



The ENHANCE Roadmap | Discussion points for Policy and Practice

A call to action for Policy Makers, the Adult Education Community and Society at Large

ENH.A.N.CE | ENHancing Adult learNers voiCEs

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Project Partners



Introduction

[ENHANCE](#) (Enhancing Adult Learners Voices) is a project running from December 2023 until May 2026 which intends to enhance adult learners' voices by creating learning spaces where the educational process is based on the voice of the learner. This inherently democratizes the educational process, leading to a deeper connection with both society and the learning topic at hand.

Adult Learning and Education (ALE) has long been recognized as an essential pathway for personal and social transformation. Through ALE, learners can access new opportunities, challenge societal norms, and foster growth in their communities. However, for adult education to truly be transformative, the voices of learners must be central to decision-making processes. Learners must not only be participants in the learning process but also active contributors to shaping the environments in which they learn.

This publication presents key recommendations to enhance the role of learner voice in ALE, drawing on principles from Paulo Freire's critical pedagogy and bell hooks' vision of education as a practice of freedom. The critical message is that when learners' voices are heard and acted upon, it fosters both personal empowerment and societal change. This approach aligns with the European Union's commitment to inclusive education, where adult learners are not just recipients of education but agents in their own learning journeys.

Learner voice involves more than just allowing adults to express opinions; it requires a structural shift in how education is designed and delivered. As Freire emphasizes in *Pedagogy of the Oppressed*, education must be dialogical, where learners and educators engage in meaningful, reciprocal conversations that challenge the status quo and inspire action. Similarly, bell hooks' concept of education as a practice of freedom calls for a learner-centered approach where educational institutions become spaces of liberation, not control.

Based on a comprehensive consultation survey and several focus groups with local and international participants, including learners, policy makers, educators and stakeholders, this report identifies both barriers to learner voice and strategies for overcoming them. The recommendations outlined here provide practical guidance for practitioners and policymakers alike to ensure that adult learners are integral to shaping the future of education.



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Our Starting Point – The consultation survey and focus groups

The Consultation Survey for Educators and the International focus group

To solidify our claims and kickstart our work on a policy review of the role of the adult learner voices in policy making and educational structures we carried out a consultation survey and a key focus group during the Life Long Learning Week of 2025 with policy makers, international organisations, educators, educational managers, trainers and relevant stakeholders. A total of **32 participants** took part in the online survey while **19 participants** took part to the key focus group in Brussels. The questionnaire of the consultation survey can be found in [Annex 1- Consultation Survey](#).

The participants represented a diverse group, including practitioners directly involved in teaching, administrators responsible for organizational management, and policymakers shaping educational frameworks. This diversity provided a comprehensive understanding of the challenges and opportunities in promoting learner engagement.

Participants and especially educators consistently identified significant systemic and structural barriers that hindered learners' participation in decision-making and collaborative processes. A key obstacle was the lack of accessible and inclusive policies to support learner voice. Many educators reported that rigid organizational hierarchies and insufficient resources limited opportunities for meaningful engagement. Furthermore, a lack of multilingual infrastructure and translation services was noted as a critical barrier for migrant learners, particularly in basic education contexts.

Psychological and social factors also played a role in restricting learner participation. Educators observed that many learners lacked confidence in expressing their opinions, often due to negative past experiences, fear of rejection, or limited familiarity with participatory processes. The mental load of balancing educational responsibilities with work, family, and childcare commitments further compounded these challenges, particularly for migrant women. Additionally, educators acknowledged that tokenistic approaches to learner feedback—where input was collected but not visibly acted upon—undermined trust and engagement.

Despite these challenges, educators highlighted several successful strategies to enhance learner voice. Participatory approaches, such as involving learners in course planning, content selection, and event organization, were reported to foster a sense of ownership and engagement. The use of creative methods, including the theater of the oppressed, group exhibitions, and collaborative book projects, emerged as effective ways to involve learners in decision-making processes.

