

## Guideline to answer the call

The session to prepare the contribution to be sent to Eur-Alpha can take different shapes: video, writings, pictures, drawings,... This session can be divided in a few phases

### 0. Presentation of the EUR-ALPHA network

- Information can be found on [www.eur-alpha.eu](http://www.eur-alpha.eu)
- A summary can be downloaded on the page dedicated to the call for groups of learners

*Remark: answer to question 1 and 2 is mandatory.*

### 1. Who are we?

For example:

- Name of the group, its institution, the city, the place of meeting,
- Names of the members, the occupations, the family, the age, the centres of interest, etc.
- When and how the group formed
- A big memory of past activity
- Etc.

### 2. What makes our group at the moment?

- Our project and our activities
- Frequency and dates of meeting
- What do we learn at the moment?
- What is the role of the learners in the group?
- What is the role of trainers?
- Etc.

*Remark: the answers to these first two questions should allow Eur-Alpha to present the group on the Web site*

### 3. Our group presents a contribution for the Manifesto

- The session can take between 1 and 2 hours, according to the dynamic of each group.
- Collect the opinions as close to the reality as possible. If its possible to record the session, its even better. There are few ways to present contributions: writing, video, it's your choice. The important is that it reflects the opinions of the learners in literacy
- 1. Presentation of Eur-Alpha and the idea of a Manifesto developed by the learners in the scientific Committee
- 2. Speak about the first ideas given in Namur.(see annex)
- 3. Ask to the learners what are their dreams to improve the literacy and the education of adults. We shouldn't put any limits to their dreams so that the most daring propositions can come out.  
For instance:
  - What do we want to learn ?
  - How do we want to learn it ?
  - How do we want the politicians to get involved in literacy? What do we miss? What would we like to have that we haven't got yet?
  - How do we want to voice our opinions ?

*Remark: the contributions to the Manifesto have to be sent before 2011 August 31<sup>st</sup> to be included in it*

### 4. Our group presents in great detail an activity that we consider as a good practice that the other groups of learners could appropriate.

- L'animation peut prendre entre une et deux heures, selon la réalité de chaque groupe.
- These practices have to be explained by learners and could be presented in different ways, for instance: video, Power Point, text, pictures, voice recording, etc.
- This good practice could be the participation of the learners in various domains:
  - Learning,
  - Public awareness, demand, action citizen
  - Interpersonal, intercultural, social relations,

Appropriation of History and its own story  
Artistic creativity,  
Organization of the training and the institution  
Etc.

- In this activity the learners participate and make hear their voice
- These practices have to include following criteria
  - Practices adequate to the interests, motivations, necessities of the learners (programs, schedule, materials, etc...)
  - Democratic Participation. (Inclusion of people of basic levels in decision spaces.)
  - Methodology adequate to adult learning (Paulo Freire contributions).
  - Solidarity relationships.
  - Free access or easy access to people with more social exclusion.
  - Learning evidence in the practices. This means that selected best practices have to achieve learning goals in literacy or numeracy. Learners learn better with the implementation of these practices than others.
- Some questions would allow the group to present all the aspects of their activity:
  - Who?
  - What?
  - When?
  - Where?
  - How? "
- To answer the last question "Why?", some complementary questions
  - In what, why this activity is a good practice for the group?
  - What did we learn?
  - To what is it necessary to pay attention to make a success of the activity?
  - Etc.

*Remark: it is indeed a question of presenting an activity lived by the learners: these choose it because, for them, it is about an experience which was them useful/interesting/etc.; to present it, they thus have to remember themselves the activity, analyze it and justify their choice. It is not thus an educational written approach by the trainer who presents his intervention in a learning group.*

*Remark: It is no deadline to send good practices, but only the contributions received before 2011 August 31<sup>st</sup> will be presented during the workshop in Barcelona.*

5. What do we want to say to the other groups of the network? What do we ask them?

*Remark: the contribution of the group could be considered as a first sending of an exchange with the other groups.*

6. How can anyone contact our group?

- Name of the body (mailing, e-mail address, phones, fax, Facebook, etc.)
- Name of a contact person (idem)

## ANNEX

### FIRST BRAINSTORM IN NAMUR

- Recognition by the European Parliament that there is a lot of illiteracy also in Poland, Hungary, Romania and Italy.
- There must be a visibility of the educational situation of adults in European countries.
- Realities are different in Europe.
- More financing for adult education.
- To increase help to literacy/numeracy associations: stable and sustainable financing. It must be one of the priorities of the countries.
- Investing in basic skills.

- There must be projects where learners decide and organize directly.
- Democracy.
- Educational politics must take into account the learners' voice in order to answer to their needs.
- Politicians must strongly include basic education in their political program.
- Strategies to work with migrants.
- Promotion of learners' networks.
- To learn how adult education work in other countries.
- More cooperation between EU countries.
- Relationship between the people.
- To work together towards a common goal

- More trainers well trained in adult education.
- The trainers in adult education must receive a more specific training.
- Specific methodologies and material for adult education must be promoted.
- More professionalization of the teaching community in the education for adults system.

- When everyone has access to basic education it increases the development of the country.
- Basic education is not superfluous. It is as important as everything else (to build a road, to organize the football world cup). Basic education is a serious matter!
- Equality in access to education.
- Basic education must be accessible for everyone whatever the nationality, gender, social status.
- Schools and associations must take into account the learners' needs.
- Education in work places.
- To stimulate promotion and production.
- It must help to become more productive in the community.
- There is a lack of civic participation because of illiteracy.
- Education gives confidence, strength and self-esteem.
- Certification which has a value in firms.
- To reinforce training measures in order for all learners to have access to occupations of quality and not to be exploited anymore.