

CAPACITY BUILDING FOR SOCIAL INCLUSION

COMPENDIUM OF GOOD PRACTICES
IN ADULT LEARNING AND EDUCATION



CAPACITY BUILDING FOR SOCIAL INCLUSION, Compendium of Good Practices in Adult Learning and Education (2023)

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Dear reader,

Good practice is an interesting phenomenon. Everyone talks about it, everyone looks for it, but actually getting hold of it and applying it in one’s own specific context may sometimes be a challenging task. Even more so if you work in such a field as adult learning and education. However, the benefits are definitely worth the effort.

We, the partners of the **ONE** – Opening Adult Education Networks to European Cooperation consortium, believe that **sharing information and exchanging experience among adult education organisations and their gradual capacity building are the cornerstone of a successful lifelong learning landscape**. By promoting good practice examples that we identified and practical tools that we developed in our project, we hope to help build and strengthen regional and national ALE networks across Europe.

The **ONE** partnership mapped good practices in Italy, Portugal, Slovakia and the Nordic countries with regard to four project’s core themes:

- outreach and involvement of adults in education and training,
- guidance,
- teaching and learning of basic skills and transversal competences,
- validation of non-formal and informal competences.

The key selection criterion was practices’ relevance to social inclusion, followed by the level of satisfaction among their beneficiaries and, last but not least, sustainability and the potential for transferability.

When referring to a good practice example we, generally, understood both longer-term programmes as well as shorter projects or tools, with a clear link to their transferability and sustainability. A good practice is a successful experience that has been tested and validated, and is therefore recommended to serve as a model.

Now, dear reader, feel free to search this compendium for inspiration. Our call for action is for you to adopt and adapt these examples to your own work environment and your specific needs. In case you need advice or just feel like discussing your questions with a community of like-minded colleagues, please, contact us at:

<https://www.adult-learning.eu/en/project-one/>
<https://www.facebook.com/euadultlearning>
<https://www.linkedin.com/showcase/networks-for-quality-adult-learning/>

We wish you good luck with all your future endeavours.

The ONE project team

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KERIGMA

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GLOBEDU

Finland
www.globedu.fi

APEFA

Portugal
www.apefa.org

AIVD

Slovakia
www.aivd.sk

PORTUGAL



GOOD PRACTICE IN:

OUTREACH

IMPLEMENTING ORGANIZATION

National Agency for Qualification and Professional Development, I.P. (ANQEP, Lisboa)

WHAT IS IT ABOUT?

The Qualifica Programme is an adult qualification programme that aims to improve the education and training levels of adults, contributing to improving the qualification levels of the population and improving the employability of individuals. The Portuguese government created the programme as an integrated strategy for adult training and qualification. Qualifica is based on a qualification strategy that integrates educational and training responses and various instruments that promote the effective qualification of adults and involves a wide network of operators. One of the differentiating points of Qualifica is the focus on training pathways that lead to an effective qualification, as opposed to one-off training with little added value from the point of view of qualification and improving the employability of adults. This programme seeks to achieve, essentially, the following objectives: increase the qualification levels and improve the employability of the active, providing them with skills adjusted to the needs of the labour market; significantly reduce illiteracy rates, literal and functional, also fighting semi-literacy and illiteracy; enhance the system, promoting greater investment of young adults in education and training paths; correct the country's structural backwardness in schooling towards greater convergence with the European reality; adapt the supply and training network to the needs of the labour market and the national and regional development models. The main target group are adults disadvantaged due to lack of education and skills. The stakeholders are adults over 18 (exceptionally, young people who are neither studying, nor working, nor in training); professionals in the field of adult

education; employers and education and training entities. This is an example of good practice because the programme aims at ensuring that 50% of the working population completes secondary education; achieving a 15% participation rate of adults in lifelong learning activities, expanded to 25% by 2025; contributing to achieving 40% higher education graduates in the 30-34 age group and expanding the network of Qualifica Centers (300 by the end of 2017). The programme has been in practice since 2016.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

The scheme can be transferred to other contexts in the field of adult education. Minority groups are a potential future target group.

SOURCE OF FUNDING:

Public funds (European)

FIND OUT MORE AT:

<https://www.qualifica.gov.pt/#/>

GOOD PRACTICE IN:

OUTREACH

IMPLEMENTING ORGANIZATION

Institute of Employment and Professional Training, I.P.
(IEFP - Central Services, Lisboa)

WHAT IS IT ABOUT?

