption that the good quality of the activity is related to the good level of provider skills and competences.

What emerged in area C is the importance of the exchange activities and networking. Those activities were essential for the work the providers in order to improve knowledge, to innovate methods and tools, to realize the OED Guidelines principles.

What emerged in area D is that the providers want to:

- share the OED principles and want to get a list of OED local educators network for further collaborations;
- train well educators;
- improve the dialogue and the cooperation between policy makers and providers;
- obtain more funding for providers to implement flexible courses close to learners' specific needs;
- participate in meetings and seminars with teachers and managers who work with adult education;
- take part in research connecting to subjects such as outreach, empowerment, adult education (SW);
- have draft ideas about programs or to provide new products to try to reach people.

The providers interviewed showed a positive attitude towards the principles that are stemming from the OED Guidelines, sharing the contents and the value setting.

This position of the Providers is the prerequisite for a permanent acquisition of the principles of "Outreach, Empowerment and Diversity" in the lifelong learning education based on a solidarity, cooperative and inclusive approach.