Low-threshold participation mechanisms, such as anonymous surveys, mentoring programs, and structured feedback rounds, were also identified as effective tools to overcome barriers to engagement. Additionally, educators emphasized the importance of creating safe and respectful spaces for dialogue, with clear communication guidelines and zero-tolerance policies for discrimination.

The Focus Groups with Learners

As seen in [Annex 2 – Questionnaire for learners](#) the ENHANCE partnership created an amended questionnaire to best fit both written feedback and a focus group setting. In total through focus groups **30 adult learners** from four organizations, all engaged in formal or informal educational settings, took part. Participants represented diverse backgrounds, with a significant proportion comprising migrants or non-native speakers of the local language. This demographic characteristic posed challenges such as language barriers and cultural

differences. Additionally, a mix of rural and urban participants was noted, with rural learners frequently reporting limited access to higher-level courses and outdated curricula.

The participants exhibited varying levels of familiarity with educational structures. Some were new to learner voice activities, while others held more established roles, such as representation on governance boards, including the TETB FET Board. Long-term relationships with educational organizations appeared to foster trust and safety, enabling some learners to express their opinions with greater confidence.

Language barriers emerged as a critical issue, particularly for participants with limited proficiency in the dominant language. Moreover, restricted access to digital resources and technological platforms constrained engagement for certain learners. Structural barriers, including outdated course content, a lack of inclusivity, and perceptions of tokenistic learner voice initiatives, were reported consistently across groups.

Organizations demonstrated efforts to address these challenges. For example, *das kollektiv* provided translators and language support, facilitating communication for migrant learners. Positive steps toward inclusivity were also evident in initiatives such as CHIME training for learners with disabilities. Despite these measures, levels of engagement varied. While some learners were unaware of broader governance structures or opportunities to contribute, others actively participated in forums, councils, and governance boards.

The findings highlighted several organizational strengths. *das kollektiv* was noted for creating a safe and supportive environment tailored to the needs of migrant women. Across all groups, strong and supportive relationships with educators emerged as a critical factor, with teachers frequently described as patient, accessible, and highly supportive.

Reflections on the Methodology

While the written questionnaire provided valuable insights, it became clear that it might not have been the most suitable method for this particular group of learners, and as such the focus group format seemed to be the most suitable for the learners. Many participants faced challenges in fully engaging with the questions, often due to language barriers or the complexity of the questionnaire itself. In several cases, explanations were needed, and while these were intended to provide clarity, they may have unintentionally influenced the responses. This, combined with participants sometimes relying on peers for guidance, likely contributed to the uniformity in answers.

Some questions also seemed prone to misinterpretation. For instance, responses occasionally strayed from the intended focus, suggesting that the phrasing may not have been as accessible as needed. There were also instances of apparent contradictions in participants' answers, reflecting the complexity of capturing nuanced perspectives through a written format alone.

Despite these challenges, the follow-up focus group discussion proved to be an essential complement to the questionnaire. It created a space for deeper dialogue, where ambiguities could be clarified and participants could elaborate on their experiences. This combination of methods allowed for a richer understanding of the learners' perspectives and highlighted the importance of flexibility and adaptation in research approaches.

While no method is perfect, this experience reminds us of the importance of meeting learners where they are, tailoring tools to their needs, and being open to refining our approaches to ensure that every voice can be heard and valued.

Key findings

The surveys and focus group discussions conducted with educators, staff of adult education organizations, NGOs, policymakers, and learners reveal a multifaceted understanding of the challenges, opportunities, and strategies for enhancing learner engagement and participation in decision-making processes. Below is a synthesis of the key insights derived from this comprehensive consultation.