The Professional Insertion Offices (GIP) are part of the IEFP (Institute for Employment and Professional Training) and are promoted by public and private non-profit organizations accredited by the IEFP, to provide support to unemployed young people and adults in their pathway of insertion or reinsertion into the labour market in close cooperation with the local units of the IEFP, I. P.

The service reinforces actions of the Public Employment Service in terms of widening the outreach and territorial coverage, making them closer and more accessible to the unemployed, thus enhancing a faster and more sustained insertion of the unemployed in the labour market. These Professional Insertion Offices, being part of entities that work with the population in various areas, particularly in the field of local development, maximize synergies in the fight against unemployment. The IEFP signs a contract of objectives with the promoting entity which includes the activities to be developed by the GIP and the quantitative objectives to be reached. It aims to support the unemployed in defining or developing their pathway to integration or reinsertion in the labour market. The target audience is unemployed people, young people or adults, who need support in solving their problems of professional insertion or reinsertion. The promoting entities may be public or private non-profit entities such as: local authorities; private social solidarity institutions; relevant associations in local development; associations for the integration of immigrants and ethnic minorities and trade unions and business associations.

GIP provides various types of support, e. g. professional information for unemployed youth and adults; support for active job search; personalized accompaniment of the unemployed in the professional insertion or reinsertion; referral to qualification offers; dissemination of job offers and placements; dissemination of community programmes that promote mobility in employment and vocational training in the European area; motivation and support for participation in temporary occupations or voluntary activities; technical and financial support for the promoting entities.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

The decentralization of employment support services through the creation of Employment Service Support Offices. Potential target group are migrants or refugees.

SOURCE OF FUNDING:

Public funds (national, regional)

FIND OUT MORE AT:

www.iefp.pt/gabinetes-de-insercao-profissional

INTEGRATED NETWORK FOR QUALIFICATION OF THE NORTH COAST (RIQNL)

GOOD PRACTICE IN:

OUTREACH

IMPLEMENTING ORGANIZATION

Qualifica training centres at the North Coast

WHAT IS IT ABOUT?

Since 2015 the Integrated Network for Qualification of the Norte Litoral has operated in an integrated and coordinated way in order to support sustained territorial development, which includes the development of qualification of citizens. The investment in guidance, information and qualification of young people and adults, especially those disadvantaged due to lack of education and skills, and the certification of skills acquired throughout life strengthen the response capacity of the region to the challenges of development. It is essential to develop qualification strategies to identify the areas of training most in need from the regional or sectoral point of view. Promoting employability while reconciling individual needs with the labour market requirements and organizational objectives must be done through appropriate and flexible responses. It is necessary to enhance the individual's integral development and to promote lifelong learning in a continuous and systematic way.

The RIQNL network has been established in response to the need to adopt and implement an organizational model and a networking practice, with the purpose of, reciprocally and complementary, enhancing the articulation and inter-cooperation between the QC promoters of the RIQNL and new QCs that may join it, for the fulfilment of their authorized attributions.

The network organises monthly meetings in various territories of the member QC. The agenda is proposed by the organizing QC and endorsed by the participating QCs. Whenever appropriate, the QC hosting the meeting has

the autonomy to invite other entities such as employers or relevant individuals at territorial level, to play a supportive and collaborative role in specific RIQNL actions. The RIQNL network is an example of good practice, because it brings together entities in adult education in a specific area to work together and cooperate for sustainable development.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

Creating a network of adult training providers in a specific region also in cooperation with other relevant actors can bring benefits in any country. Also the target groups can be adapted according to the needs of different education and training or employment systems.

SOURCE OF FUNDING:

Public funds (European)

FIND OUT MORE AT:

<https://www.eptprofensino.pt/encontro-da-riqnl-rede-integrada-de-qualificacao-norte-litoral-na-ept-profensino/>

GOOD PRACTICE IN:

OUTREACH

WHAT IS IT ABOUT?

The Training in the Villages, consists of the relocation of the training activity to locations far from the large urban centers, through the conclusion of partnerships with entities with local relevance (Parish Councils, City Councils, SMEs, among others), this project has sought to combat regional asymmetries, providing equal opportunities in access to vocational training, from north to south and from the coast to the interior of the country. Thus, the establishment of strategic partnerships in the area of education/training can, among others, assume the following objectives: Improve the quality and relevance of the training offer; Promote and increase the suitability of learning and qualifications for the labor market, as well as strengthen the link between the fields of education and training and the world of work; Foster equity and inclusion in the fields of education and training in order to provide quality learning for all and promote access to education and training for the most disadvantaged groups; Promote education and training in order to develop active citizenship, employability and improvement of living conditions; and, Promote the integration and inclusion in society of diverse communities excluded from the training process both in urban and inland contexts. To this end, the task of mapping the geographical areas of intervention of each of Inovinter's Hubs was continued, with a view to short and medium-term strategic

