

IMPACT ASSESSMENT REPORT



Networks for Quality Adult Learning

December 2023

Project information

Project acronym ONE

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Executive Summary

This document presents the results of the Impact Evaluation carried out within the Erasmus+ KA3 ONE Project, no. 621467-EPP-1-2020-1-IT-EPPKA3-IPI-SOC-IN.

This Evaluation aims to assess the implementation of the strategy of this project and is considered essential to determine the ability of the project to have a system-level impact in the countries involved and in other European Member States.

This report covers the results of the impact on certain target groups of the pilot activities, included in WP4 and implemented in the national networks, namely in Italy, Portugal, and Slovakia, with specific reference to the capacity building of ALE staff.

Throughout this document, an extensive and qualitative description of the initiatives carried out - with reference to the main results included in WP3 and WP4 - and their impact on certain target groups will be presented, also taking advantage of the detailed and evidence-based data collected during the mutual peer reviews implemented in WP3.

This evaluation aims to identify new opportunities emerging from the project activities and to address potential project challenges in a timely manner in order to get the maximum benefit from this cooperation for all partners, networks, and target groups.

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Glossary of Terms

ALE	Adult Learning and Education
AL	Adult Learners
CSO	Civil Society Organization
DAC	Development Assistance Committee
EPRM	European Peer Review Methodology
IA	Impact Assessment
ILAs	Individual Learning Accounts
NGO	Non-governmental Organization
OECD	Organization for Economic Co-operation and Development
PA	Piloting Activities
QA	Quality Assurance
ToC	Theory of Change
VNFIL	Validation of Non-Formal and Informal Learning
WP	Work Package

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Project presentation

ONE aims to strengthen the quality of Adult Education and Training provision and its relevance in terms of social inclusion in Europe by providing capacity building support to existing national networks of AET providers in Italy, Portugal and Slovakia, with reference to specific themes: Guidance services, Outreach and active involvement of adults in education and validation processes, Validation of non-formal and informal learning, Teaching/Learning of Key and Transversal competences for inclusion and active citizenship.

The project supports capacity building of VET service providers and stakeholders, with the main objective of establishing more impactful cooperation at national and European level on specific adult education topics; this, to address the challenges related to the participation in learning of adults with no or few qualifications, and the fragmentation of European Adult Education systems, through the systematization of more widespread and effective tools for the development of training provision.

The partnership, involving entities and public authorities from the project countries, takes advantage of the European Peer Review Methodology¹ which has proven to boost cooperation between educational actors and to be a valuable opportunity for mutual learning and professional growth for all parties involved.

The main activities of the project are:

- Organize and conduct Peer Reviews on EFA service providers including relevant stakeholders. Design, implement, pilot, and evaluate the impact of this Capacity Building Strategy.
- Raise awareness of the importance of adult learning for social inclusion, economic growth and community development and empower providers and learners.

Project Partners

RIDAP (Coordinator) Italy www.ridap.eu	FORMA.Azione Italy www.azione.com	KERIGMA Portugal www.kerigma.pt	SIOV Slovakia www.siov.sk
	GLOBEDU Finland www.globedu.fi	APEFA Portugal www.apefa.org.pt	AIVD Slovakia www.aivd.sk

¹ <https://www.adult-learning.eu/en/peer-review/>

The Impact Evaluation in the ONE Project

The Impact Evaluation aims to assess the implementation of this project's strategy, as this type of evaluation is considered essential to determine the project's ability to have an impact at system level in the countries involved and in other European Member States.

This evaluation is primarily intended to measure the impact of the project's activities on national networks, with specific reference to capacity building of ALE staff and trainees, and the added value of the project's activities in national frameworks for the development of social, labour, and economic policies.

Throughout this document, an extensive and qualitative description of the initiatives carried out - with reference to the main results included in WP3 and WP4 - and their impact on certain target groups will be presented, also taking advantage of the detailed and evidence-based data collected during the mutual peer reviews implemented in WP3.

In order to ensure a broader impact of the project's activities in terms of social inclusion, the following elements were taken into consideration:

- The external professionals involved in the transnational PLA's were selected, taking into account, among other factors, the relevance of the practices/policies they represent in terms of social inclusion;
- The results of the Impact Assessment will be provided and disseminated with data and information disaggregated by target groups, in order to better inform and facilitate the transfer of the ONE project's results.

The impact evaluation focus on capacity building activities (WP4). The Capacity Building Strategy represents a prototype that included the objective, key principles and actions undertaken to make the existing national network of ALE providers in Italy, Portugal, and Slovakia more effective in implementing European ALE policies to prevent and combat social exclusion, poverty, and unemployment.

Although the Strategy developed was common, it was adapted to the emerging needs of each project and functional network to define specific Action Plans and Protocols for the implementation of the strategy at national level. The Strategy was implemented in the 3 networks from November 2022 to December 2023, according to the 3 different Action Plans and Protocols and included the following piloting activities:

- ✓ Training opportunities for management and teaching staff of AE providers on guidance and VNFIL
- ✓ Experimentation of outreach activities
- ✓ Revision of the basic skills/soft skills training offer
- ✓ Adoption mechanisms for the Individual Learning Account (ILA)

Expected Impact of the ONE project

The ONE project will produce a systemic impact in the different project countries, generating multiplier effects at local, regional, and national level by

- Reaching out to and involving more key actors and stakeholders;
- Gaining more support from public authorities;
- Raising awareness of the relevance of networking in adult education, as well as adult education for social inclusion and democratic processes, thanks to the visibility and dissemination of its results and achievements.

Strategy of Impact Assessment

The impact assessment strategy is based on the following principles:

- 1) shared and participatory monitoring activity between partners, stakeholders and policy-makers
- 2) measurement of results and common indicators
- 3) combination of internal and external evaluation
- 4) ad hoc criteria and instruments for the ONE project's key activities.

It is intended that the evaluation of the project's impact will focus on the WP4 pilot activities. It will be developed with the aim of identifying new opportunities emerging from project activities and addressing potential project challenges in a timely manner, in order to obtain the maximum benefit from this cooperation for all partners, networks and target groups.

Methodology

According to the presentation throughout this document, the Impact Assessment will refer to the main results included in WP3 and WP4 - and their impact on selected target groups, also leveraging detailed and evidence-based data collected during the peer reviews envisaged in WP3.

WP3 - The focus of the impact assessment is on the results of preliminary activities, namely: an online survey aimed at mapping best practices; a discussion group of policymakers; peer training among adult education providers and relevant stakeholders; and peer reviews among adult education providers involving relevant stakeholders. Along with information gathered through the Project Quality Assessment, these contribute to a comprehensive and qualitative description of the impact assessment on the designated target groups.

WP4 - The external evaluation/impact assessment focuses on capacity development activities (WP4) with the aim of identifying new opportunities to make Adult Learning and Education (ALE) capable of contributing to social inclusion at the national and European levels and addressing potential project challenges.

The evaluation of the impact of ONE Capacity Building Strategy is based on the following tools:

- Questionnaires to the management and teaching staff of AE providers piloting the ONE initiative at the national level in IT, SK, and PT (to be filled in through Google Forms);
- Customer satisfaction questionnaire in the national languages of the partners to be distributed among adult learners (to be filled in through Google Forms);
- Brief questionnaire to be answered by stakeholders activated at different stages of project implementation (to be filled in through Google Forms);
- Transnational Peer Learning Activities (PLAs) - (according to next point)

For the internal evaluation of the ONE project, a data collection method was adopted through the administration of questionnaires, which were distributed among various participants involved in adult education, including faculty, stakeholders, and the adults themselves.

Given that will be employed both quantitative and qualitative approaches in the analysis to gain a comprehensive understanding of the results, the questionnaires were developed with a combination of closed and open-ended questions. Multiple-choice questions were formulated using the Likert Scale to obtain more precise and measurable responses.

The pilot activities evaluated by these questionnaires have their origin in a set of previously conducted works. Initially, there was an information gathering process through study circles, which enabled the definition of action plans. From these plans, the need arose to establish protocols outlining the next steps, strategies, and activities to be developed. From these planned activities, pilot activities emerge.

With the implementation of the pilot activities, there arises a need to analyse and understand the results obtained and possible improvements in the application of the Peer Review methodology. In this context, impact questionnaires are administered to three active groups in adult education: adults, staff, and stakeholders.

Methods

The administered questionnaires included impact-related questions, with the Likert scale applied for a more accurate assessment and a better understanding of the results. A Likert scale is a one-dimensional scale used to collect respondents' attitudes and opinions. Furthermore, the Likert scale's design facilitates a nuanced understanding of respondents' sentiments by allowing them to express varying degrees of agreement or disagreement. This five-point scale ranges from strongly agree to strongly disagree, providing a spectrum that captures the subtleties of participants' perspectives.

The application of the Likert scale in the survey methodology aligns with best practices in psychometric assessment, enabling a systematic and standardized evaluation of the collected data. This structured approach enhances the reliability and validity of the findings, contributing to the robustness of the overall research methodology.

In the context of the ONE project, the use of the Likert scale becomes especially crucial in gauging the effectiveness and reception of the pilot activities across diverse demographics, including adult learners, ALE staff, and stakeholders. By employing a quantitative measure, the research aims to uncover not only the overall satisfaction levels but also the specific areas of strength and areas that may require improvement within the implemented initiatives.

Elaboration of the questions

The questionnaire questions were crafted with clarity and precision, aiming to tailor to the target audience and avoid ambiguities. The use of concrete response scales, inspired by the Likert Scale, was employed. Additionally, to address various perspectives, two types of questions, both open-ended and closed-ended, were incorporated to achieve a more comprehensive understanding.

The intentional incorporation of the Likert scale with multiple-choice options underscores the commitment to obtaining comprehensive insights into the perceptions and attitudes of the target audience. This approach extends beyond a simple impact assessment, providing a versatile tool for informed decision-making and strategic planning in the ongoing development and enhancement of educational initiatives within the ONE project framework.

The carefully crafted questionnaire serves as the primary data collection tool in the quantitative methodology. Each question is formulated with the aim of obtaining specific and measurable information. Clarity, objectivity,

and the validity of the questions are crucial considerations to ensure the effectiveness of the questionnaire.

Objective

The purpose of administering the different questionnaires is to capture the perspectives of the target audience regarding the impact of the pilot activities carried out in each network.

Tools

The use of questionnaires is a common approach in data collection for research and studies. To ensure the effectiveness and confidentiality of the results, respondent confidentiality was guaranteed in the questionnaires. All responses provided in the questionnaires are treated strictly confidentially, and no personal information will be disclosed. The collected data will be used exclusively for analysis and improvement purposes within the project, respecting the privacy of the participants.

The pilot activities evaluated through questionnaires were conducted in both in-person and online settings, involving three distinct groups: AE Staff, Adult Learners, and stakeholders. In other words, three separate questionnaires (Annexes) were administered in accordance with the activities developed for each group. The distribution of the questionnaires took place online by Google Forms, after obtaining the sampling results.

Application Method

The questionnaires were administered through Google Forms, providing quick and easy access for all participants, and facilitating the corresponding data collection.

Google Forms is Google's online application for creating digital forms. With a refined interface, it allows users to develop questionnaires, surveys, and personalised forms efficiently. It offers different types of questions, such as multiple choice, tick box, short answer, long paragraph, linear scale, among others.

The automatic collection of responses, integrated with Google Sheets, significantly simplifies the analysis and management of the data obtained. This functionality provides a structured approach to interpreting and exploiting the information collected, increasing the overall effectiveness of the process.

Google Forms also stands out by not storing respondents' personal information. This commitment to privacy emphasises Google's concern to guarantee the confidentiality and security of the data collected, contributing to a reliable and ethical environment in the data collection process.

The distribution of the different questionnaires to the respective target audiences involved in the pilot activities of each country (Italy, Portugal, and Slovakia) was the responsibility of the respective network.

To optimize the effectiveness of the sampling, it was established that, at least, 10% of the participants involved in the conducted activities would respond to the questionnaire. There are different sampling methods, but the one used to gather information for the impact assessment mentioned in this work was the simple random

sampling method. Simple random sampling is a method in which each individual element of the population has an equal chance of being chosen to be part of the sample. In other words, each unit in the population has the same probability of being selected. This method is employed to ensure that the sample is representative of the population, avoiding selection bias.