Challenges Faced by Learners

Structural and Systemic Barriers:

- ✓ Time constraints due to personal and professional responsibilities.
- ✓ Rigid hierarchical structures and resistance to change within organizations.
- ✓ Limited access to digital tools and platforms, particularly in rural areas.
- ✓ Language and Cultural Challenges:
- ✓ Learners with diverse linguistic and cultural backgrounds face difficulties expressing themselves.
- ✓ Lack of translation services further compounds these issues, creating barriers to meaningful participation.
- ✓ Lack of economic resources for tuition or for cost of living while studying

Perceived Tokenism:

- ✓ Input from learners is often perceived as symbolic, with limited follow-through or tangible outcomes.
- ✓ Frustration arises from outdated curricula and a lack of responsiveness to evolving learner needs.

Accessibility and Inclusivity:

- ✓ Initiatives often fail to fully accommodate learners with disabilities or those with low digital literacy.
- ✓ The absence of inclusive training, and accessible communication methods hinders engagement.

Confidence and Awareness:

- ✓ Many learners lack confidence in voicing their opinions, often due to past negative experiences or a belief that their input will not be valued.
- ✓ Limited awareness about available opportunities further discourages participation.
- ✓ Language barriers or lack of clarity in requesting feedback from the part of the organisations
- ✓ Lack of structured and transparent processes for the learners voices to be actually heard

Successful Practices and Recommendations

Strengthening Communication and Feedback Mechanisms:

- ✓ Establish clear pathways for learner feedback to reach governance levels, ensuring two-way communication.
- ✓ Regularly update learners on how their feedback has influenced decision-making processes.

Promoting Inclusivity:

- ✓ Implement practices to support learners with disabilities, such as captioning for events and tailored training programs.
- ✓ Provide multilingual resources and translation services to accommodate diverse linguistic needs.

Modernizing Educational Offerings:

- ✓ Revise course content to align with current workplace and industry standards.
- ✓ Expand higher-level course offerings, particularly in rural areas, to meet learners' aspirations and professional goals.

Enhancing Learner Engagement:

- ✓ Increase awareness about learner voice initiatives beyond local centers, highlighting their impact on broader educational structures.
- ✓ Foster collaborative projects and workshops to engage learners in practical, meaningful activities.
- ✓ Develop best practices for learner councils to ensure consistent representation and influence.

Building Confidence and Capacity:

- ✓ Offer training and workshops on communication and advocacy skills to empower learners.
- ✓ Provide supportive environments where learners feel safe to express their opinions.
- ✓ Recognize and visibly implement learners' contributions to reinforce their importance.



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Discussion Points and Recommendations for Practitioners

1. Talk (Who, What, How)

Who: Educators, administrators, and support staff should create opportunities for learners to share their experiences and perspectives on their educational journey as equals and as owners of the experience, not mere followers. To ensure that concrete measures for multilingual and multi-capacity infrastructure has to be implemented.

What: Dialogue between learners and practitioners should be structured around three core areas: learning experiences, institutional practices, and future aspirations. Conversations should explore how learners perceive the learning environment and how they believe it can better meet their needs.

How: Paulo Freire's concept of **dialogical education** serves as a key framework for these conversations. Education must not be a one-way transfer of knowledge from teacher to student. Instead, it should be a collaborative, participatory dialogue where learners actively contribute to the direction of their education. Practitioners can foster this dialogue through regular feedback loops, such as focus groups, open forums, or digital surveys.

Example: Educators can integrate **reflective group discussions** at the end of each learning cycle, where learners can openly discuss their experiences and propose improvements. These reflections should not remain abstract but should lead to concrete changes within the learning environment.

2. Listen (Who, What, How)

Who: Listening should be the responsibility of all educational actors, from front-line educators to organisational leaders to the learners themselves.

What: Listening should involve more than passive reception of learners' opinions; it should encompass active engagement with learners' perspectives. Learners' input should be treated with the same level of importance as any other stakeholder in the educational process.

How: Educators and administrators can apply **active listening techniques** to ensure that they not only hear but understand learners' concerns and needs. Listening sessions should be structured, with opportunities for follow-up to ensure learners feel that their voices lead to meaningful action. Emphasis needs to be given on fostering both **solidarity and a collective voice** to hold space for learners to advocate for broader transformative change

Example: Freire's emphasis on **praxis** (reflection followed by action) is crucial here. Listening to learners must not be a tokenistic exercise but a genuine effort to reflect on feedback and incorporate it into practice. This cyclical process of reflection and action is essential for transforming the learning environment into a space where learners feel valued and empowered.