IMPLEMENTING ORGANIZATION

INOVINTER - Center for Training and Technological Innovation, was created under Decree-Law No. 165/85 of May 16, by Ordinance No. 407/98, formed between the Institute for Employment and Vocational Training (IEFP, I.P.) and the General Confederation of Portuguese Workers - National Trade Union (CGTP-IN).

planning, underlying factors such as current and future geographical coverage and the identification of reference partner entities (current or potential). The consolidation of this strategy made it possible, in addition to identifying and responding in a timely manner to training needs in the locations where we have already intervened (in a pandemic context and with great difficulties), in a swift and above all, informed manner, to make the adjustments to the training plan that were considered relevant, to proactively identify the local / regional development centers and the respective institutions and reference companies and, in this way, to take steps to conclude strategic partnerships for Inovinter and, at the same time, relevant for local / regional development.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

Possibly, all elements could be easily transferred to other contexts with the establishment of partnerships with relevant local entities in low population density localities, with the aim of decentralizing the training.

SOURCE OF FUNDING:

Public funds (European)

FIND OUT MORE AT:

<https://www.inovinter.pt/projetos/formacao-nas-aldeias/>



GOOD PRACTICE IN:

GUIDANCE

IMPLEMENTING ORGANIZATION

National Agency for Qualification and Professional Education, I.P. (ANQEP, Lisboa)

WHAT IS IT ABOUT?

The Qualifica Passport was launched in 2017 as part of the Qualifica Programme. The Qualifica Passport is a digital tool for recording qualifications and skills acquired or developed throughout an adult's life, and for guiding learning paths. It simulates several possible qualification paths for obtaining new qualifications, it suggests different training paths (school, vocational or dual certification) or recognition, validation and certification of skills that the adult has achieved in the past. It identifies previously completed training units and respective credit points for the desired qualification. It lists the training units and respective credit points to be obtained and education providers or the Qualifica Centres where the adult may find the training offer or carry out a validation process. The qualification paths are suggested according to the greatest possible capitalization of training units already certified and of credits already obtained by the adult in previous training.

Qualifica Passport is aimed at adults aged 18 or over who are seeking to improve their qualifications, particularly with a view to completing secondary education and/or obtaining a professional qualification, and at young people aged between 15 and 29 who are not in employment, education or training.

The Qualifica Passport is structured as follows: Registration - Diagnosis - Possible Pathways - Pathway Selection - Searching the Educational and Training Offer.

The education and training entities use the QP as a support tool for the promotion and management of their offers.

All adults who are registered in the SIGO platform benefit from it, i.e. those who have already attended, are attending

or intend to attend training or are to obtain a professional qualification or increase their education attainment level. The SIGO platform is coordinated by the General Directorate of Education and Science Statistics under the supervision of the Ministry of Education and Science. Here certified training providers register the qualification paths developed by trainees for subsequent issuance of the resulting vocational training certificates.

Employers can, with the job applicants' permission, consult their Qualifica Passports, thus have access to information on their education and training pathways and evaluate the suitability of candidates' skills for the jobs.

Passaporte Qualifica also has a public area for non-authenticated users that allows to simulate education and training pathways.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

A tool such as Qualifica Passport enables education and training providers to assess the adequacy of their offer to the needs of their target audiences and intervention territories and thus, potentially, increase the number of learners.

SOURCE OF FUNDING:

Public funds (European)

FIND OUT MORE AT:

<https://www.passaportequalifica.gov.pt/cicLogin.xhtml>

GOOD PRACTICE IN:

GUIDANCE

IMPLEMENTING ORGANIZATION

Institute of Employment and Professional Training, I.P. (IEFP - Central Services, Lisboa)

WHAT IS IT ABOUT?

The Guidance Space is a useful tool for all citizens who need support in managing their own career, and also for those who provide support in managing the careers of others. The Guidance Space offers a set of resources to support career management, namely: in employment, in the creation of a business project, in changing the professional project, in moving from one study or training cycle to another or even in planning for retirement, the use of this space can provide support in each of these career situations. The target group is all citizens, young people and adults up to retirement age and employers.