The participants, in the sessions they attended signed/filled in an attendance sheet in which they optionally provided their email addresses for future evaluation. These emails were recorded on an Excel sheet.

Translation

Since there are three participating countries, the questionnaires were translated as a facilitation measure for the respondents. The translation of questionnaires serves to ease the participation of respondents from different countries and is a common and valuable practice in multinational research projects or those involving multiple participating countries. This approach aims to ensure that all participants can clearly understand the questions and provide meaningful answers, regardless of their native language. Therefore, in addition to English, the primary language used among the various consortium members in the ONE project, each country translated the three questionnaires to be applied into their respective native language, namely Italian, Portuguese, and Slovak.

A translation of the questionnaires into the language of each country where they will be applied promotes equity in participation and avoids potential biases arising from language barriers, ensuring that all respondents, regardless of their country of origin, have an equal opportunity to participate and contribute to the research. This translation also contributes to maintaining consistency in the collected data, which is crucial for ensuring the validity and reliability of the research. Translating the questionnaires helps prevent misunderstandings of the questions, which could lead to inaccurate responses.

Another reason for translating the questionnaires to be used in different participating countries is that this translation facilitates the comparison of data/results collected across different countries, which is essential for drawing meaningful conclusions. The translation of questionnaires thus contributes to the comparability of results, enabling more robust transnational analyses. The translation of questionnaires in multinational projects is a strategic practice that promotes inclusion, consistency in data, and the validity of conclusions, contributing to the success and credibility of the results.

After translation into the local language, partners from each country sent the questionnaire link to the target participants via email (previously provided on the attendance sheets of the pilot activities), following the instructions given during the development of the pilot activities.

Although the three data collection questionnaires for the target audiences (adult learners, adult learning and education (ALE) staff, and stakeholders) involved in the pilot activities of each country were designed to be

applied across the three networks, due to greater difficulty in accessing adult learners in Slovakia and easier access to policy makers and different stakeholders in the adult education field, the consortium decided that in Slovakia, the questionnaires would not be applied to adult learners. Instead, the allocated number for this group would be distributed equally between Italy and Portugal. It is noteworthy that Italy and Portugal have greater ease of access and assurance of involvement in pilot activities for adult learners. On the other hand, concerning policy makers and other stakeholders, partners from Slovakia would be responsible for a larger number, while Italy and Portugal would have a smaller number in the sample of participants corresponding to this target audience.

Target audience

The sampling is composed of three distinct groups, each with its specificities in the field of adult education. These groups include adults, managers and trainers participating in piloting, ALE providers, policy makers, VET organizations and organizations promoting active citizenship and social inclusion.

1. Teaching Staff and Adult Educators:

Comprising adult education managers, teachers, and trainers affiliated with national networks, the project focuses on engaging these professionals in Peer Review and capacity development activities to enhance adult education provision.

2. Policy Makers:

The ONE project targets policy makers in Adult Learning and Education (ALE) and social inclusion, acknowledging their crucial role in constructing an effective capacity development model. This model aims to implement EU policies at the grassroots level and assess the project's impact on adult education and related social inclusion policies.

3. Adult Learners (especially low-skilled individuals):

The project actively engages and benefits adult learners, particularly those with low skills, directly or indirectly through pilot activities. A questionnaire was applied to adult learners who are beneficiaries and/or directly or indirectly involved in the pilot activities developed in their country, to understand their level of satisfaction considering the 4 project quality areas.

4. AE management and training staff:

With the application of the questionnaire to the AE management and training staff, the intention was to gather information about the perception of this target audience regarding the pilot activities developed in their country, taking into account the 4 project quality areas: guidance, scope, VNFIL (Recognition of the Need for Lifelong Learning), and basic and transversal skills.

5. Other Relevant Stakeholders:

Adult education involves diverse actors from Education, Employment, Welfare, Business, and Health Ministries, as well as social partners and civil society.

The project emphasizes the involvement of ALE stakeholders through the establishment of a permanent mechanism for open dialogue and cooperation. This essential engagement includes researchers, teachers, adult educators, adult education providers, organizations promoting lifelong learning, international entities, and their networks.

Sampling

The sampling of a questionnaire is a crucial component in guaranteeing the representativeness and reliability of the data collected. By designing this sample, we aim to capture a significant variety of perspectives, ensuring that the results reflect the diversity of the target population. The selection of participants was random and representative of the population under study. This means that each member of the population had the same chance of being included in the sample, avoiding bias and distortions in the results. In addition, it was essential to define specific inclusion criteria, ensuring that the selected participants met the requirements of the study: Managers and trainers; adults; HE providers; policy-makers; VET organizations; and organizations promoting active citizenship and social inclusion.

Transparency in the sampling approach is essential. Participants were informed about the purpose of the study, guaranteeing their informed consent. In addition, the confidentiality of responses was ensured to encourage honest and open participation. To guarantee confidentiality, all the answers provided in the questionnaires were treated strictly confidentially. No personal information was disclosed, and the data collected was used exclusively for the purposes of analysing and improving the project, respecting the privacy of the participants. Thus, the number of impact assessment questionnaires administered per network was 10% of the people involved who were expected to be assessed. According to the objective of the project implemented, to effectively reach this 10% target, at least the following elements were needed:

- 5 to 7 managers and trainers participating in the pilot (IT, PT, SK);
- 27 adults per network (IT, PT);
- 2 ALE providers, 1 policy-maker, 1 VET organization and 1 organization promoting active citizenship and social inclusion in each country, - (IT, PT);
- 4 ALE providers, 2 policy-makers, 2 VET organizations and 2 organizations promoting active citizenship and social inclusion in each country, - (SK);

Dissemination of Results

The dissemination and sharing of results are done through this comprehensive and detailed final report. The

aim is to ensure that the results of the project are widely recognized and used to inform future practices, policies and decisions related to the subject.

Evaluation results: analysis and conclusions

The **3 questionnaires** applied to each target group and each network (Italy (IT), Portugal (PT) and Slovakia (SK)) via Google Forms, as mentioned above, and their respective results/analysis, according to:

- 1) Questionnaire - **AE Staff** - Adult education managers, teachers and trainers belonging to National networks;
- 2) Customer satisfaction questionnaire for **adult learners** involved in piloting activities; and,
- 3) Questionnaire for **stakeholders** involved in piloting activities.

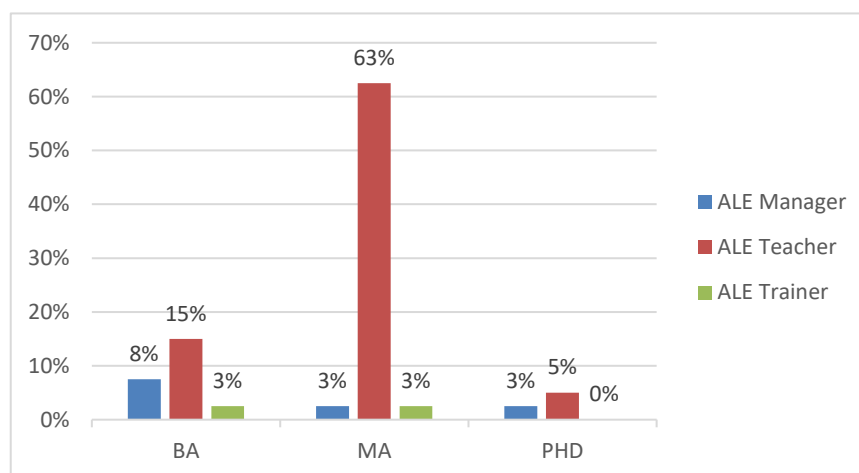
These 3 questionnaires will be presented in the order above, with the questions asked in each one and the respective results/analysis.

Questionnaire to Adult Learning and Education (ALE) staff involved in piloting activities - results and analysis

One of the 3 questionnaires applied to each IT, PT and SK network was aimed at Adult Learning and Education (ALE) staff who were involved in the pilot activities, namely adult education managers, teachers and trainers belonging to National networks. The aim of this questionnaire was to better understand the impact that the pilot activities had from the perspective of the ALE staff involved in them.

The first part of the questionnaire is aimed at collecting **personal information/demographic** data from the respondents.

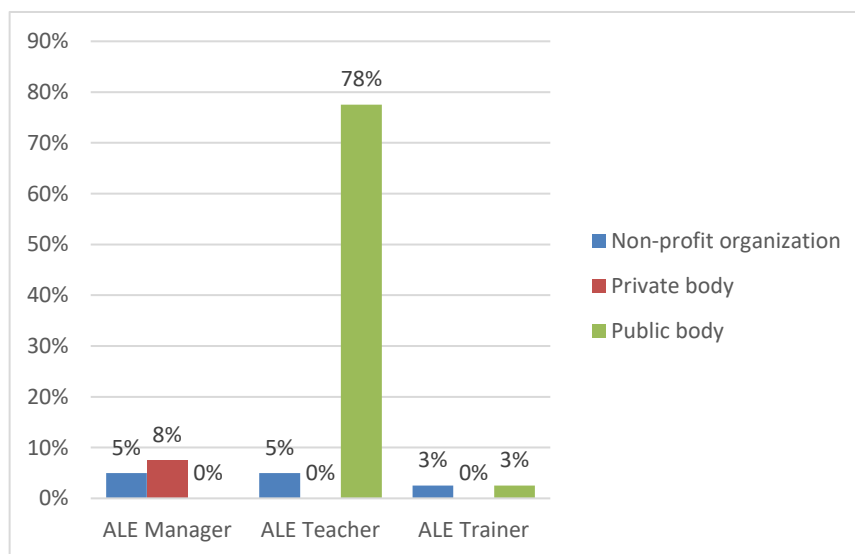
The following graph shows the percentage of respondents, taking into account their **educational level** according to the European Qualifications Framework (EQF) and their job in ALE.



Graphic 1 - Education level by job title

The graph shows that ALE respondents work as managers (14%), teachers (83%) and trainers (6%). The majority of respondents (69%) have a level 7 qualification (Master's degree (MA)) and the remaining 37% have levels 6 (Bachelor's degree (BA)) and 8 (Doctoral degree (PHD)).

With regard to the **type of organization** in which they work, the following graph shows that the majority of respondents work in a public body and most of them are teachers (78%). The respondents who work as managers come from private bodies (8%) and non-profit organizations (5%). The same number of responses were obtained from Trainers, from Non-profit organization (3%) and Public body (3%).



Graphic 2 - Type of organization

In the second part of the questionnaire, the questions are directed more specifically at the respondent's experience of **Piloting activities**, as shown below.

Question 1- Before starting the pilot activities, classify the 4 quality areas that the project addresses and that you needed most to develop?

In this first question, respondents are asked to rank, out of the 4 quality areas identified in the ONE project (Guidance, Outreach, Validation of non-formal and informal learning (VNFIL) and Basic and Transversal Skills), which ones would need to be developed prior to their participation in the pilot activities.

Guidance

In relation to Guidance, in IT, only 7% disagreed that this area needed improvement, against 93% of the professionals surveyed who answered "Totally agree" (55%) and "Agree" (38%).

In PT ("Totally agree" (43%) and "Agree" (57%)), as well as in SK ("Totally agree" (100%)), there is unanimity that this is an area for improvement.

Outreach

In IT, only 10% disagree that this is an area for improvement, against 76% who "Totally agree" and 14% who "Agree" that this is an area for improvement.

In Portugal, the most significant response to this question is "Totally agree" (71%), in favour of this being an area for improvement. In addition to 71%, 29% of the network's responses were "Agree", which reinforces this idea.

In Slovakia, the answers are unanimous, with all respondents (100%) agreeing that Outreach would be an area for improvement before the pilot activities begin.

VNFIL

Regarding VNFIL, in IT, 90% of respondents "Totally agree" (76%) and "Agree" (14%) that this would be an area to improve before participating in the pilot activities, as opposed to 10% who disagree with this idea. In both PT ("Totally agree" (71%) and "Agree" (29%)) and SK ("Totally agree" (100%)), everyone agrees that VNFIL would be an area to improve before the pilot activities.