"Many of us came to das kollektiv with dreams and told them our dreams and they listened to us and are helping us get there. We have a good relationship with the teachers and they're very kind and helpful. They are always available in case we need help or support."

3. Do (Who, What, How)

Who: Practitioners, administrators and learners together must collaborate to act on the premise of input discussed between them. In that **educators' critical self-reflection and addressing internalized biases** (racism, sexism..) is essential for a critical approach to education and **the realization of safe spaces for learners' expression**.

What: Taking action involves implementing changes and creating structures based on learners' claims and communicating these changes clearly to learners. It is essential that learners see the impact of their voices on the learning environment, otherwise, learning communities become weaker.

How: Practitioners can develop **learner-centred action plans** that outline specific steps to address realistic implementation of learners input, taking under consideration societal and structural challenges like childcare, mental load, economic ability, internal bias and gender-specific barriers. These plans should include timelines and designate responsibility for each action. **Additionally, educators should be transparent about what is and isn't possible, explaining any limitations or constraints in implementing changes without demotivating the learners.**

Example: Encourage **collective reflection sessions and group feedback mechanisms** (e.g., participatory workshops /collective storytelling/ learner councils) where learners can build solidarity and share experiences to challenge systemic issues rather than treating feedback as isolated or individualized data points.



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Discussion Points and Recommendations for Policymakers

1. Talk (Who, What, How)

Who: Policymakers should engage directly with adult learners, alongside educators and organisations that represent learners' interests.

What: Discussions with learners should focus on identifying barriers within existing policies that hinder their ability to fully participate in the learning process. Policymakers should also explore how national education strategies can be made more inclusive of adult learners' needs.

How: To engage effectively, policymakers can organise **public consultations** and **listening forums** specifically targeting adult learners. These consultations should be accessible, with options for online and in-person participation, ensuring that learners from diverse backgrounds have the opportunity to contribute.

Drawing from bell hooks' idea of **education as a practice of freedom**, policymakers should aim to create policies that free learners from the constraints of oppressive or inflexible systems, making education a tool for personal and collective liberation.

2. Listen (Who, What, How)

Who: Listening should extend beyond educators to include key decision-makers at local, regional, and national levels.

What: Policymakers should listen to the voices of adult learners as a primary source of insight into the effectiveness of existing policies and frameworks. Learners often face systemic barriers that prevent them from fully accessing learning opportunities, and their input is essential in designing more inclusive policies.

How: Policymakers should conduct **policy reviews** that are informed by the lived experiences of learners. Listening tours, focus groups, and surveys are critical tools for gathering qualitative data on the impact of current education policies.

3. Do (Who, What, How)

Who: Policymakers must act on learners' input to reform and improve educational policies. Understand the imperative of fostering solidarity within communities and facilitating space for the collective voice of several groups of learners to be heard!

What: Implementing change based on learners' input involves **adjusting funding models**, creating **more flexible learning pathways**, and supporting the development of **policies that encourage learner participation**.

How: Action should be guided by **learner-centred policy frameworks**, which prioritises inclusivity, flexibility, and accessibility. Policymakers must ensure that any reforms are evidence-based and rooted in the real-life experiences of adult learners. This is essential for creating an ALE system that truly supports the diverse needs of adult learners.

Example: Design, fund and promote learner advocacy groups, educators and policymakers to implement changes collaboratively

We Need to Talk About It

In addition to implementing practical recommendations, we must explore the critical topics that adult learners want to engage with. These topics reflect both personal concerns and broader societal issues that learners face in their daily lives. By addressing these themes, educators and policymakers can create a more responsive and relevant ALE environment.