The Guidance Space provides information and exploratory activities (questionnaires, exercises, reflection sheets), organized in 4 thematic pathways: Job Skills pathway that allows adults to discover which skills they have more and less developed and learn how to improve relational, creative, information management, time management, decision making and learning skills; Job Contact pathway that allows them to learn more about the job market, learn how to look for a job, write resumes, answer ads and prepare for job interviews; Exploration Pathway which allows them to improve the knowledge about their personality traits, interests, values, abilities and skills, explore the multiplicity of professions that exist and discover the most suitable opportunities in terms of education and training, in Portugal and in Europe, employment measures and job offers; Entrepreneurship Pathway which allows adults to discover and/or develop their entrepreneurial potential, learn the steps to take to create own job and the support they can count on; Multimedia Centre with resources to support

professional exploration (e. g: guidance games, podcast about training, employment measures...); Events with a schedule of career-relevant events (guidance, training, and employment fairs; business, association, and academic seminars; award ceremonies...).

The tool contributes to promoting social inclusion as it facilitates the decision-making process in choosing a profession and access the labour market more easily.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

The Guidance Space and its resources can be adapted and transferred to other public and/or private entities that provide guidance/support services for citizens' career management.

SOURCE OF FUNDING:

Public funds (national, regional)

FIND OUT MORE AT:

<https://iefponline.iefp.pt/IEFP/web/guest/sobre-orientacao-profissional>

GOOD PRACTICE IN:

GUIDANCE

IMPLEMENTING ORGANIZATION

Institute of Employment and Professional Training, I.P. (IEFP - Central Services, Lisboa)

WHAT IS IT ABOUT?

The ATIVAR.PT incentive measure is an IEFP programme aimed at providing a quick and comprehensive response to unemployment through vocational training, professional internships and reinforced support in hiring and entrepreneurship. The measure provides financial support to employers who sign indefinite or fixed-term employment contracts with unemployed people with the obligation to provide them with professional training. The target group are unemployed persons registered with the employment services. The amount of the financial support depends on the type of employment contract, being higher in the case of indefinite employment contracts compared to fixed-term contracts. The financial support can also be increased in specific cases.

The employer is obliged to provide vocational training adjusted to the skills required for the job: on-the-job training for a minimum period of 12 months accompanied by a tutor appointed by the employer; training in a certified training entity with a minimum workload of 50 hours, carried out, whenever possible, within standard working hours.

Fixed-term contracts of 12 months or more are eligible solely with unemployed people in one of the following situations: beneficiaries of social insertion income; persons with disability and incapacity; refugees; ex-prisoners and those serving or having served non-custodial sentences or judicial measures and who are in a position to enter working life; drug addicts in the process of recovery; persons who have no social security records as an employee or self-employed worker in the last 12 consecutive; homeless people; persons who have been recognized as an informal

caregiver; persons aged 45 or older who have been registered with the IEFP for at least 2 consecutive months and unemployed persons who have been registered for at least 12 consecutive months.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

This practice contributes to the social inclusion of the beneficiaries in that it tries to provide a quick response to unemployment situations, promoting hiring and entrepreneurship. It may be transferable to other countries.

SOURCE OF FUNDING:

Public funds (European)

FIND OUT MORE AT:

<https://www.iefp.pt/ativar.pt?tab=incentivo-ativar-pt>

GOOD PRACTICE IN:

BASIC SKILLS

WHAT IS IT ABOUT?

The National Reading Plan (PNL), launched in 2006, was an institutional response to the concern over the literacy levels of the Portuguese in general and of young people in particular. Over 10 years a set of measures was implemented, aimed at developing the skills and reading habits of the Portuguese population, with special focus on schools. Recognizing the need to consolidate and expand this public policy and align it with the national strategy, a new period of the plan has been adopted for 2017-2027. Reading is considered, in this context, a basic condition across all knowledge, a multimodal literacy skill that combines different languages, texts and formats, and a human right with direct impact on the personal growth of individuals, on the economic, social and cultural development of the country and on the quality of democracy, inclusion and citizenship.

The defined strategy covers 10 areas of intervention, with different qualities and impacts (personal, school, family and social), sustained by a variety of national, regional and local projects and partnerships.

The National Reading Plan 2017-2027 will invest in the development of new aspects, through expanded articulation with the areas of education, culture, science, technology and higher education and local authorities, as well as other sectors and civil society in general.