Basic and Transversal Skills

The opinion regarding the Basic and transversal skills quality area also does not differ much from the respondents' perception of the other quality areas identified in the ONE project and mentioned above. For this area, in IT, 38% and 52% of respondents "Totally agree" and "Agree", respectively, that this area needs to be developed, as opposed to 10% who disagree with this idea. In PT, 100% of respondents "Totally agree" (57%) and "Agree" (43%) that this area should be developed, as well as in SK where 67% "Totally agree" and 33% "Agree" with the same.

Question 2 - Did the piloting activities meet your needs?

(1= Totally agree; 2= Agree; 3= Neither agree or disagree; 4= Disagree; 5= Strongly disagree)

With regard to the second question, on whether the pilot activities met the needs of IT, 72% of the answers were positive, 7% neither agreed nor disagreed and 21% "Disagree" (9%) and "Strongly disagree" (12%).

In Portugal, 67% of respondents answered the same question in the affirmative, with "Totally agree" (34%) and "Agree" (33%). On the other hand, 33% of the respondents were of the opinion that the pilot activities did not meet their needs, answering "Disagree".

In SK, on the other hand, the opinion was unanimous, with 100% of respondents saying that the pilot activities did meet their needs.

Question 2.1 - Please, comment your answer

With regard to this question, some comments showed that the pilot activities met the needs of the participants

in the 3 networks (IT, PT and SK), taking into account the 4 quality areas identified by the ONE project.

Participants said that these activities met the training needs felt by these professionals, particularly in terms of communicating effectively with adults with low qualifications. There is also reference to the need for greater training for adult educators to intervene with adults with low literacy in the area of basic and transversal skills. Another area mentioned as needing to be rethought and valued is adult outreach.

Question 3 - Did the piloting activities provide you with strategies/methodologies/tools to face critical issues in your organization?

In IT, the majority of respondents (53%) are of the opinion that the pilot activities have provided strategies/methodologies/tools to tackle critical issues in their organization. Of the total responses, 19% neither agree nor disagree and 28% disagree.

For the same question, in PT, 50% of respondents "Totally agree", 17% "Neither agree or disagree" and 33% "Disagree" that these activities brought new tools to respond to different issues. In contrast, once again, everyone in SK thinks that they have acquired new tools to deal with problems in their organization.

Overall, we can conclude from the results obtained and the comments respondents make in the next question that the pilot activities were positive in terms of providing new tools for dealing with certain adversities at work in this area of Adult Education.

Question 3.1 - If yes, please describe them.

In this question, some examples were given by IT, PT and SK respondents of how the pilot activities have given them strategies, methodologies, and tools to tackle critical issues in their organization.

In the case of **PT** and **IT**, for example, some of the participants mentioned that the pilot activities they attended contributed to developing/improving the communication strategy of the organization where they work in order to reach potential clients/trainees, having acquired knowledge and tools through the training they attended in **Effective Communication**.

The 3 networks (**IT**, **PT** and **SK**) pointed out the importance of the participation of various actors/professionals in the field of adult education from different entities in this area, who can implement and improve processes taking into account the knowledge acquired in these activities. In this sense, more specifically, the importance of the **European Peer Learning Methodology (EPLM)**, also mentioned by the 3 networks, bearing in mind that some of the peers participating in the pilot activities also took part in and/or are aware of the visits carried out as part of this project, emphasized the importance of this **for continuous improvement and consequently the quality of the services**

provided and for strengthening the network.

One of the very positive aspects of these activities, which was also identified by several of the participants, was the fact that these activities/sessions provided these professionals with **greater confidence** in carrying out their duties, as a result of their contact with other professionals in the field, their peers with different perspectives, allowing them to **observe good practices that can be transferred** after the necessary adaptation. With regard to the area of basic and transversal skills, some participants in these activities mentioned the fact that they had deepened and acquired knowledge about **innovative methodologies for teaching basic and transversal skills** through exposure and debate of ideas between professionals in the field. In this regard, respondents from the IT network highlight the importance of addressing tools and methods for developing a positive classroom climate for inclusion, taking into account the **management of gender, ethnic and other differences**.

Question 4 - Were any changes made/implemented in your work after the piloting activities?

All the respondents (100%) indicated that there had been changes in their work after the pilot activities.

Question 4.1 - If yes, please describe them.

Below are comments from respondents regarding their opinion of possible changes as a result of the pilot activities. These comments will be presented by network.

Respondents were asked to give examples of changes implemented in the workplace after participating in the pilot activities. Some of the changes mentioned in **Portugal** are related, for example, to changes/improvements in the organization's existing **communication strategy**, which is more focused on digital; communication that is also **more oriented and adapted to the target audience**, with improved reception and **diagnosis processes adapted to the target audience**.

In **Slovakia**, after this ONE project activities, namely the pilot activities and, before that, the application of the **Peer Review**, contacts, and a commitment to continued **cooperation were established between several national institutions**. In addition to this change, measures were implemented to continue the **application of the European Peer Review Methodology**. In this network and as a result of the pilot activities, compliance with the new AIVD SR Code of Ethics was ensured.

Some of the **Italian** respondents mentioned that they plan to apply some of the tools they have acquired in the next school year, particularly in the area of **communicating with students**, taking into

account their differences and exploiting their strengths and minimizing their weaknesses, using visual and auditory channels, adapted to the students' learning, exploiting their strengths and minimizing their weaknesses, "boosting motivation to learn, developing self-esteem and confidence in one's own abilities".

Question 4.2 - If no, identify the main obstacles in applying the knowledge acquired and strategies/methodologies/tools learnt

In the previous questions, several positive points were identified in the provision of new tools through the pilot activities. On the other hand, since there was a percentage of respondents who mentioned not having acquired useful tools to deal with certain issues in their work through the pilot activities, namely in **IT** and **PT**, in this question, the participants in the activities mentioned identify common points as the main obstacles, namely **bureaucracy, lack of opportunities and resistance to change**.

Question 5 - Could you underline the most positive aspect/s of the piloting activities?

In response to this question, respondents from the **3 networks** (IT, PT and SK) mentioned above presented several positive aspects of the pilot activities. One of the most frequently mentioned positive aspects common to all 3 networks was, above all, the **sharing of experiences/good practices between peers, the deepening of knowledge and skills and joint reflection on common interests** that enabled joint reflection and consequent proposals for improvement for the entities to which they belong.

In the case of **Italy**, in addition to what has already been mentioned above, several other positive points were mentioned, such as "improving guidance capacities and recognizing the different types of skills of adult learners", "sharing good practices and useful tools", providing new perspectives; comparison and peer learning on topics of common interest, boosting networking, effective information and communication tools, and stimulating reflection. One of the aspects mentioned in this network was also the **adaptability** of both organizations and professionals to changes and new challenges arising from the implementation of new tools and working methods or their improvement. Other positive aspects mentioned by the **3 networks** were the improvement in professionals' **performance, innovation, motivation, and satisfaction**.

The **Slovak** participants highlighted **networking, safety in the application of methods and tools and validation tools**.

Question 6 - Is there any negative aspect you'd like to underline?

With regard to negative aspects of the pilot activities, many respondents said that **they could not identify any relevant negative aspects**, particularly in **Slovakia**, where nothing was identified. However, there were some comments made by respondents about **less positive issues** in the activities carried out in **Italy and Portugal**, namely the fact that there was **little time for many topics and consequently little in-depth study of the subjects**.

In **PT**, one of the aspects mentioned was the **lack of time available for adult professionals to take part in these activities**, since they are currently outside of working hours. Some participants in this network mention **the lack of simulations in the sessions as a less positive aspect**.

Question 6.1 - Have you any suggestion for improvement the piloting activities?

With regard to the respondents' suggestions for improving the pilot activities, there are some common to all **3 networks**, such as:

- **Continuity of these pilot activities and those of peer evaluation** after the project for continuous improvement;
- **Carrying out and distributing the pilot activities at different times** of the calendar or school year depending on the case;
- **Greater depth in the topics** to be covered and consequently more time dedicated to the sessions/each session developed;
- Ensuring the **participation of professionals/representatives from various entities with different realities** for comparison and possible transfer of good practices and for more effective peer learning;
- **More practical sessions**, with simulations and debates, and less lectures.

Question 7 - Describe the piloting experience in a few words.

Respondents from the **3 networks** (IT, PT and SK) were asked to describe their experience with the pilot activities in a few words. The vast majority of adult education professionals surveyed from the 3 networks generally described the experience as enriching, interesting and educational. Other frequent comments were in relation to the importance of the existence of activities like these, dedicated to adult education for the continuous improvement of the quality of services at various levels, such as the sharing of practices, knowledge, doubts, and the development of professionals' skills. The fact that

it is a "stimulus to seek new solutions to critical day-to-day issues" was also mentioned.

According to the respondents, these activities provided skills development, improved practices, and increased knowledge.

"Training and sharing are necessary for improvement and should be constant," according to one respondent.

There were also frequent comments about the Peer Review Visits as being very inspiring, as a driving force for improving the quality of the service provided by the organizations and as a means of strengthening the adult education network.

Question 8 - How the pilot activities contributed to the rapprochement and strengthening of the EA network? Please, give examples.

One of the objectives of the pilot activities developed under ONE is to strengthen the adult education network. To this end, respondents from the 3 networks were asked for examples of how these activities have contributed to strengthening their network.

The most frequent comments, common to all **3 participating countries** (IT, PT and SK), to explain the contribution of pilot activities to strengthening networks are in fact the opportunity they provide to interact with their peers and learn from similar but not identical realities, allowing them to acquire different perspectives and help each other develop alternative solutions to their needs.

The Italian respondents mention the fact that taking part in the ONE project's activities, whether in the Peer Review visits, the pilot activities or other events within the scope of the project and EE, provided contact with different professionals in the field with similar realities and promoted reflection, discussion, the exchange of ideas and good practices, finding strategies to respond to their needs. Once they have identified common goals, these professionals already meet periodically with colleagues from other CPIAs, getting to know each other, talking to each other, and exchanging useful material.

In **Portugal**, for example, the importance of collaborative workspaces for networking is highlighted, as was the case with the pilot activities which brought institutions and trainers closer together and where contacts were initiated which, while they were still being implemented, led to other dynamics which are expected to be maintained, deepened, and extended to other institutions.

In the case of **Slovakia**, the Peer Review visits, and the Pilot Activities provided new contacts with partner institutions through which they obtained valuable information and contacts and from which

the AIVD SR Code of Ethics was also adopted and applied.

The following are some statements based on the answers and comments from the above questionnaire "Questionnaire to Adult Learning and Education (ALE) staff".

Findings and Conclusions – *Questionnaire to Adult Learning and Education (ALE) staff involved in piloting*

Positive aspects/Transferable

According to the adult education professionals surveyed in the **3 networks**, the pilot activities were a response to training needs and generally met the needs of the adult education professionals in each network. According to the respondents, these activities enabled/enable their continuous professional development, offering opportunities for adult education professionals to continue their professional development by sharing knowledge, exchanging experiences, and learning from their peers through the exchange of good practices, enabling the identification and adoption of effective teaching and learning approaches.

During the various training sessions developed as part of these activities in the **3 networks** and at the end of them, there was an opportunity for the various professionals and people responsible for the different adult education entities taking part to establish professional contacts and support networks within the adult education community, which has already been verified and can be verified in future activities of the kind the pilot activities developed, providing future collaborations and opportunities for professional growth as well as the creation of professional networks.

Keeping up to date with trends and innovations in the field of adult education was also mentioned by these professionals as one of the results of these activities by the **3 networks**, as they enabled them to be informed about the latest methodologies, technologies, and relevant research.

One of the topics most addressed in the Pilot Activities, according to the respondents, was the area of effective communication. The professionals who took part in these activities highlight the importance of acquiring knowledge and skills in this area, in order to meet the specific needs of target groups of adults, taking into account factors such as literacy level, interests, culture and previous learning experiences.

It was also through these activities that the participants acquired more knowledge in terms of effective pedagogical strategies that promote active participation, motivation and understanding among adult learners, making the learning process more engaging and meaningful, namely those with very low literacy and/or those who cannot read or write, being able to develop/identify and select appropriate

teaching materials for these and other specific target groups of adult learners, taking into account their characteristics and learning needs.