1. Education

Learners consistently express a need for **accessible and flexible education opportunities**. Many adult learners are juggling work, family, and personal responsibilities, making traditional education models impractical. Learners want clearer pathways for further education, particularly in terms of **Recognizing Prior Learning (RPL)**, and opportunities to gain new qualifications that are relevant to the evolving labour market but also reflect the intrinsic needs of people to learn for **joy and for personal fulfillment** through ownership over the educational process leading to effective and active citizenship.

"I loved school but it was full of anxiety! So I joined the workforce and I loved working with people. Then during the pandemic a lot changed for everyone so I went to my local community and I asked to do a course and when I followed it, it was absolutely mind-blowing. It just clicked. I could rewrite my past, this was my time in adult education. And I keep on going with other courses. Now I would love to support the education there. Maybe youth groups or sport." - Adult learner from Ireland

2. Migration

Migration presents unique challenges for adult learners, particularly in terms of **language barriers** and **cultural integration**. Migrant learners often face difficulties navigating unfamiliar education systems and need additional support, including language learning, translation, recognition of foreign qualifications, and access to culturally relevant learning opportunities. Educators and policymakers must prioritise inclusive policies that enable migrants to fully participate in education and build successful futures in their new communities.

3. Access

Access to education remains a significant challenge, particularly for learners in rural or underserved areas. **Digital infrastructure** is a critical barrier, as many learners still lack access to the tools and connectivity necessary for online learning, non disregarding a low level of basic digital skills among people in the EU (44% of Europeans lack basic digital skills). Policies must address the digital divide and ensure that all learners, regardless of location, have equitable access to educational resources. This includes not only providing the technology but also offering training on how to use digital tools effectively.

4. Poverty

Economic insecurity is one of the greatest barriers to adult learners' participation in education. Many learners face financial challenges that limit their ability to engage in learning, whether through the cost of tuition, learning materials, or lost income from time spent studying. Learners are calling for **financial support mechanisms**, such as scholarships, stipends, or subsidised programs, to reduce the economic burden of education and make learning accessible to all. The

current economic structure often perpetuates inequalities, with wealth and opportunity concentrated in the hands of a few while systemic barriers prevent marginalized groups from accessing the benefits of economic growth. As the labor market evolves, education must not only align with its demands but also challenge the status quo by empowering learners to critically analyze the economic systems that shape their lives. Educators and policymakers have a responsibility to create programs that do more than prepare individuals for employment—they must equip learners with the tools to advocate for fairer wages, equitable working conditions, and sustainable economic policies.

5. War

For learners who have been displaced by conflict, education offers a pathway to stability and rebuilding their lives. Refugees and displaced learners often face **trauma** and **disruption to their educational journeys**, making it critical to develop **trauma-sensitive educational programs** that provide emotional and psychological support alongside learning opportunities. Additionally, the fear of war—whether **due to ongoing conflicts, geopolitical tensions, or potential displacement**—can act as a significant psychological barrier to learning, even for those who have not yet experienced direct displacement. Educational systems must work proactively to address this fear by fostering environments of **safety, resilience, and hope**.

6. Climate and Green transitions

Adult learners are increasingly seeking knowledge and competences that support the transition to a greener economy, recognizing the urgent need for **sustainable practices across all life**. However, climate and green transitions often replicate existing inequalities, with **marginalized communities disproportionately bearing the costs of environmental degradation while having the least access to green job opportunities and decision-making processes**. As sustainability becomes a key pillar of economic and social policy, education must not only provide pathways into emerging green sectors but also **challenge the power structures that determine who benefits from the green transition**. Educators and policymakers have a responsibility to design learning opportunities that go beyond technical skills, fostering critical awareness of environmental justice, climate policy, and social equity. By equipping learners with the tools to advocate for just and inclusive sustainability policies, education can ensure that the green transition does not deepen existing disparities but instead becomes a force for a fairer, more resilient society.