The main stakeholders involved are: schools, libraries, higher education institutions, training, recognition, validation and qualification centres, research units, culture, science and technology institutions, and local authorities. With a view to a wider involvement of society, it is also intended

IMPLEMENTING ORGANIZATION

The Commissioner of PNL2027, Inter-ministerial Commission and the Directorate General of Education

to pursue collaboration with a wide range of stakeholders, including associations, educational services, reading mediators, volunteers, writers, illustrators, creators, researchers, publishers, booksellers, etc.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

The development and application of reading practices to all interested institutions/entities. Potential target group (describe possible potential for expansion)
General public

SOURCE OF FUNDING:

Public funds

FIND OUT MORE AT:

[Plano Nacional de Leitura](#)

PATHWAYS TO CITIZENSHIP - SOLIDARITY LITERACY AND LITERACIES

GOOD PRACTICE IN:

BASIC SKILLS

IMPLEMENTING ORGANIZATION

Portuguese Association for Adult Education and Training (APEFA), Rua de Cervantes 380, 4050-187 Porto

WHAT IS IT ABOUT?

Percursos de Cidadania is a pilot project developed by APEFA - Portuguese Association for Adult Education and Training, which started in 2019. It aims at eradicating illiteracy and promoting literacy among the adult population. The project is based on the individual and social responsibility of institutions and companies and on a strong aspect of volunteerism and solidarity. It is a solidarity project that relied on the involvement and a shared commitment of local actors joined in the Council of Promoting Institutions (CIP), such as City Councils, Parish Councils, IEFP, Qualifying Centres, Cultural Associations, businesses, Portuguese Red Cross, Santa Casa da Misericórdia, Centre for Research & Innovation in Education, inED, the School of Education of the Polytechnic of Porto, APEFA, among others). They collaboratively promote the design, operationalization and shared governance of the project. The result is the identification of needs, the suitability to reality and the paths to follow, materialised in each municipality or parish with the formal signing of a collaboration agreement.

Carried out in various contexts in the northern region of Portugal, it aims at fighting against literal, regressive and functional illiteracy among the adult population, contributing to an informed and active citizenship, promoting social inclusion, fostering socioeconomic and territorial enhancement, and raising awareness to the importance of lifelong education and learning. It involves a collective effort of socio-educational intervention, a wide range of relevant local actors and institutions. It manages to mobilise public and private institutions, volunteers and society for

the problem of illiteracy and low literacies of the adult population, and leverages the technical and pedagogical skills of adult educators or literacy teachers. The main target groups are adults who are disadvantaged due to a lack of education and skills and adults over 18 years of age who demonstrate weaknesses and difficulties in literacy. Stakeholders involved are adult education entities, municipalities, associative movements and other local actors. Literacy workshops are organised for the development of reading, writing, numeracy and other literacies, namely digital literacy based on people's daily needs.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

The methodology of this practice - the involvement of various social actors at local level, who are closer to target audiences, can be easily transferable to other contexts.

SOURCE OF FUNDING:

Public funds (national, regional)

FIND OUT MORE AT:

<https://apefa.org.pt/projeto-piloto>

"I'm amazed at myself, I didn't imagine I'd get to where I have. I feel more useful to society because I'm developing and before life didn't allow me to do so. Now I can pick up a book and read and for me it's fantastic, all I wanted in life was to read a book!" E.M. (participant in the workshop)



GOOD PRACTICE IN:

BASIC SKILLS

IMPLEMENTING ORGANIZATION

Institute of Employment and Professional Training I.P. (IEFP - Central Services, Lisboa)

WHAT IS IT ABOUT?

The Basic Skills Training Programme promotes the acquisition of basic skills in reading, writing, calculation and use of information and communication technologies. Successful completion of the training programme entitles the holder to a certificate of qualifications for access to adult education and training courses or to processes of recognition, validation and certification of skills of basic level.

The main characteristics are:

- a) The actions that make up the programme must be integrated in projects to promote the qualification of groups of adults duly identified, that articulate the intervention of different entities operating in the same territory;
- b) The objectives and methodologies must be adopted according to the diversity of training needs existing in the group of trainees;
- c) The pedagogical organization of the actions developed under the programme must be flexible and respond, in a differentiated manner, to the individual situation of each trainee;
- d) The trainees must acquire the basic skills that allow and stimulate the continuation of their training.

The target group is adults aged 18 or over, who have not attended or completed 4 years of schooling, or who have attended and completed 4 years of schooling, but do not have basic knowledge of reading, writing and calculation.

The curriculum includes 6 training units of 50 hours each, designated as:

- a) Reading and writing (initiation);
- b) Reading and writing (improvement);
- c) Reading and writing (consolidation);
- d) Calculus (initiation);
- e) Calculus

(improvement); f) Information and communication technologies (awareness). The duration of each action is established according to the objectives and characteristics of each group, and cannot be less than 150 hours, nor exceed 300 hours. The trainees are subject to a diagnosis that allows the identification of each one's learning profile and group formation. Each group consists of 12 to 15 participants. Assessment is continuous and qualitative, the progress of each trainee is evaluated according to the competences demonstrated in each unit at the end of the training pathway. The trainers in the programme must also comply with the standards of a required profile.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

The creation of a training programme in basic skills that serves as a basis for other courses to acquire higher qualification levels is a practice that can be transferred to other contexts or countries.