The vast majority of respondents from the **3 networks** are of the opinion that these activities should be continued, for all the reasons mentioned above and also because they allow professionals to share challenges, concerns and successes with their colleagues, offering mutual support and a sense of professional community as well as reflection on professional practice, enabling professionals to evaluate and improve their teaching approaches, methods and strategies for supporting adult learners.

Aspects for improvement/ Suggestions

Although the 4 quality areas of the project were identified by the **3 networks** as needing development in their respective countries, in **Portugal** and **Italy** the one that stood out the most was "**Outreach**" and in **Slovakia** it was "**Guidance**" and "**Basic and Transversal Skills**".

Regarding **Outreach**, and with regard to the 3 networks, but with more expressive results for Italy and Portugal, as mentioned above, the ALE professionals gave some examples of how to reach more adults, namely through:

- Physical and digital access to adult education programs, ensuring that they are available in accessible locations and at flexible times to meet the needs of adult learners;
- Adequate resources, including up-to-date teaching materials, considering here the importance of ongoing and frequent training activities, according to the model of the pilot activities, as a response to this need.
- Adequate resources, including up-to-date teaching materials, considering here the importance of ongoing and frequent training activities, according to the model of the pilot activities, as a response to this need.
- Develop awareness campaigns about the importance of adult education and the benefits it offers in terms of personal, professional and community development;
- Establish partnerships with companies and employers to offer adult education programs in the workplace, with flexible hours and incentives for employee participation;
- Offer literacy and basic education programs for adults who have not completed formal education, helping them to acquire essential skills for everyday life and employment opportunities;
- Develop courses that meet the specific needs and interests of adults, focusing on practical skills such

as digital literacy, communication skills, financial management and entrepreneurship;

- Integrate educational technologies, such as online learning platforms, mobile apps, and digital resources, to make adult education more accessible and convenient, especially for those with time or mobility constraints;
- Hold promotion events in local communities, such as education fairs, information talks and enrolment sessions, to raise awareness and interest in adult education;
- Offer flexible options for class times and locations, including evening classes, online courses, weekend classes and locations that are easily accessible to the community;
- Collect regular feedback from participants and carry out ongoing evaluations to ensure that adult education programs meet the needs and expectations of adults and can be adjusted as necessary;

In this sense, by adopting a comprehensive approach tailored to the specific needs of the target community, it is possible to reach more adults and offer meaningful lifelong learning opportunities.

With regard to the project's quality area "**Basic and transversal competences**", also identified by the 3 networks as needing development, but with more expression by the professionals surveyed from **Slovakia**, a country where efforts are being made at various levels to make it possible to **validate and certify competences** acquired through **formal and informal learning** so that adults can acquire/increase their qualifications.

Implementing the **Validation of non-formal and informal competences** for adult learners, can help recognize and value the skills and experiences acquired throughout life, contributing to the employability and personal development of these adults.

The Validation of non-formal and informal competences for adult learners is a powerful tool that can help promote employability, personal development, inclusion, and equity by recognizing and valuing the skills and experiences acquired throughout life.

In order to improve the area of "**Basic and transversal skills**", the following are some suggestions based on respondents' comments:

- Development of Flexible and Adaptable Curricula to the individual needs of adults, allowing the personalization of learning according to the previous skills, interests, and goals of each student;
- Integration of practical and contextual activities in the teaching of basic and transversal skills, linking

- abstract concepts to real-world situations to make learning more relevant and meaningful for adults;
- Implementation of formative and continuous assessment to monitor adults' progress over time, identify areas of difficulty and adjust teaching strategies as necessary to ensure student success;
 - Integrating educational technologies, such as mobile applications, e-learning platforms, and interactive digital resources, to enrich teaching and learning, increase student engagement and provide additional opportunities for practice and reinforcement;
 - Offering training and continuous professional development for teachers and trainers, empowering them with innovative pedagogical strategies, differentiated teaching methods and skills to meet the diverse needs of adults in the classroom;
 - Establishing partnerships with local businesses and community institutions to offer practical learning opportunities, internships, mentorships, and employment programs that help adults develop basic and transversal skills relevant to the job market;
 - Conducting periodic external evaluations of the program and collecting feedback from participants to assess the effectiveness of the project, identify areas for improvement and ensure the ongoing quality of teaching and learning;
 - Promoting a culture of lifelong learning, encouraging adults to continue developing their basic and transversal skills even after completing the initial program, through continuing education and self-learning opportunities; and,
 - Setting clear and measurable targets for the development of basic and transversal skills and implementing a rigorous monitoring and evaluation system to track student outcomes and measure the project's long-term impact.

By implementing these suggestions, adult education professionals can significantly improve the quality of the "Basic and Transversal Skills" project, empowering adults with the skills they need to achieve their educational and professional goals.

Regarding the quality area of the "**Guidance**" project, which was identified as needing development by all **3 networks**, but more so by the professionals surveyed from **Slovakia**, some suggestions were identified for improving the guidance service for adults, namely:

- Offer individualized guidance that takes into account the specific needs, interests and goals of each adult. This could involve conducting in-depth interviews to better understand each student's individual circumstances and challenges;

- Ensuring that adults have easy access to a variety of educational resources, information about learning opportunities, training programs and financial support available to help them achieve their educational goals;
- Carry out comprehensive assessments of adults' skills, competencies, and interests to help them identify areas of interest and development potential;
- Assisting adults in drawing up detailed and realistic learning plans, which include specific goals, short- and long-term steps and the resources needed to achieve these goals;
- Offer psychological and emotional support to adults who may face personal challenges, such as anxiety, lack of confidence or self-esteem issues, which may affect their ability to participate effectively in educational programs; and,
- Provide follow-up and ongoing support throughout the learning process, including regular review of learning plans, constructive feedback, and guidance on necessary adjustments;
- Implementing new methodologies and tools often requires investment in financial, technological and time resources. If the adult education entity doesn't have the necessary resources, it can be difficult to implement significant changes; and,
- Adult education professionals often have a heavy workload and may not have enough time to experiment and implement new methodologies and strategies.

The fact that the Pilot Activities take place outside of working hours means that professionals are less willing to attend them, according to several of the participants. Professionals may find it difficult to take part in training outside of working hours due to conflicts with other personal or family responsibilities, which may limit their willingness to participate. On the other hand, it can also be taken into account, according to comments from other respondents, that professionals who choose to take part in training outside of working hours generally demonstrate higher intrinsic motivation, as they are investing their personal time in their professional development.

According to several respondents, the PA's should be spread out over the calendar/school year, according to the case. Spacing out pilot activities over time could be advantageous in several ways, including:

- Helping to promote more sustainable and lasting learning, as professionals have the opportunity to gradually practice and internalize the skills and knowledge acquired;

- Helping to reduce the impact on professionals' workload, allowing them to continue fulfilling their regular responsibilities while attending training;
- Organizers having more time to evaluate progress, collect feedback from participants and make adjustments as necessary, ensuring that trainings are tailored to professionals' needs and effective in achieving the set objectives.

Pilot Activities should have more case studies and simulations of situations to improve/solve, according to participants. By taking part in simulations, professionals can identify gaps in their skills and knowledge, allowing them to know where they need to focus in order to improve and develop their capabilities.

Incorporating more case studies and simulations of real situations into pilot activities in the field of adult education can significantly improve the effectiveness of learning, preparing professionals to face real-world challenges more efficiently and confidently.

Results and Analysis - *Customer satisfaction questionnaire for adult learners involved in piloting activities*

One of the questionnaires used to evaluate the impact of the ONE project's pilot activities was aimed at adult learners. As mentioned, and explained above, these questionnaires were only applied in Italy and Portugal, as these countries have easier access to this target group compared to Slovakia.

The questions and results and some of the most relevant answers to the open questions are presented below.

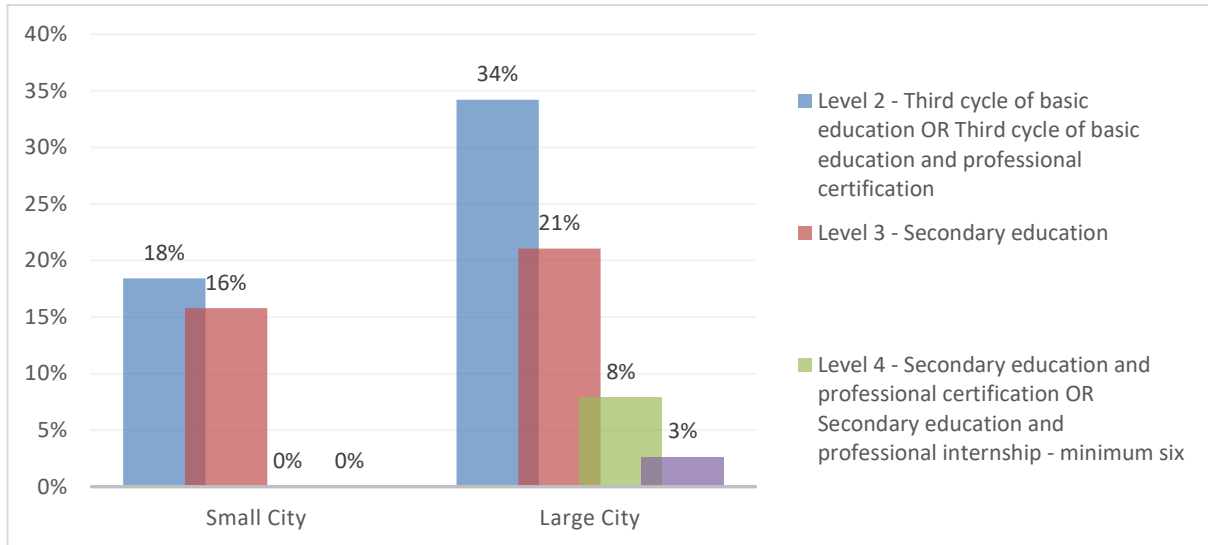
The table below shows the **relationship between the qualification level and age groups** of the Adult learners surveyed, involved in the pilot activities. The table shows that the majority of respondents (25) are between 48 and 57 (14) and 28 and 37 years old, distributed between level 2 and 3 of Education (according to the European Qualifications Framework), in the 3 participating countries (IT, PT and SK), and there were no differences between these countries in this relationship.

Total	AGE					Overall Total
EDUCATION (according to the European Qualifications Framework (EQF))	18-27	28-37	38-47	48-57	>58	
Level 2 - Third cycle of basic education OR Third cycle of basic education and professional certification	2	8	3	6	1	20
Level 3 - Secondary education	2	2	2	7	1	14
Level 4 - Secondary education and professional certification OR Secondary education and professional internship - minimum six		1	1	1		3
Level 5 - Diploma in technological specialization	1					1
Overall Total	5	11	6	14	2	38

Table 1 - Qualification level and age groups of the Adult learners (IT, PT, SK)

Another of the questions put to the learners questioned, with the aim of understanding whether the place where they live is related to their level of education, was for them to characterize the place where they live, with the following options: "small city", "large city" and "countryside".

The vast majority of respondents, as can be seen in the graph below, come from a "large city" (66%), with the predominant educational level being level 2 (34%). None of the respondents said they lived on the countryside. Level 3 qualification is the second level with the most adults, both in the "Small City" (16%) and the "Large City" (21%). In this sample, there is no relationship between educational level and where they live, as there is for the other educational levels in the 3 countries.



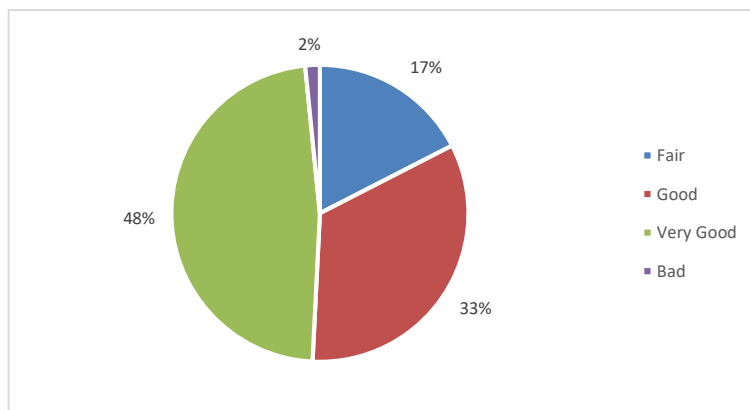
Graphic 3 - Classification of the region where you live

After collecting some demographic data relevant to the analysis in question, we began by asking adult learners their opinion of the ALE services provided in their country, taking into account the 4 quality areas of the project according to the information presented below.

