European Commission

EPALE Community Conference Resource kit

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EPALE

Electronic Platform for **Adult Learning** in Europe

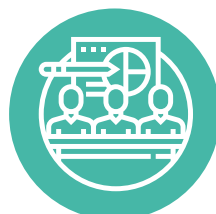## EPALE Community Conference Resource kit

ABOUT THE KIT

Are you looking forward to the upcoming **EPALE Community Conference** (6-7-8 October 2020)? Want to find out more about the variety of topics that will be debated by the different panels and workshops? This Resource kit **guides you through the conference**, helping you to navigate through the wealth of content available on the EPALE platform.

To help you get inspired for the first day of the Conference which will focus on **Digital Learning & Skills**, we have selected an OER (the first one of a new series to be published on EPALE platform), a blog post introducing Artificial Intelligence, a wiki on digital literacy and a series of webinars to help you include accessibility in online learning.

Following the Conference programme, the second part of the Resource kit focuses on **Joining forces to provide lifelong upskilling**. Among the many resources offered by the EPALE platform, we have chosen a podcast on the importance of basic skills to build resilient communities, an interview showcasing a concrete experience of this in practice, a series of learning materials to improve basic skills in the workplace, and a blogpost on digital health literacy.

Finally, like the Conference, we close with the important issue of **Social Inclusion & Democracy**. An interview on accessible culture, a Community Story on education in prisons, a toolkit for community engagement and a conference's proceedings on citizenship education. These resources will help you to become familiar with this dynamic world and to learn more about some of the incredible projects undertaken by adult educators in this area.

You can consult the Resource kit **before** the Conference as a way of preparing and familiarising yourself with the key concepts that will form the basis of the debate. Or, alternatively, you can use the kit **after** the Conference, to explore the topics discussed during the panels and workshops further, and to continue exploring the broad field of Adult Education.

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Digital Learning & Skills: Managing change, embracing transformation
Resources for Community Conference Day 1

OER on Digital Skills & Competences for Adult Learners
[https://epale.ec.europa.eu/en/blog/oer-digital-skills-competences-adult-learners]

This Open educational resource, the first in a series of OERs that will be published on the EPALE platform over the coming months, includes an article, a video and a quiz and focuses on **digital competence as a key transversal skill for citizenship**.

The OER's author, Maria Ranieri, takes the **DigComp Framework** developed by the European Union as the main point of departure for her comprehensive overview of the challenges and opportunities for Adult Education posed by the digital transformation pervading our lives and workplaces.

First, the OER focuses on **adults at risk of social exclusion**, particularly socially-marginalised people, and older generation who need to develop digital skills in order to maintain social relations and to train their cognitive skills in a digital world. While describing a challenging situation, the OER also provides several examples of initiatives in the area of e-inclusion, actions aimed at creating "an information society for all".

The second broad topic discussed in the OER looks at the extent to which digital technologies have penetrated the workplace and the **digital skills required by employers and the labour market today**.

Finally, the OER provides a series of **suggestions, examples of practices and tools** that adult trainers may consider to improve their professional practices and to encourage adult learners to improve their digital competences.

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Artificial intelligence: a megatrend in education

[https://epale.ec.europa.eu/en/blog/tekoaly-tulevaisuudessakin-ihmisen-hallitsema-tyokalu]

As artificial intelligence applications become ubiquitous in our society, **understanding artificial intelligence** is becoming a key part of digital literacy and basic skills for adults. This introductory article highlights the fact that Adult Education teachers must lead the way in understanding artificial intelligence; it is up to them to convey their vision and understanding of this phenomenon to their students.

Wiki on Digital Literacy

[https://epale.ec.europa.eu/en/content/wiki-digital-literacy-now-online]

This wiki, developed within the framework of the Erasmus+ project *Empowering Digital Literacy in a Transforming World*, provides an overview **of the technical, societal and political dimensions of digitalisation**. The wiki's chapters provide information about topics such as the difference between "digitisation" and "digitalisation", the history of digitalisation, artificial intelligence, work 4.0, cyber-bullying, big data, the current structural change of the public sphere, the EU data protection regulation and means of online cooperation.