7. Gender

Using an intersectional lens, ALE can become a transformative space for challenging systemic inequalities and empowering learners. Addressing gender in Adult Learning and Education (ALE) demands more than acknowledging inequalities—it **requires confronting the structural and systemic forces that sustain them**. Gender inequalities are deeply entrenched in socio-economic and cultural systems that prioritize patriarchal norms, often to the detriment of women, non-binary individuals, and other marginalized genders. These inequalities intersect with factors such **as race, class, disability, and migration status, amplifying barriers for those at the margins**. ALE must not only recognize these intersections but also actively challenge them.

What Will the Future Look Like?

Looking ahead, learners are concerned with how education will adapt to the rapid changes brought by **technology**, **climate change**, and **globalisation**. They seek education systems that are not only responsive to current needs but also **future-proofed**—equipped to deal with the challenges of the next generation. Learners want a system that is **flexible**, **adaptive**, and **learner-centred**, allowing them to shape their own educational paths and participate in shaping the future of society.

To build a more inclusive, equitable, and responsive ALE system, we must actively engage learners at every step of the educational process. By embracing the principles of dialogical education and education as a practice of freedom, we can transform education into a tool for personal empowerment and societal change. The recommendations in this report provide a pathway for educators, practitioners, and policymakers to ensure that adult learners' voices are heard, valued, and acted upon.

Let us continue to listen, learn, and act together to build a future where **education serves as a foundation for equality, opportunity, and transformation.**



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Annex 1- Consultation Survey

Consultation Survey: Enhancing Adult Learners' Voices

Thank you for taking the time to contribute to advancing Learner Voice!

This consultation survey is designed to investigate the challenges, obstacles, and bottlenecks that adult learners experience in terms of accessing voicing opportunities and collaborative practices and policies.

For any questions or follow-up regarding the survey, please contact Angeliki Giannakopoulou at angeliki@eaea.org

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Section 1: Profile Information

1. Education

2. **First name and surname:** *[Open-ended response]*

3. **Email address:** *[Open-ended response]*

4. **Name of organisation:** *[Open-ended response]*

5. Role in organisation:

Lecturer

Administrator/Manager

Policymaker

Other: *[Open-ended response]*

Section 2: Understanding Current Challenges

6. On a scale from 1 to 5, how would you rate the current opportunities available for adult learners to voice their opinions in your organisation?

Very Poor

1

2

3

4

Excellent

7. To what extent do you feel that adult learners are actively involved in decision-making processes within your organisation?

Not involved at all

Slightly involved

Moderately involved

Highly involved

Fully involved

8. What are the main barriers adult learners face in accessing voicing opportunities in your organisation or community? (Select all that apply)

- Lack of awareness about available opportunities
- Insufficient support from educators or staff
- Cultural or language barriers
- Lack of confidence among learners
- Limited access to digital tools or platforms
- Inadequate policies or frameworks supporting learner voice
- Lack of change following the results of the learner voice
- Other: *[Open-ended response]*

9. Have you identified any specific challenges that you would like us to consider? Do you have any resources to share on that regard? *[Open-ended response]*

Section 3: Identifying Learners' Interest

10. In your experience, how interested are learners in taking part in collaborative processes in the organisation or learning setting?

Completely Uninterested

- 1
- 2
- 3
- 4

Very Interested

11. In your experience, which types of processes are learners most interested in participating in? (If possible, mention the profile of participants, theme/topic of the process, or structure of the process if relevant.) *[Open-ended response]*

12. What can educators and organisations do to encourage/stimulate learners' interest in collaborative processes? What does the organisation do to curate a safe space where learners can express their opinions freely? *[Open-ended response]*

Section 4: Exploring Obstacles and Bottlenecks

13. In your opinion, what are the primary obstacles that prevent adult learners from participating in collaborative practices and policymaking? *[Open-ended response]*

14. Which of the following challenges do adult learners in your organisation commonly experience?

- Limited time due to personal or professional commitments
- Lack of skills or knowledge about how to engage
- Resistance from organisational leadership
- A perception that their input will not be valued

Structural or systemic barriers (e.g., rigid policies, lack of resources)

Other: *[Open-ended response]*

15. On a scale from 1 to 5, how accessible do you find the available spaces for adult learners to express their views and collaborate?