Question 1 - How do you evaluate...

Guidance services in my country

With regard to Guidance services, in general, in IT and PT the responses are unanimous: the majority of adult learners believe that the Guidance services in their country are "Very Good" (48%) and "Good" (33%), as can be seen in the graph below.

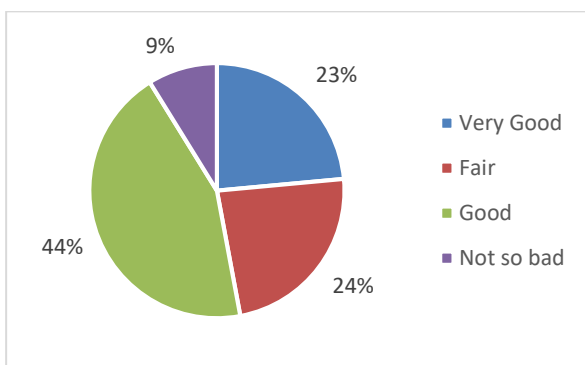


Graphic 4 - Guidance service in my country (IT, PT)

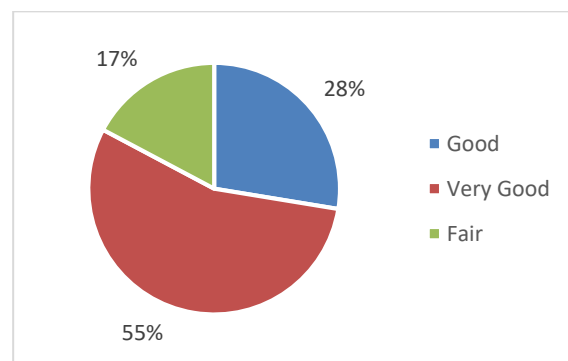
In Portugal alone, this opinion is even more evident, with 97% of respondents giving the "Very Good" (69%) and "Good" (28%) opinions, while in Italy 38% gave the "Good" option and 29% the "Very Good" option. It should also be noted that in Italy, although this was not a significant result, 3% of adult learners considered Guidance services to be "Bad".

My involvement in education and validation processes in my country

According to the results obtained in both countries, the majority of respondents consider their involvement in education and training processes to be "Good" and "Very Good", with 44% of responses in IT being "Good" and 23% "Very Good" and only 9% considering it to be "Not so Bad". As far as PT is concerned, the majority of responses were for the "Very Good" option (55%) and immediately afterwards the option that obtained the highest result was "Good" with 28% of responses as opposed to 17% who considered it "Fair".



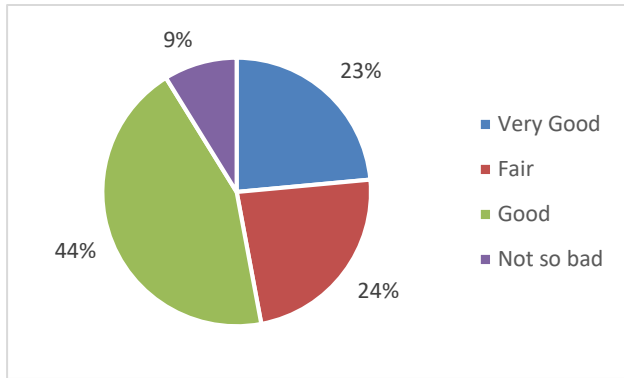
Graphic 5 - My involvement in education and Validation processes in my country (IT)



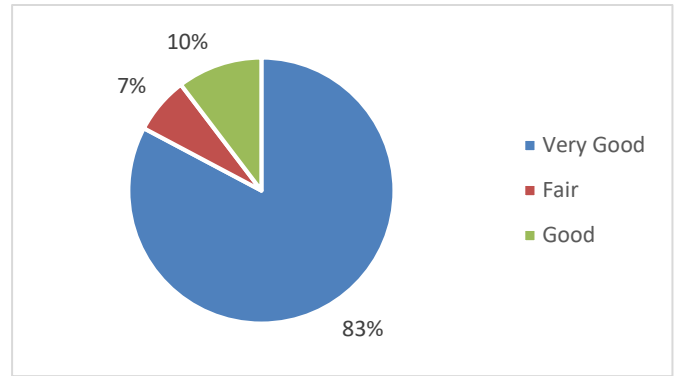
Graphic 6 - My involvement in education and Validation processes in my country (PT)

The Validation of non-formal and informal learning process in my country

The majority of adults involved in the pilot activities, surveyed in IT and PT, consider the process of validating non-formal and informal learning to be "Good" (44%) and "Very Good" (83%), respectively.



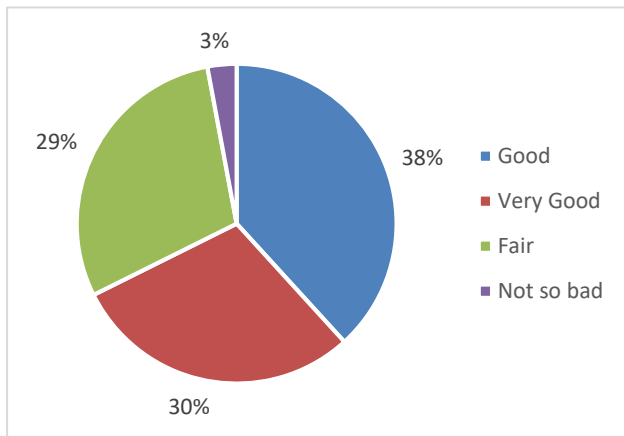
Graphic 7 - The Validation of non-formal and informal learning process in my country (IT)



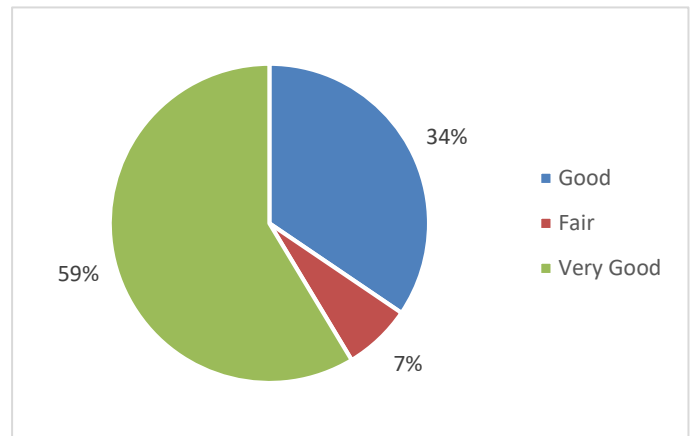
Graphic 8 - The Validation of non-formal and informal learning process in my country (PT)

The training offer on soft and basic skills for inclusion and active citizenship

The adult learners surveyed in IT consider the training offer in transversal and basic skills for inclusion and active citizenship in their country to be "Good" (38%) and "Very Good" (30%). In PT, 93% of the adult learners surveyed consider the training offer in transversal and basic skills for inclusion and active citizenship in their country to be "Very Good" (59%) and "Good" (34%).



Graphic 9 - The training offer on soft and basic skills for inclusion and active citizenship (IT)

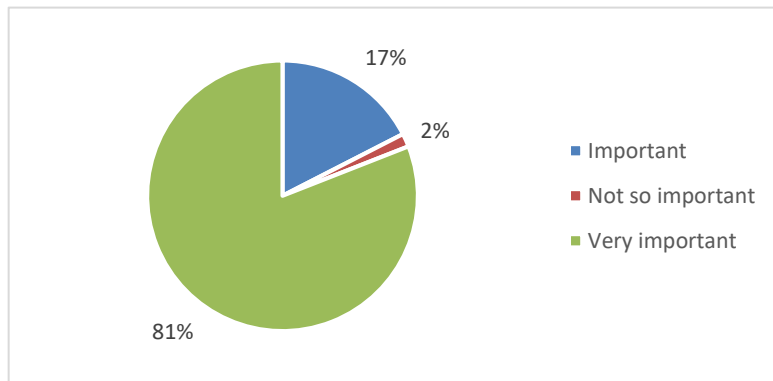


Graphic 10 - The training offer on soft and basic skills for inclusion and active citizenship (PT)

Question 2 - Importance of acquiring/developing soft and basic skills

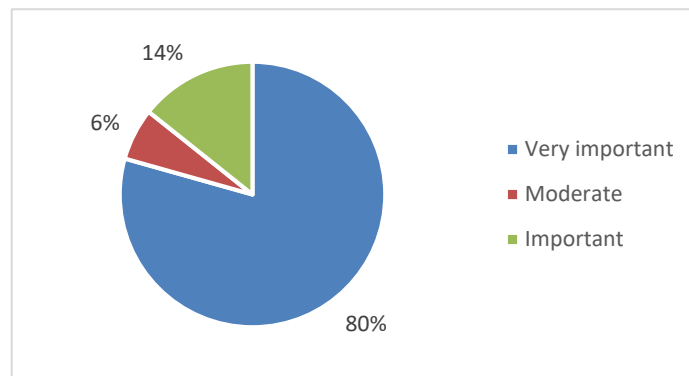
In the performance of my job

Adult learners were asked about their opinion on the importance of acquiring/developing soft and basic skills in the performance of their job, to which 98% of IT and PT respondents said they considered it "Very important" (81%) and "Important" (17%).



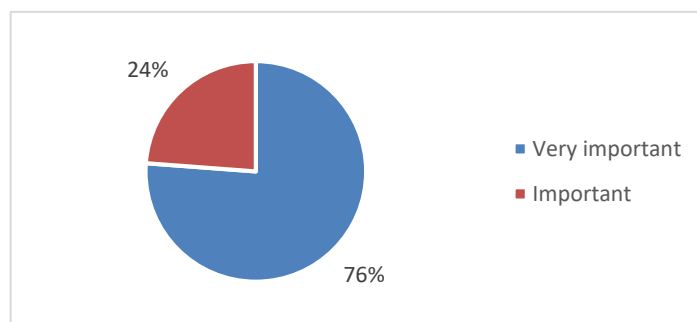
Graphic 11 - Importance of acquiring/developing soft and basic skills: [In the performance of my job]

Access to new and better job opportunities



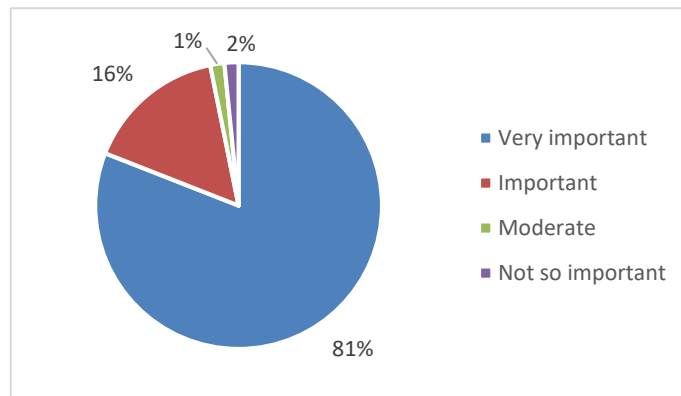
Graphic 12 - Importance of acquiring/developing soft and basic skills: [Access to new and better job opportunities]

Professional development



Graphic 13 - Importance of acquiring/developing soft and basic skills: [Professional development]

My personal development



Graphic 14 - Importance of acquiring/developing soft and basic skills: [My personal development]

The adult learners from the 2 countries were then asked to write down just a few words that they associate with the 4 quality areas identified in the ONE project, as shown below.

Guidance services

In **Italy**, it is referred to as an important process that should be suitable for everyone, in order to improve self-knowledge and identify one's objectives clearly, providing useful information, help and advice so that people don't give up on their training paths.