SOURCE OF FUNDING:

Public funds (European)

FIND OUT MORE AT:

www.iefp.pt/programa-de-formacao-em-competencias-basicas

RECOGNITION, VALIDATION AND CERTIFICATION OF COMPETENCIES (RVCC)

GOOD PRACTICE IN:

VALIDATION

IMPLEMENTING ORGANIZATION

National Agency for Qualification and Professional Education, I.P. (ANQEP, Lisboa)

WHAT IS IT ABOUT?

The RVCC process - Recognition, Validation and Certification of Competences represents the recognition of school or professional skills acquired by adults throughout their lives through experience, with a view of their certification.

The RVCC process consists of three strands:

- school certification (for adults who wish to have their knowledge and skills recognized, validated and certified that result from experience acquired in formal, non-formal and informal contexts, and obtain a school qualification of basic or secondary level, (4th, 6th, 9th and 12th grade);
- professional certification (for adults who wish to have their knowledge and professional skills recognized, validated and certified that result from experience acquired in different contexts and obtain a professional certification of level II or IV;
- dual certification (adults who wish to complete a school certification and obtain simultaneously a professional certification). These processes integrate steps for recognition and validation of skills held by adults and a step for their certification, achieved through the completion of a test before a jury.

RVCC is aimed at adults aged 18 or over with a NQF qualification level below level 5 and who, throughout their lives, have undertaken learning and acquired relevant skills for this purpose in various contexts. Adults aged 18 or over with an NQF level above level 5 who are seeking to obtain a professional qualification may also be eligible. Adults aged up to 23 years can only be RVCC recipients if they prove to have at least three years of professional experience,

except in situations authorized by ANQEP, I. P., namely when specific audiences are concerned or when they are in a situation of social vulnerability. These adults with low qualifications and in a situation of social vulnerability will, through this process, be better prepared to have more and better professional opportunities.

The RVCC process gives adults who have been acquiring skills throughout their lives through formal, non-formal, and informal settings in different contexts the opportunity to have them recognized and obtain a certificate with equivalence to a school qualification, consequently enabling better professional opportunities.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

The recognition of competences can be transferred to other contexts. One of potential target groups are persons with migrant background.

SOURCE OF FUNDING:

Public funds (European)

FIND OUT MORE AT:

<https://www.anqep.gov.pt/np4/753.html>

ADULT EDUCATION AND TRAINING COURSES (EFA)

GOOD PRACTICE IN:

VALIDATION

IMPLEMENTING ORGANIZATION

National Agency for Qualification and Professional Education, I.P. (ANQEP, Lisboa)

WHAT IS IT ABOUT?

Adult Education and Training courses (EFA) are a flexible training pathway, specifically aimed at adults that allows for developing social, scientific and professional skills necessary for the exercise of a professional activity and simultaneously obtaining a basic or secondary level of education. Duration of courses varies according to the certification level. Courses are organized in different types of training paths: basic education, secondary education, dual certification or only paths related to the development of vocational skills. From the curricular point of view there are courses focusing on:

Basic Training – in the area of key competences of basic level or secondary level, aiming at the acquisition and development of knowledge, skills and attitudes for the empowerment of adults and that are considered necessary for obtaining a school qualification;

Technological Training - organized in short training and/or competence units, aiming at the acquisition and development of knowledge, skills and attitudes in line with the professional profile and the respective qualification;

Workplace Training - strengthening the application and consolidation of acquired knowledge, skills and attitudes through activities carried out in a company environment or in the context of other employers.

Adult Education and Training courses may be the right course for those who are 18 years old or older and wish to obtain the 4th, 6th, or 9th grade of basic education or secondary education (12th grade), or wish to obtain professional certification, or both, which is called double certification. These courses also meet the specific

qualification needs of adults with low and very low qualifications, namely without basic education, illiterate or with very insufficient literacy levels.

The Adult Education and Training Courses can operate in: public or private basic and secondary education establishments; IEFP, I.P direct management and protocol vocational training centres; and in other entities such as municipalities, companies or business associations, trade unions and associations of local, regional or national scope, as long as they are part of the network of training entities of the National Qualifications System.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

The EFA courses are transferable to other contexts or countries when adapted to the professional areas and the needs of each context.

A potential target group can be the general adult population that needs to increase their educational and professional qualifications.