Not Accessible

1

2

3

4

Highly Accessible

Section 5: Recommendations and Future Needs

16. Which types of support or resources would most help adult learners overcome these challenges? (Select all that apply)

Training and workshops on communication and advocacy skills

Enhanced digital platforms for easier engagement

More inclusive policies and practices within the organisation

Support from peer networks or mentors

Increased visibility of voicing opportunities

Other: *[Open-ended response]*

17. Please describe any successful strategies or practices your organisation, or other organisations, have implemented to enhance the voices of adult learners. *[Open-ended response]*

18. What additional steps do you think are necessary to create more inclusive and participatory spaces for adult learners? *[Open-ended response]*

Section 6: Closing

19. Would you be willing to participate in further discussions or workshops related to enhancing adult learners' voices?

Yes

No

20. Do you have any additional comments or suggestions regarding this consultation? *[Open-ended response]*

Thank you for participating in the survey!

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Annex 2 – Questionnaire for learners- Focus group format

ENHANCE project questionnaire

The purpose of the questionnaire is to collect experiences of adult learners. Can they express their opinions (about education)? What makes it difficult to express their voice?

Component 1: profile information

Name/ Names if the learners want to share:

E-mail address if the learners want to share:

Name of organization or school:

Are you a learner?

- Yes
- no

Component 2: Your voice

Is your opinion asked about the education and organization where you learn?

- no
- sometimes
- yes

Is your opinion listened to properly?

- No
- somewhat
- yes

What is your opinion being asked about?

You can choose multiple answers.

- My opinion is not asked
- Lesson content
- The teacher
- What the organization can do to reach more learners
- The language that the organization uses (accessible language)
- Otherwise...

How can you give your opinion?

You can choose multiple answers.

- With an evaluation form
- In a conversation with the teacher
- In an interview with an independent person
- Via email
- Through the learner council
- Through the board of the organization
- Other...

Can you provide your opinion anonymously if you wish?

Component 3: Difficulties

Do you find it difficult to express your voice within the organization where you learn?

- No
- Sometimes
- Yes

This question is asked if "sometimes" or "yes" is entered in the previous question.

Why do you find this difficult?

- I don't know what options there are to do this
- I get little help from teachers or staff
- Because of cultural differences
- I speak another language
- I do not have the courage to give my opinion
- I have little access to digital resources (such as email, or online platforms)
- I get no response to my feedback.
- Otherwise....

What else can make it difficult to voice your opinion?

- I don't find it difficult
- I have little time
- I am not quite sure how and about what to speak
- I feel like my opinion doesn't count
- I feel resistance to share my opinions with teachers or others
- Otherwise...

Sometimes learners are asked to give their opinions. For example, during the evaluation of a course. Or

how the organization can reach more learners.

How well does your organization involve learners in making decisions?
Choose the number between 1 and 3 that best fits your opinion.

1 = bad

2 = mediocre

3 = good

Do you feel safe expressing your opinion freely?

What makes you feel safe/unsafe?

Component 3: interest

Would you like to participate in activities from your organization in which you can express your opinion?(e.g. participate in an evaluation group, complete a questionnaire).

- Yes
- Perhaps
- No

How would you like to do that?

What can teachers or the organization do to help more learners voice their opinions?

Component 4: tips

What would help you better express your opinion?

- A training or course
- A better digital platform
- Help from other learners or teachers/supervisors
- More information on how to express your opinion
- Otherwise...

Component 5: Closing remarks

Would you like to participate in workshops or other activities to voice your opinion in this project?

- Yes
- No

Do you have any other comments?

ENHANCE LEARNER VOICE

The ENHANCE Roadmap | Short Policy Recommendations

A call to action for Policy Makers, the Adult Education Community and Society at Large

ENH.A.N.CE | ENHancing Adult learNers voiCEs

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