

GUIDANCE

There are many different providers and approaches to teaching and learning available, and adults with low qualifications need support to identify their training needs and understand what type of training is more appropriate for them. The number and variety of learning opportunities make holistic and personalised advice and guidance essential.

Adults may also need advice on how to overcome barriers to participation, such as limited financial resources for enrollment or transportation, lack of time due to family commitments, or distance to the training venues. However, guidance services specifically targeted at adults with low qualifications do not exist in abundance in the countries observed. Moreover, there is a lack of a preventive approach to guidance, as there is no clear design of reference policies and services as a measure to prepare adults to choose appropriate pathways as a result of the guidance itself.

ITALY

There is a need to ensure effective guidance services, both in access to ALE providers and in the transition between ALE and subsequent pathways (Vocational Education and Training, further education), with particular attention to users with a migrant background.

PORTUGAL

Due to the highly centralised models and the presence of the qualification centres (which are well known among practitioners), guidance services are available but do not always provide holistic and personalised guidance and advice.

SLOVAKIA

Guidance services for adults, which are offered by labour offices mainly for the unemployed and job-seekers, need to be complemented by a wider scope of services accessible to a variety of target groups which is foreseen by the Strategy for lifelong learning and guidance 2021-2030.

**FOCUS ON ALE
MANAGERS,
TEACHERS, AND
OTHER RELEVANT
PROFESSIONALS**

**TRAINING ON
EFFECTIVE
GUIDANCE TOOLS
AND METHODS**

**COLLECTION,
ANALYSIS AND USE
OF DATA ON THE
EFFECTIVENESS
OF GUIDANCE AT
PROVIDER LEVEL**

ONE aims to improve the quality of adult education (ALE) and its relevance for social inclusion in Europe by supporting and developing or enhancing the capacities of existing national networks of ALE providers in Italy, Portugal and Slovakia in specific topics: guidance services, reaching and actively engaging adults in education and validation processes, validation of non-formal and informal learning, teaching/learning of transversal skills for inclusion and active citizenship.

CONTACTS

Facebook: [Networks for Quality Adult Learning](#)
LinkedIn: [Networks for Quality Adult Learning](#)
Website: [ONE - Networks for Quality Adult Learning](#)

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by the
Erasmus+ Programme
of the European Union




Networks for Quality Adult Learning