The main responses from the **Portuguese** respondents in relation to the Guidance services in their country are mostly positive, referring to the fact that these services are important and very useful and at the same time effective because they carry out a diagnosis of training and guidance needs that is personalized and adapted to each adult.

Education and validation processes

Italian respondents point out that "Educational processes and the validation of previous learning are one of the main steps towards effective development" and that it is "Very important for the future of each person, to mature and learn to live independently..." and that this process is important because it allows access to other qualifications.

Regarding the process of Education and Validation of Competences in their country, the **Portuguese respondents** say that it is simple and effective, reasonable, useful and contributes to learning and personal development. The same adults also say that it is an individual process, carried out at each

person's own pace and taking into account their profile and needs.

Information about training and validation offers

Some of the **Italian adults** surveyed, in relation to information on the training and validation offer, point to the existence of a "fundamental document that constitutes the cultural and planning identity of our Institute and explains the curricular, extracurricular, educational and organizational planning that our school adopts within the framework of its autonomy". Some of the respondents also mention that information on the training and validation offer provided by teachers, in order to provide better teaching and learning.

According to **Portuguese adults**, there is already some information about the training and validation offer in various media, namely television and radio, although formal language is still difficult to understand for most people. Respondents say that although various organizations provide information on their social networks, it is only when they contact training providers directly that they understand the vast range on offer and, more specifically, the training that best suits their needs and profile.

Soft and basic skills for inclusion and active citizenship

Basic and transversal skills are considered very important and necessary for inclusion and active citizenship in Portugal. However, a large proportion of respondents say that there are few opportunities, and they should be more diversified, such as the availability of training in cultural knowledge, financial education, and social responsibility.

The majority of respondents say that they can acquire training in these skills through the RVCC process. They are considered to be of great importance to society and to people's daily lives, in order to access new opportunities. It was also mentioned that "*Very good, it is very positive to see the growing investment not only in digital skills, but also in human development*". Another point mentioned was the existence in Portugal of joint work to achieve common goals, such as lowering unemployment rates, with vocational training being one of the most comprehensive measures used.

Italian respondents say that basic and transversal skills for inclusion and active citizenship are important for the development of democracy, that they are fundamental skills for a better standard of living. Communication, reading, writing, the ability to work in a team and the ability to learn how to

learn, identified by a large proportion of respondents, are very important transversal skills for inclusion and active citizenship.

Finally, a free space was left for each respondent to feel free to suggest and comment on whatever they wanted. In this sense, it is important to leave here the main ideas left by them.

In Portugal, respondents referred to training and validation of competences, stressing that this should be for everyone.

The adult learners surveyed in Italy point out that there should be a psychological framework for students to address various aspects related to mental, emotional, and behavioural well-being during the academic journey and provide a broad framework for understanding and addressing the psychological challenges that students face.

Findings and Conclusions – *Customer satisfaction questionnaire for adult learners involved in piloting activities*

Positive aspects/Transferable

Guidance services in Portugal are recognized by adults as being effective because of their personalized approach, adapted to the individual needs of each adult. Based on the adults' comments, here are some reasons why the Portuguese adults surveyed value these services:

- Guidance services help adults set clear and realistic educational and professional goals, taking into account their abilities, interests, and personal aspirations;
- They provide detailed information on the different training paths available, including qualification options, courses, training programs and lifelong learning opportunities. This enables them to make informed choices about their education and career;
- Adults receive an initial assessment of their skills, knowledge, and previous experience, helping them to identify areas of strength and development needs within lifelong education and training;
- Guidance services provide detailed information on the different training paths available, including courses, training programs and lifelong learning opportunities;
- Adults receive personalized guidance tailored to their individual needs, helping them to make informed decisions about their education and training, taking into account their interests, skills, and goals; and,
- Guidance services in Adult Education and Training Centres encourage and support adults to commit to lifelong learning, recognizing the ongoing importance of personal and professional development.

Student learners surveyed in Italy report that information about training offers is passed on to students by teachers and that this can bring some advantages such as close relationships, trust, and individualized support. When student learners surveyed in Italy say that information about training offers is passed on by teachers, this reflects the importance of the role of teachers in guiding and supporting students in the Italian education system, as well as students' trust in the authority and expertise of their teachers.

Aspects for improvement/ Suggestions

Student learners surveyed in Italy report that information about training offers is passed on to students by teachers and that this can bring some advantages such as close relationships, trust, and individualized support, but can also present disadvantages such as limited perspectives, possible bias, and lack of additional resources.

It is important that students have access to a variety of sources of information and support to make informed and well-founded educational decisions.

Italian adults say that guidance services should be suitable for everyone, in order to improve self-knowledge and identify clear objectives to avoid dropouts. Here are some strategies based on respondents' comments to achieve this goal:

- Carry out a comprehensive initial assessment of students to identify their needs, abilities, interests, and goals. This allows counsellors to better understand each student's individual motivations and challenges;
- Helping students to define clear and realistic objectives for their education. These objectives should be specific, measurable, achievable, relevant and time-bound;
- Developing a personalized action plan for each student, outlining the steps needed to achieve their educational and professional goals. This may include identifying relevant courses, deadlines for completing tasks and resources available for support;
- Providing regular, individualized follow-up to monitor students' progress towards their goals. This may involve periodic meetings with advisors to review the action plan, discuss challenges and adjust strategies as necessary.
- Offer emotional and motivational support to students, recognizing and addressing the emotional issues that can impact their engagement and persistence in their learning paths;
- Identify early signs of demotivation or academic difficulties and intervene quickly to offer additional support. This may involve individual counselling sessions, academic tutoring, or referral to external support resources as needed;
- Encouraging students' active involvement in their own learning process, promoting autonomy and responsibility for educational progress. This can be done by setting achievable targets, celebrating progress milestones, and recognizing students' achievements; e,
- Being flexible and adapting guidance plans as students' needs and circumstances change over time. This may involve periodically reviewing learning objectives and strategies to ensure that they remain relevant and effective.

Through these strategies, guidance services can play a key role in preventing dropouts, promoting student engagement, educational progress, and academic and professional success.

Information about the training and validation offer for adult learners in Portugal is crucial to ensure that they can make informed decisions about their education and professional development. However, as mentioned by adult learners, this information is often presented in a formal way and with difficult-to-understand language, which makes it difficult for most people to understand. Here are some suggestions for improving the

accessibility and comprehension of information about training and validation offers:

- Make the language used to publicize the training and validation offer simpler and more accessible, avoiding technical jargon and using common terms that are easily understood by most people;
- In addition to simplifying the language, it is important to present the information in accessible formats, such as explanatory leaflets, short videos, infographics, or visual presentations that facilitate understanding;
- Include practical examples and real cases that illustrate how training and validation can benefit adult learners in terms of personal and professional development;
- In addition to television and other traditional media, consider using alternative media such as social networks, specific websites, community radio and flyers in high-circulation places to reach a more diverse audience;
- Solicit regular feedback from adult learners on the effectiveness and comprehension of the information disseminated, and use these suggestions to adjust and improve dissemination materials;
- Establish partnerships with local organizations, such as community centers, schools, businesses, and neighbourhood associations, to help disseminate information about the training and validation offer in a more personalized way and adapted to the needs of the local community; and,
- Provide specific training for professionals in charge of disseminating the training and validation offer, to ensure that they can convey the information in a clear and understandable way to adult learners.

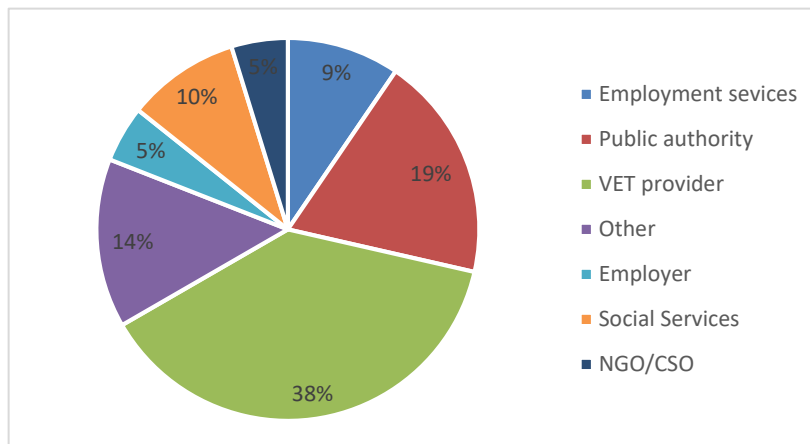
By adopting these strategies, it is possible to make information about the training and validation offer more accessible and understandable to adult learners both in Portugal and in Italy and Slovakia and in other countries and contexts, thus contributing to increasing adult learners' access to and participation in these educational and validation programs.

In relation to the area of soft and basic skills, Portuguese adults indicate that investment in digital skills is very positive, but investment should also be made in human development training, which is so highly valued in the professional world today. It is important to offer a variety of programs and resources that meet the individual needs and interests of adults, thus promoting their personal and social development in a comprehensive and meaningful way, namely in: effective communication; time management and personal organization; leadership; emotional intelligence; resilience and resistance to stress; conflict resolution, among others.

Results and Analysis - *Questionnaire for stakeholders involved in piloting activities*

Through the questionnaire applied to the Stakeholders involved in the pilot activities developed in each network (IT, PT and SK), we obtained several responses from the target audience mentioned, coming from various fields

of action, the majority of which were VET Providers (38%). In addition to the aforementioned VET Provider professionals, professionals from the Public Authority (19%), Social Services (10%), Employment Services (9%), NGO/CSO (5%), Employers (5%) and Experts (14%) were involved in the pilot activities and responded to these questionnaires, classified as "Other", as can be seen in the graph below.



Graphic 15 - Field of action

After collecting information on the Field of Action from the respondents from the 3 networks (IT, PT and SK), they answered questions related to the impact of the Pilot Activities on the services provided by the ALE entities, taking into account some indicators according to the following.

Question 1 - Impact that the Pilot Activities had on the service provided by ALE entities

In relation to the question about the impact of the pilot activities on the service provided by the Adult Education entities in Portugal, 71% of the stakeholders believe that these activities have contributed a lot to the quality of the work carried out, as opposed to 20% in Italy and 100% in Slovakia. In relation to the same question, 29% and 80% of the responses from stakeholders in PT and IT respectively considered these activities to be very useful.

100% in IT and SK and 71% in PT, considered that the activities carried out contributed a lot to the acquisition of skills and the remaining 29% in PT considered that they were useful.

The activities developed also contributed greatly to increasing motivation at work (40% in PT, 71% in PT and 100% in SK). 60% and 29% of respondents considered these pilot activities very useful for increasing motivation.

In **IT**, 80% of respondents believe that the activities developed in their network have contributed a lot (60%) and have been useful (20%) to **increasing productivity in the performance of their duties**, while the remaining 20% consider themselves neutral. In **PT**, 57% and 43% answered that these activities **contributed a lot and were useful for increasing productivity at work**, respectively. In **SK**, 100% of respondents believe that the pilot activities have **contributed a lot and have been very useful** for the same effect as mentioned above.

The total number of Portuguese respondents (57% "Contributed a lot" and 43% "Were helpful") and Slovak respondents (100% "Contributed a lot") say that the pilot activities carried out had the effect of **increasing their autonomy at work.**) In **IT**, 80% of respondents consider that these activities have contributed a lot to **increased autonomy at work** and 20% consider themselves neutral in their response.

When asked about the contribution of these activities to the social inclusion of low-skilled students, 80% of the Italian respondents considered that these activities contributed a lot (20%), were very useful (60%) and 20% considered their response to be neutral. In relation to the same question, **PT** obtained 57% "Neutral" answers, 29% "Contributed a lot" and 14% "Were helpful". In Slovakia, 100% of respondents answered that the pilot activities developed in their country "Contributed a lot" (89%) and "Were helpful" (11%).

Question 2 - There are some elements of piloting that can be implemented in for the ALE sector:

On this issue, 100% of the stakeholders surveyed were of the opinion that some elements of the pilot activities could be implemented in the ALE sector in the respective network countries where they were developed.

Question 2.1 - If yes, which ones? Please make a brief comment.

