

**DEVELOPING ADULT EDUCATORS' COMPETENCES TO PROMOTE LEARNERS'
LIFESTYLE ENTREPRENEURSHIP No. 2015-LT01-KA2014-013404**

**Final conference
D E C L A R A T I O N**

30 August, 2017
Kaunas

This Declaration has been prepared based on the project partners' recommendations.

1. How could we draw politicians' attention to the necessity of constantly developing adult educators-practitioners' competences?

- * Invite politicians to different events (conferences, round-table discussions, project dissemination events, etc.) where adult educators-practitioners present their activities, achievements, future plans;
- * Invite politicians to participate in the development of regional, national and international projects (in the field of adult education);
- * Publicize articles, success stories in the press, social networks, web sites on how the development of adult educators' competencies directly influence the quality of their performance and provide benefits to their clients

2. Suggestions on how to include the LSE training course into the life-long learning programs at national and regional levels:

- * More practical classes about 'entrepreneurship' at schools;
- * Include the subject 'entrepreneurship' with LSE concept into the curriculum at Universities and Colleges;
- * Incorporate elements of the LSE into the different learning programs at local, regional and national levels. This would provide the flexibility of responding to local needs, adopt and apply different modules and / or activities to working with different groups;
- * Promote the LSE training program further through the different trainings that are offered by non-formal adult education institutions, unemployment offices;
- * Professional development and career counselors could also incorporate the LSE training into their programs.

3. Ideas on how to increase the participation of adult learners from disadvantaged backgrounds and with fewer opportunities into life-long learning and improve their employability situation:

- * Promote the process of validation of acquired competences in non-formal adult education;
- * Create possibilities of free re-qualification;
- * Use online advertisements, TV spots, Facebook announcements about the possibility of participating in LSE training courses and self-employment;
- * Invite recent leavers from the LSE program to share their experiences, providing role models for earlier-stage learners;
- * Use the existing success stories in order to show the potential of LSE training;
- * Less documentation (bureaucracy) related to start up own business

4. Means and tools of collaboration among adult learners, adult education centers, vocational training schools, communities, local governments and social partners in order to improve the quality of adult education services provided to adult learners:

- * Create local partnerships groups (representatives of local educational, social, cultural institutions and enterprises) which could collaborate to design and deliver different training programs for adults from disadvantaged backgrounds and with fewer opportunities;
- * Create a general platform where logged-on users can talk to each other (e.g. chat), employers can find easier and faster an employee with specific qualifications;
- * Strengthen the coordination of non-formal adult education at local and national level.