SOURCE OF FUNDING:

Public funds (European)

FIND OUT MORE AT:

https://anqep.gov.pt/np4/Curso_Educacao_Formacao_Adultos.html

MODATEX - CENTRO DE FORMAÇÃO PROFISSIONAL DA INDÚSTRIA TÊXTIL, VESTUÁRIO, CONFECÇÃO E LANIFÍCIOS

GOOD PRACTICE IN:

VALIDATION

WHAT IS IT ABOUT?

MODATEX was established in 2011, based on a protocol signed by the Institute of Employment and Professional Training (IEFP, I.P.), the Textile and Clothing Association of Portugal (ATP), the National Association of Clothing and Confection Industries (ANIVC/APIV) and the National Association of Lanifícios Industries (ANIL).

The national scope of the MODATEX centre (with headquarters in Porto, delegations in Lisbon and Covilhã, and poles in Vila das Aves and Barcelos) ensures a strategic and operational coordination of training in the sector, an effective response to the needs of qualification and retraining of staff and organizations, as well as technical support to all players in the textile and clothing industry.

The MODATEX activities include vocational training, services to companies in the sector (tailor-made training; technical interventions), processes of recognition, validation and certification of skills and participation in national and international projects. The centre develops training in the areas of fashion design, textile design, IT applied to design, fashion management and marketing, fashion merchandising, textile arts, industrial modelling and making, modelling and making for atelier, tailoring, knitting, weaving, spinning, textile ennoblement, quality in the textile and clothing industry, production planning and management, maintenance, hygiene and safety at work, management and trade, communication and organizational behaviour, working methods and time, international trade in textiles and clothing and pedagogical training for trainers. MODATEX follows a socially responsible conduct and its quality policy

IMPLEMENTING ORGANIZATION

MODATEX - Centro de Formação
Profissional da Indústria Têxtil,
Vestuário, Confeção e Lanifícios
(Porto)

is based on the fulfilment of the requirements of the quality management system with a view to permanent satisfaction of trainees, trainers, employees and external customers, particularly companies in the sector.

The actions promoted by the Centre are aimed at entrepreneurs, managers, executives and workers of the associated companies of the second signatories, job seekers, namely those who are unemployed, with a view to directing them to training courses that will allow them a rapid entry into the labour market, managers and workers of the signatories; other partners identified as strategic in the scope of the centre's mission.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

The involvement of several agents and stakeholders in the actions developed by the entity is a practice that can be Potential target group (describe possible potential for expansion)

The same target audience for other business sectors.

SOURCE OF FUNDING:

Public funds (European)

FIND OUT MORE AT:

<https://www.modatex.pt/article/sobre-nos.html>

GOOD PRACTICE IN:

VALIDATION

WHAT IS IT ABOUT?

Resolution No. 86/2009, of May 21, created the Network - Enhance of the Autonomous Region of the Azores, which aims to recognize, validate and certify competences, as well as to refer assets to academic and/or professional training. The Valorizar Network has a regional scope of intervention and may, for this purpose, create poles, operate on an itinerant basis or in any other way that ensures its operationalization. The activity of the Valorizar Network covers adults aged 18 or over, with no qualification or with a qualification that is inappropriate or insufficient in relation to their needs and those of the labor market, who have not completed the 1st, 2nd or 3rd cycle of basic education, or secondary education, or who do not have a double certification of non-higher level. The Valorizar Network has the following objectives: the recognition, validation and certification of professional competences acquired throughout life, for the purpose of positioning in qualification paths; the recognition, validation and certification of competences acquired throughout life, for the purpose of obtaining a level of schooling and qualification; the referral to education and training offers that best suit the profile and the needs, motivations and expectations of each adult; and the final validation of adults' modular training paths, for the purpose of certifying a level of schooling and qualification, within the framework of the regulations applicable to modular training. The Valorizar Network organizes its intervention in the following fundamental stages: Reception; Diagnosis; Referral; Skills recognition; Skills validation; and Skills certification. The processes of recognition, validation and certification of skills are developed from the use of the

IMPLEMENTING ORGANIZATION

The Valorizar Network is part of the Government of the Azores under the tutelage of the Vice-President of the Regional Government (Azores)

references integrated in the National Qualifications Catalog. The processes of recognition, validation and certification of competences for professional purposes that are integrated in referentials whose professional outputs are regulated by specific legislation or in situations where the legal regime of licensing or access to an economic activity requires duly qualified professionals, must be developed within the framework of the respective applicable regulations. Valorizar Network develops a quality policy based on the criteria of prioritization of improvement actions (CAF) (Order No. 733/2009 of 6 July 2009).