With regard to the elements of the pilot activities developed in the 3 networks (**IT**, **PT** and **SK**) that could be implemented in the respective country, the stakeholders identified several, according to the table below.

Country	Description
IT, PT, SK	Peer review, co-design
IT, PT	Guidance tools, validation
IT, SK	Validation
IT	Networking, Tools for networking
IT, PT, SK	Promotional materials suitable for the target audience
PT	Improved communication with the outside world, particularly through the website and social networks
PT	Face-to-face or online format, but always with space for sharing and debating ideas to find common solutions
PT	Training sessions, meetings, conversation circles, workshops to produce teaching materials, visits between institutions, among other possibilities
PT	Methodologies for working with adults
SK	Regional Round Tables
SK	Activities related to the promotion and popularization of adult learning
SK	Actively reach out to low-skilled adults through targeted campaigns such as Lifelong Learning Week
SK	More involvement of vulnerable target groups

Table 2 - Elements of the PA that can be implemented in the respective country, according to the Stakeholders

Question 3 - The Piloting allowed us to learn some lessons to take advantage of the definition of policies/reforms in the ALE sector.

In relation to this question, 100% of the stakeholders surveyed from IT and SK responded that they "Totally agree" (80%) and "Agree" (20%) that the pilot activities allowed them to learn some lessons to take advantage of when defining policies/reforms in the ALE sector. On the other hand, in PT, although the majority of responses were "Totally agree" (21%) and "Agree" (20%), 36% of respondents replied that they "Strongly disagree".

Question 3.1 - Please comment your answer.

The stakeholders surveyed, from the 3 countries involved in the APs, were asked to identify some of the lessons learned through these activities, in order to take advantage of the definition of policies/reforms in the ALE sector. In the case of the Italian respondents, the following lessons were

identified: integration of lifelong learning and employment services; the need to integrate policies (educational, social, economic); a model of capacity building and mutual learning among teachers and the need to support teachers' professionalism in order to make their action more effective with users at risk of social exclusion.

The Portuguese stakeholders refer to the European Peer Learning Methodology, which proposes a very innovative intervention in the context of Adult Education that is (in)formative, reflective, critical, regulatory and facilitates action, with a view to improving practices and inducing quality and change, and which should therefore be recognized and accepted as useful.

In Slovakia, the APs made it possible to take advantage of policies/reforms in the ALE sector by participating in the development and promotion of the Memorandum on Adult Education and Training in the Slovak Republic and the promotion and creation of networks in a regional debate in Nitra; as well as the definition of common objectives and measures in cooperation with stakeholders.

Comments: this is YOUR space, feel free to leave us any comment or suggestion!

In this section of the questionnaire, which was left open for comments, only Slovak stakeholders responded.

Some of these stakeholders say that more partner institutions and members should be involved in the preparation of adult education events to contribute to broadening the reach, promoting collaboration, increasing relevance, offering a multifaceted perspective, maximizing resources, and promoting inclusion and diversity. These objectives can lead to more comprehensive, impactful, and meaningful events for the target audience of adult education.

They also point out that cooperation with regional television and other media to increase media coverage of training actions and other events in the area of adult education can be an effective strategy to increase awareness, motivation, and participation of adults in lifelong learning.

Communicating more about the digital transformation in adult education to raise awareness about the opportunities and benefits that technology can bring to this field was another topic mentioned,

highlighting not only the advantages of technology, but also addressing issues related to digital inclusion, accessibility, and equity in access to education.

They also note that the Memorandum mentions the introduction of individual learning accounts, which they think would be a good tool to support the social inclusion of low-skilled students. Otherwise, it is difficult to engage them in education.

Slovak respondents are of the opinion that continuing pilot training activities in the field of adult education is essential to ensure the quality, relevance, and effectiveness of educational programs, thus promoting the personal and professional development of adults and contributing to the advancement of society as a whole.

Focusing activities more on vulnerable target groups in order to promote inclusion, equal opportunities, and the empowerment of these groups, contributing to their social and economic integration was another aspect mentioned by the stakeholders surveyed.

Respondents from the Slovak network argue that peer review methods should be implemented in the certification of educational institutions because they play a crucial role in ensuring quality, compliance with established standards and promoting excellence in teaching, research, and educational practice.

Findings and Conclusions – Questionnaire for stakeholders involved in Piloting Activities

Findings - Positive aspects/Transferable

According to the stakeholders surveyed, the pilot activities developed had an impact on the services provided by the Adult Education entities in the three countries involved at various levels and as follows.

Improving the quality of the service provided: The pilot activities provided the opportunity to test and evaluate new methodologies, teaching approaches and educational resources. As a result, Adult Education entities were able to identify areas for improvement and implement more effective practices to improve the quality of the programs offered.

In the acquisition of skills by professionals - the pilot activities contributed significantly to the professional development of adult education professionals, equipping them with a diverse set of skills to face the constantly evolving challenges and demands in the field of adult education.

Increased motivation - the pilot activities had a significant impact on increasing the motivation of professionals involved in adult education services, providing opportunities for innovation, recognition, learning, positive results, collaboration, and perceived impact.

Autonomy at work - Overall, the pilot activities may have contributed significantly to increasing the autonomy at work of adult educators, empowering them with the resources, skills, and knowledge necessary to adapt and personalize their educational practice according to the specific needs of their students and teaching contexts.

Increased productivity - the pilot activities developed have had a positive impact on the productivity of the services provided by Adult Education entities, by introducing more efficient practices, innovative technologies, training programs and collaboration between adult educators.

Social inclusion of low-skilled learners - according to the respondents, the pilot activities developed had a wide range of positive impacts on the social inclusion of low-skilled learners, addressing not only their educational needs, but also the social, cultural, emotional, and economic aspects of their lives.

In summary, the pilot activities developed had a significant impact on the services provided by the Adult Education entities in the three countries involved, contributing to improving quality, adapting to learners' needs, strengthening partnerships, developing capacities, promoting innovation, and raising awareness about the importance of Adult Education in society.

Aspects for improvement/ Suggestions

The stakeholders surveyed from the three networks identified a series of elements of the Pilot Activities that

they considered could be developed and implemented in each country, tailoring them to their needs and specificities. These elements are presented below.

Training and awareness-raising sessions on the European Peer Review Methodology within the framework of the Pilot Activities developed for professionals in the field of adult education was one of the elements identified by the stakeholders surveyed from the 3 networks which, according to them, has brought and could bring significant ongoing benefits for adult education providers if continued, including quality improvement, professional development, exchange of experiences, professional responsibility and the creation of a culture of continuous learning.

Guidance tools are valuable resources that should be implemented in adult education providers, according to respondents, to support learners in identifying their interests, skills, and goals, and to help them make informed decisions about their education and careers. These tools play an important role in the personal and professional development of adult learners, enabling them to reach their full potential and become active and successful members of society.

The implementation of validation and specific tools for the validation of competences is an effective strategy for recognizing and valuing the skills and knowledge of adults acquired outside the formal education context, promoting inclusion, equity and personal and professional development, which is why they were identified by the stakeholders surveyed as one of the elements that should be implemented in the networks where it does not take place, namely Italy and Slovakia.

Dissemination materials in the field of ALE, adapted to the target audience, were one of the elements considered important and effective during the pilot activities carried out and which stakeholders believe could be useful if implemented in their own countries. These can include leaflets, posters, videos, social media content, radio, or television announcements, among other communication resources. Adapting to the target audience can involve considerations such as the language, format, style, culture, and communication channels preferred by the audience in question.

Spaces for discussion and exchange of ideas between participants, such as debates/round tables exploring topics relevant to adult education, held in both online and face-to-face formats, were identified by some of the stakeholders surveyed as an important element of the Pilot Activities to transfer and replicate to other networks and contexts, since these spaces are, according to them, spaces for discussion and exchange of ideas on topics relevant to adult education, in both online and face-to-face formats. These events provide a valuable opportunity for educators, researchers, professionals in the field and even adults in the learning process themselves to share their experiences, perspectives, and knowledge.

Development and implementation of methodologies for working with adults, new educational approaches specific to working with adults, taking into account their characteristics, needs and learning preferences.

Organizing events and campaigns aimed at promoting lifelong learning (Campaigns Similar to "Lifelong Learning Week" (SK)) and raising awareness about the importance of continuing education for adults, especially those with low qualifications.

Some respondents are also of the opinion that efforts should be made to increase the participation of vulnerable target groups in Adult Education, ensuring that these groups have equal access and opportunities to engage in educational programs.

These elements of the Pilot Activities were identified by stakeholders as potentially useful for promoting more inclusive, accessible, and effective adult education in their countries.

Conclusions and Recommendations

Conclusions

The results of the pilot activities in the three participating national networks generally demonstrate a positive impact and have contributed significantly to improving the quality of services provided in adult education entities, providing a platform for innovation, customization, continuous feedback, and professional development, as well as promoting collaboration between different stakeholders to address common educational challenges.

These activities offer a structured and effective approach to improving the quality of adult education services, promoting the identification of best practices, evaluation of effectiveness, adaptation to local needs, innovation, stakeholder involvement, feedback and continuous learning and risk reduction.

Pilot activities are also an effective tool for reinforcing common mindsets and policy approaches consistent with European guidelines in the area of adult education, promoting the understanding and adoption of common principles and values, dissemination and awareness-raising on European policies, the integration of recommended practices, the exchange of experiences and collective learning, and the promotion of international cooperation.

The pilot activities in the area of adult education and according to the results obtained, promote the existence of national networks, and make these networks more effective in implementing European policies by facilitating the creation of partnerships, exchange of experiences, professional training, expansion of reach and impact, participation in European projects and influence on policies.

Recommendations

Based on the results of the Impact Assessment that was based on the Pilot Activities carried out under the project as a capacity building strategy for the national IT, PT and SK Adult Education and Training networks, here are some **general recommendations** to strengthen and expand these initiatives:

Focusing Pilot Activities on the most vulnerable audiences - In this way it is possible to ensure a more inclusive and equitable approach to adult education, promoting the active participation and

empowerment of these groups in society, namely by adapting educational approaches and teaching resources to meet the specific needs of vulnerable groups. This can involve the use of flexible teaching methods, culturally sensitive educational materials, and accessible resources for people with different abilities and literacy levels.

Development of Appropriate Materials and Resources - Invest in the production of specific educational materials and resources to build the capacity of national Adult Education and Training networks, including practical guides, good practice manuals, implementation models and evaluation tools.

Customization and Adaptability - Ensure that the materials and resources developed are easily adaptable and customizable to meet the specific needs of each entity in each national Adult Education and Training network. Include clear guidelines on how materials can be adapted for different contexts and target audiences.

Capacity Building and Continuous Professional Development - Continue the capacity building programs carried out by providing continuous training for members of the national Adult Education and Training networks, with a focus on leadership skills, effective communication, facilitation of different target groups, orientation and dissemination strategies and tools, program evaluation and other relevant competencies.

Include practical and experiential components in training programs, such as case studies, simulations, and role-playing activities.

Continuous networking support - Provide continuous networking support to national Adult Education and Training networks, especially during the initial implementation phase of the strategies and practices learned in the pilot activities.

Offer assistance in adapting and implementing effective approaches, solving problems, and overcoming specific challenges.

Promotion of Good Practices and Exchange of Experiences - Continue these pilot activities and others as forums for sharing good practices and exchanging experiences between national Adult Education and Training networks, such as workshops, conferences, online discussion groups and peer visits within the framework of the European Peer Learning Methodology.

Encourage the documentation and dissemination of success stories, lessons learned and effective strategies to inspire and inform other networks.

Continuous Impact Assessment - Carry out regular impact assessments to monitor the progress and

results of the capacity building strategies implemented in the national Adult Education and Training networks.

Use the results of evaluations to continually adjust and improve training practices, ensuring their relevance and effectiveness.

Involvement and Active Participation - Encourage the involvement and active participation of members of national adult education and training networks in all stages of the capacity building process, from planning to implementation and evaluation.

Create opportunities for members to contribute ideas, feedback, and suggestions for improving capacity building strategies.

These recommendations aim to strengthen and expand the capacity building initiatives of national Adult Education and Training networks, ensuring that they are sustainable, effective, and adapted to the specific needs of each context.