Webinars on digital accessibility and inclusion

[https://epale.ec.europa.eu/en/blog/free-webinars-digital-accessibility-and-inclusion-create-effective-remote-learning]

Whilst online learning has offered a necessary lifeline in lockdown, the technology in and of itself does not ensure a quality learning experience and may, in fact, for some introduce barriers to learning. **Understanding digital accessibility and inclusion** can help to break down these barriers and to create a better learning experience for all remote learners, not just for those with special educational needs. These free online webinars, provided by the UK Education and Training Foundation, aim to help practitioners to understand the different aspects of remote teaching, underpinned by core principles of digital accessibility and inclusion.

Joining forces to provide lifelong upskilling: building stakeholder collaboration
Resources for Community Conference Day 2

Building resilience through basic skills programs: an EPALE podcast

[https://epale.ec.europa.eu/en/blog/ebsn-podcast-series-epale-building-resilience-through-basic-skills-programs]

The recent COVID-19 crisis has shed new light on the importance of basic skills in **making citizens and societies more resilient to unexpected and disruptive challenges** and more prepared to adapt quickly to fast changing circumstances. General experience and the thematic focus of the *European Skills Agenda* reflect the need for provision in important areas of people's lives such as health, work, social welfare and finances.

In this EPALE podcast, the European Basic Skills Network initiates a dialogue with experts from member organisations to address the general condition and role of basic skills policy and practice in building resilience of adults. Alex Stevenson (UK Learning and Work Institute), Celia Sokolowsky (German Adult Education Association), Clare McNally and Helen Ryan (National Adult Literacy Agency in Ireland) focus on the lessons we can learn from the current policy context and the COVID-19 crisis in terms of basic skills for the future and then address more specifically the role of financial and health literacy and critical media and data literacy, in basic skills training.

Starting from practical examples and best practices, the authors and experts suggest that **cohesive policies leading to all-encompassing basic skills programs** are essential to make sure that the most vulnerable groups of societies are included. Considering basic skills capacities to build resilience needs to account for a series of important domains such as the use of digital technology, health and financial services.
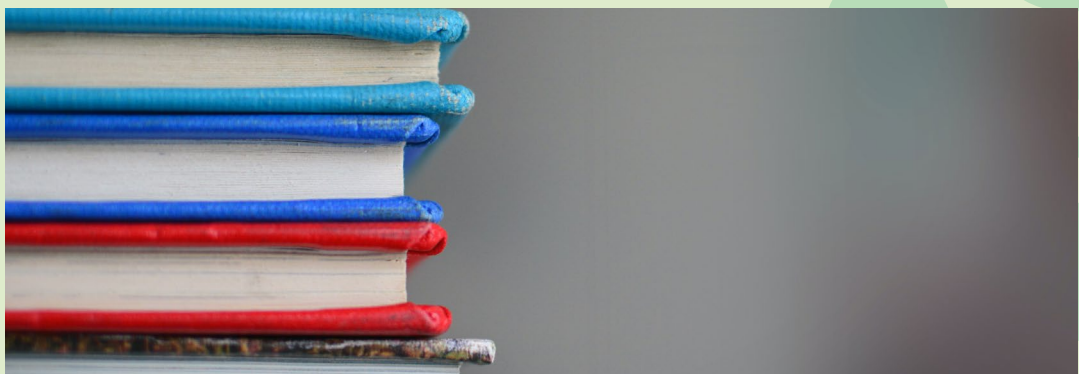

Photo by Kimberly Farmer on unsplash.com

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Developing basic skills in remote areas: an interview with Cláudia Araújo Amaro

[https://epale.ec.europa.eu/en/blog/interview-claudia-araujo-amaro-developing-basic-skills-remote-areas]

Digital facilitator Cláudia Araújo Amaro illustrates the idea behind and the creation of the **House of Knowledge Network** in Portugal's remote areas. A "House of Knowledge (Casa do Conhecimento)" is a f**lexible and interactive learning place**, physically close to the local population and freely accessible to all sectors of society. A place where educational, cultural and knowledge dissemination activities are developed and adapted to the region's specific needs while respecting the capabilities and the digital skills of its population.