With regard to the project's four **quality areas** (Orientation, Outreach, Validation of Non-formal and Informal Learning and Basic and Transversal Skills), which served as the basis for some of the Pilot Activities carried out in the 3 national Adult Education networks, below are some recommendations based on the results of the project's Impact Assessment:

Adult Learner Guidance - Establish dedicated guidance services for adult learners, offering individualized support to help them identify their learning goals, explore educational options, and develop personalized study plans.

Train counselors to understand the needs and motivations of adult learners by providing training in counseling skills, effective communication, and knowledge about available educational resources.

Adult Learner Outreach - Develop effective outreach strategies to identify and engage adults who can benefit from adult education, including awareness campaigns, partnerships with community organizations, local events, and outreach programs.

Adapt recruitment and communication methods to meet the specific needs and preferences of adult learners, including the use of social media, printed materials, and face-to-face events.

Validation of Non-Formal and Informal Learning - Implement formal processes for the validation and recognition of non-formal and informal learning, notably in **IT and SK networks**, offering adult learners the opportunity to obtain credits or certificates for skills acquired outside the school environment.

Develop clear and transparent procedures for assessing and validating adult learners' competencies,

involving relevant stakeholders such as employers, civil society organizations and educational institutions.

Basic and transversal competences - Prioritize the development of essential basic competences, such as literacy, numeracy, digital skills, and language competences, to ensure that adult learners have the necessary skills to participate fully in society and the labour market.

Integrate transversal competencies, such as communication skills, critical thinking, problem-solving and collaboration, into all adult education programs to promote the holistic development of adult learners.

In addition to these specific recommendations, it is essential to approach these quality areas in an integrated and holistic way, recognizing the interconnectedness between them and adapting educational strategies and practices to meet the varied and diverse needs of adult learners.

Another of the recommendations based on the results of the Impact Assessment of the Pilot Activities concerns the continued implementation of the **European Peer Learning Methodology**, as it is considered by the participants of these activities and by various project stakeholders to be crucial for the continuous improvement of the services provided in adult education and training for various reasons:

Continuous Professional Development - Peer learning offers opportunities for adult education and training professionals to continue their professional development throughout their careers. By interacting with their peers, they can share knowledge, experiences, and best practices, resulting in a constant improvement of their skills, competencies, tools, and methodologies and, consequently, of the services they provide.

Constructive Feedback and Quality Improvement - Through peer learning, professionals have the opportunity to receive constructive feedback from their colleagues on their teaching practices, learning methodologies, tools used and pedagogical approaches. This feedback helps to identify areas for improvement and implement measures to enhance the quality of the services provided in adult education and training.

Innovation and Creativity - Interaction with other professionals through peer learning can inspire innovation and creativity in the design and delivery of adult education programs. By sharing ideas and experiences, professionals can develop new approaches and solutions to common challenges, promoting the continuous improvement of the services offered.

Exchange of Experiences and Good Practices - Peer learning facilitates the exchange of experiences and good practices between professionals from different contexts and areas of specialization in adult education and training. This allows professionals to learn from the successes and challenges of others, adapting and applying these experiences to their own practices, resulting in more effective and relevant services.

Development of Professional Networks - The ongoing implementation of the peer learning methodology contributes to the development and strengthening of professional networks in the field of adult education and training. These networks provide a space for collaboration, mutual support, and resource sharing, promoting the continuous improvement of the services provided.

Focus on Lifelong Learning - Peer learning methodology, reinforces the commitment to Lifelong Learning for both professionals and adult learners. By encouraging self-reflection and continuous professional development, the methodology promotes a culture of continuous learning that is essential to meeting the ever-evolving needs of the adult population.

It is therefore important to continue implementing the European peer learning methodology in adult education and training to ensure the continuous improvement of the services provided and to promote the professional development of the professionals involved.

In this sense, and in order to continue/implement the **European Peer Learning Methodology** in adult education and training for continuous improvement, as mentioned by various professionals and stakeholders from the 3 networks involved in the project, the following steps could be taken into account:

Awareness and Commitment - Starting by raising awareness among educators, trainers and other professionals involved in adult education about the benefits of peer learning for continuous improvement. It is essential to obtain the commitment of all participants, highlighting the importance of sharing knowledge and experiences between peers.

Integration and Sustainability - Integrating peer learning as an integral part of the adult education institution's organizational culture. Ensuring its long-term sustainability by incorporating it into institutional policies, professional development plans and management practices.

Simplifying the peer review process: Minimizing the amount of documentation required to carry out peer learning. Simplify forms and procedures, eliminating unnecessary information. By simplifying the

bureaucratic process of peer learning, adult education programs can make participation more accessible and attractive to educators, promoting a culture of collaboration and mutual learning.

Process Automation: Use technology to automate bureaucratic processes wherever possible. Implement online systems for participant registration and management, communication and sending materials, reducing the need for physical paperwork, and simplifying management.

Feedback and Continuous Improvement - Solicit regular feedback from participants on the bureaucratic process of peer learning and remain open to adjustments based on these suggestions. Maintain a continuous improvement process to further simplify procedures as necessary.

Recognition and Incentives - Recognize and value the work of participants in the Peer Learning process, highlighting successes, and sharing learnings with the entire adult education community. Offer incentives, such as participation certificates, promotions, or leadership opportunities, to motivate active participation in Peer Learning.


Implementing the European Peer Learning Methodology in adult education and training requires an ongoing commitment to professional development, peer collaboration and the constant improvement of educational practices.


Annexes - Data collection tools

Annex I – Questionnaire – Adult Education (AE) staff involved in Piloting Activities

ONE - Questionnaire to Adult Learning and Education (ALE) staff involved in piloting activities

(* Photos from <https://www.pexels.com/> - Free stock photos)

europakerigma@gmail.com [Switch account](#) 


 Not shared


Thanks for filling this questionnaire!

Your contribution is extremely relevant for the ONE partnership to understand better the impact of the piloting activities according to the perspective of ALE staff involved in.

We follow the European Union (EU) General Data Protection Regulation (GDPR) (more info at https://ec.europa.eu/info/law/law-topic/data-protection/data-protection-eu_en)

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 Networks for Quality Adult Learning


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 Not shared

* Indicates required question

PERSONAL INFORMATION

GENDER *

Female

Male

Prefer not to say

Other: _____

AGE *

- 18-27 years old
- 28-37 years old
- 38-47 years old
- 48-57 years old
- >58 years old
- Other: _____

EDUCATION *

- BA
- MA
- PHD
- Other: _____

PROFESSION *

- ALE Manager
- ALE Trainer
- ALE Teacher
- Other: _____

TYPE OF ORGANIZATION *

- Public body
- Private body
- Non-profit organization
- Other: _____

How do you classify the region where you live? Please choose one of the following: *

- Large City
- Small City
- Countryside
- Other: _____

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* Indicates required question

PILOTING ACTIVITIES

1. Before starting the pilot activities, classify the 4 quality areas that the project ^{*} addresses and that you needed most to develop?

	Totally agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outreach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
VNFIL (Validation of non formal and informal learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic and Transversal Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Did the piloting activities meet your needs? (1=Totally agree; 2= Agree; 3= Neither agree or disagree; 4= Disagree; 5=Strongly disagree) *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.1. Please, comment your answer.

Your answer

3. Did the piloting activities provide you with strategies/methodologies/tools to face critical issues in your organization? (1=Totally agree; 2= Agree; 3= Neither agree or disagree; 4= Disagree; 5=Strongly disagree) *

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.1 If yes, please describe them.

Your answer

4. Were any changes made/implemented in your work after the piloting activities? *

- Yes
- No

4.1. If yes, please describe them.

Your answer

4.2. If no, identify the main obstacles in applying the knowledge acquired and strategies/methodologies/tools learnt (check one or more options) *

- No opportunity
- Hierarchy
- Burocracy
- Habits/Routine
- Other: _____

5. Could you underline the most positive aspect/s of the piloting activities? *

Your answer

6. Is there any negative aspect you'd like to underline? *

Your answer

6.1 Have you any suggestion for improvement the piloting activities? *

Your answer

7. Describe the piloting experience in a few words. *

Your answer

8. How the pilot activities contributed to the rapprochement and strengthening of the EA network? Please, give examples. *

Your answer

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ONE-CONTACTS

<https://www.adult-learning.eu/en/>

THANK YOU!

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Annex II – Customer satisfaction questionnaire for adult learners involved in Piloting Activities

ONE - Customer satisfaction questionnaire for adult learners involved in piloting activities

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Welcome!

Thank you for completing this questionnaire that allows us to understand how the pilot activities were useful to the adult learners.

We follow the European Union (EU) General Data Protection Regulation (GDPR) (more info at https://ec.europa.eu/info/law/law-topic/data-protection/data-protection-eu_en)

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 Not shared

* Indicates required question

PERSONAL INFORMATION

GENDER *

- Female
- Male
- Prefer not to say
- Other: _____

AGE *

- 18-27 years old
- 28-37 years old
- 38-47 years old
- 48-57 years old
- > 58 years old

EDUCATION (according to the European Qualifications Framework (EQF)) *

- Level 1 - Second cycle of basic education
- Level 2 - Third cycle of basic education OR Third cycle of basic education and professional certification
- Level 3 - Secondary education
- Level 4 - Secondary education and professional certification OR Secondary education and professional internship - minimum six
- Level 5 - Diploma in technological specialization
- Level 6 - Bachelor degree
- Level 7 - Master degree
- Level 8 - Doctoral degree
- Other: _____

How do you classify the region where you live? Please choose one of the following: *

- Large City
- Small City
- Countryside
- Other: _____

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 Not shared

* Indicates required question

Please choose the alternative that best corresponds to your opinion.

1. How do you evaluate... *

	Very Good	Good	Fair	Not so bad	Bad
Guidance services in my country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My involvement in education and validation processes in my country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Validation of non-formal and informal learning process in my country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training offer on soft and basic skills for inclusion and active citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Importance of acquiring/developing soft and basic skills: *

	Very important	Important	Moderate	Not so important	Nothing important
In the performance of my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to new and better job opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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* Indicates required question

Considering the situation in your country, associate words with...

3. Guidance services (please, write a few words that you associate with it) *

Your answer

4. Education and validation processes (please, write a few words that you associate with it) *

Your answer

5. Information about training and validation offers (please, write a few words that you associate with it) *

Your answer

6. Soft and basic skills for inclusion and active citizenship (please, write a few words that you associate with it) *

Your answer

Your answer

Comments: this is YOUR space, feel free to leave us any comment or suggestion!



Your answer

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THANK YOU!

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Annex III – Questionnaire for stakeholders involved in Piloting Activities

ONE - Questionnaire for stakeholders involved in piloting activities

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Thanks for filling this questionnaire!

Your contribution is extremely relevant for the ONE partnership to understand the impact of the piloting activities and for planning follow-up actions aimed at assuring the sustainability of the project outcomes.

We follow the European Union (EU) General Data Protection Regulation (GDPR) (more info at https://ec.europa.eu/info/law/law-topic/data-protection/data-protection-eu_en)

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* Indicates required question

GENERAL INFORMATION

Please, select the option related to your field of action: *

Public authority

VET provider

NGO/CSO

Employment services

Employer

Trade Union

Social Services

Other: _____

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* Indicates required question

Please choose the alternative that best corresponds to your opinion.

1. Impact that the Pilot Activities had on the service provided by ALE entities: *

	Contributed a lot	Were helpfull	Neutral	Not advantageous	Not contributed at all
On the quality of the work developed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the acquisition of skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased autonomy at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased productivity in the performance of duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In supporting the social inclusion of low qualified learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. There are some elements of piloting that can be implemented in for the ALE sector: *

- Yes
 No

2.1. If yes, which ones? Please make a brief comment.

Your answer

3. The Piloting allowed us to learn some lessons to take advantage of the definition of policies/reforms in the ALE sector: *

(1= Totally agree; 2= Agree; 3= Neither agree or disagree; 4= Disagree; 5= Strongly disagree)

Totally agree 1 2 3 4 5 Strongly disagree

3.1. Please comment your answer.

Your answer

Comments: this is YOUR space, feel free to leave us any comment or suggestion!



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