Basic Skills Training for Low-Skilled workers using story based techniques

[https://epale.ec.europa.eu/en/blog/basic-skills-training-low-skilled-workers-using-online-action-and-story-based-techniques]

The Erasmus+ project *Basic Skills Training for Low-Skilled Migrants* aims to improve the basic skills of low-level educated adults, especially refugees and migrants. It has developed a series of **Workplace Basic Skills materials** for literacy, numeracy and communication training in construction, cleaning, tourism and care. The project's learning approach is action and story based oriented so that competences are developed and reflected in numerous situations using **real life scenarios**.

Boosting digital health literacy to enhance the resilience of adult population towards COVID-19

[https://epale.ec.europa.eu/en/blog/boosting-digital-health-literacy-enhance-resilience-adult-population-towards-covid-19]

The development of digital skills applied to the health sector enables citizens to better manage their health and illnesses, improve prevention, produce more accurate diagnosis and treatment and facilitate communication with health professionals. It also positively impacts on a **more equitable access to health care** and trustworthy health information. Starting from the **European Commission's eHealth Action Plan 2012-2020**, this blog post illustrates the main aspects and challenges of digital health literacy.

Social Inclusion & Democracy: Opportunities for change
Resources for Community Conference Day 3

The potential embedded in accessible culture: an interview with Rafał Lis

[https://epale.ec.europa.eu/en/blog/wywiad-epale-potencjal-tkwiacy-w-kulturze-dostepnej-o-wyzwaniach-dla-edukatora-i-edukatorki]

In this interview, Rafał Lis, Volunteering Officer and Accessibility Coordinator at the Emigration Museum in Gdynia (Poland), takes us on a detailed, expert and fascinating tour of the world of **accessibility**, which he defines as a characteristic of an environment, product or service which consists of **guaranteeing equal access for everyone on equal terms**.

His work – and this interview – focus on how **cultural institutions** should meet the needs of people with disabilities. This starts, first and foremost, with an **awareness** of the fact that each recipient may have different abilities and needs. This is necessary in order to identify what needs to change in order to make an institution (more) accessible. Another key aspect is the **direct involvement of disabled people** in the design of cultural spaces, contents and events through a dialogue in which people with disabilities are treated equally and are invited to participate. This should lead to a real "universal design", which means thinking about accessibility at the very conception of cultural work, instead of simply making it accessible at a later stage.

Digital and communication accessibility should also become a key element, so that people with disabilities can become real participants: accessible programmes, accessible communication or a suitably prepared website.

Finally, we must not forget what Rafał Lis calls the **"path of accessibility"**: accessibility starts in the apartment of a person with a disability. A person who wants to visit a given institution may face physical barriers in their immediate surroundings.

Image: freepik.com

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Ana Ferrando, a Community Story on education in prisons
[https://epale.ec.europa.eu/en/blog/ana-ferrando-community-story-belgium]

In this Community Story, Ana Ferrando tells us about her challenging but inspiring work as an **educator in detention centres**. If education can have a positive impact on the reintegration of (ex)prisoners, this is a rough path: old structures, complex organisational structures, the lack of digital resources (so needed during the COVID-19 crisis), don't make teaching in prison an easy task.

Toolkit for Community Engagement
[https://epale.ec.europa.eu/en/resource-centre/content/comensi-toolkit-community-engagement]

This toolkit, developed as part of the Erasmus+ project *COmmunity ENgagement for Social Inclusion* (*COMENSI*), is a collection of tools, methods and practices specifically designed and selected to improve the engagement of urban communities, activating participatory processes of **community engagement in disadvantaged urban areas**. It includes descriptions, guidelines and some practical examples of where these have been applied. The project also developed a handbook with guidelines on how to set up a **neighbourhood hub** or civic spaces.

Citizenship Education: Objectives, methods and future prospects
[https://epale.ec.europa.eu/en/resource-centre/content/epale-publication-2019-citizenship-education-austria-and-europe-objectives]

What is **citizenship education**? How and where does it take place? What are the thematic key aspects, approaches, methods? How should we structure courses for citizenship education and how can teaching about democracy be implemented for adults? Check out the debate on these questions, in this publication covering the contents of the **fifth EPALE conference *Citizenship Education in Austria and Europe***: *objectives, methods and future prospects* held in June 2019, jointly organised by EPALE and Erasmus+ Adult Education.

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