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

These activities can be transferred to other target groups, provided that the legislation is appropriate to the new context and/or target group, such as: minority groups (ethnic, linguistic, religious); unemployed adults and employed adults.

SOURCE OF FUNDING:

Public funds (European)

FIND OUT MORE AT:

<https://edu.azores.gov.pt/seccoes/objetivos-e-orientacoes/>

ITALY



GOOD PRACTICE IN:

GUIDANCE

IMPLEMENTING ORGANIZATION

CPIA, Via La Spezia, 110, Parma

WHAT IS IT ABOUT?

The CPIA network provides guidance to students in the development of job search strategies and methods also through the further development of targeted skills. By providing additional tools and useful contacts they try to promote the social inclusion of participants.

The centres target adult people in general and also involve VET providers as stakeholders. The implementation has taken place by directly involving local companies that could become active partners. From June to September 2022, the programme reached approximately fifty adult students and young adults. Its ultimate goal is to help participants successfully enter the labour market. The results can be measured in quantitative and qualitative terms. The project has had a two-year development and the data analysis showed its effectiveness in terms of achieving the goal.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

CPIA activities could be extended to other target groups, such as unemployed young people. It is possible that all elements of the programme could be easily transferred to other contexts.

SOURCE OF FUNDING:

Public funds (national and regional)

FIND OUT MORE AT:

www.cpiaparma.edu.it

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GOOD PRACTICE IN:

GUIDANCE

IMPLEMENTING ORGANIZATION

Cooperativa Dedalus, Napoli

WHAT IS IT ABOUT?

This action aims to offer young people and their families an opportunity for school guidance during the summer period, in order to rethink their learning paths with greater awareness or to evaluate new proposals for secondary school or CPIA courses. Guidance activities take place through individual interviews in informal contexts and situations (that's where the title comes from). The informality of the action creates greater intimacy in order to highlight skills and critical issues, resulting in a higher chance of success.

Although the main target group is adult people in general, the participants are mainly young foreigners and their families who are unfamiliar with the Italian school system and do not have sufficient competence in the Italian language to understand the complexity of choice. There are also young Italians who have dropped out of school and show very little interest and motivation towards the school experience.

The actions for some young foreigners are supported by linguistic mediators. For young people with greater frailty, the need for a supporting educator has emerged in order to allow continuity and support for the choices already made.

The initiative is part of the guidance action of the CPIA Napoli City 1 in cooperation with IC, Studio Keller, and Dedalus. Third-sector organisations and lower and upper secondary schools are involved as stakeholders. The service is in high demand by the territory and by educational agencies. Thanks to this activity a strong network has been built between the different subjects. More than 350 participants have been involved so far.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

The possibility of guiding in informal environments, places not related to school, can work out well in other contexts, too. Minors who do not complete their schooling path may also be considered a potential target group.

SOURCE OF FUNDING:

Private (foundations, sponsorships, participation fees)

FIND OUT MORE AT:

www.coopdedalus.it/bella-presenza



IMPLEMENTATION OF INTEGRATED PROJECTS BETWEEN FIRST AND SECOND LEVEL ADULT EDUCATION PATHS

GOOD PRACTICE IN: GUIDANCE

IMPLEMENTING ORGANIZATION

Provincial Centre for Adult Education of Cagliari and its province, CPIA, Cagliari

WHAT IS IT ABOUT?

The role of adult education and CPIAs also includes actions aimed at reducing the skill gap in the labour market. It is crucial to maintain continuity between basic and technical/professional training courses. The project aimed to integrate level I and II adult education paths and promote the progress of adult learners from the second didactic periods of the first level CPIA to the technical and professional educational paths. An integrated annual didactic period was designed, including the acquisition of key competences for active citizenship, as well as modules related to technical or professional disciplines. The use of inductive learning, laboratory and case study approaches and customization also allowed to motivate the trainees and to guide them towards the labour market.

Courses were designed to align basic pathways with technical and professional education. They were complemented by guidance services, especially to learners at high risk of social exclusion, such as the socio-economically disadvantaged learners and prisoners.

One of the preconditions was an active involvement of numerous educational institutions (schools in which the second level courses are based) and bodies (e.g. prisons) cooperating together as partners.

In the first edition during the 2016-2017 school year, the project was launched with a group of about 15 students in the second didactic period of the CPIA professional course “Services for agriculture and rural development”. Further editions followed and from the 2019-2020 school year, more integrated courses were launched in “Services

for health and social assistance”, “Services for food and wine and hotel hospitality” and “Administration, Finance and Marketing”. In the last year (2020-2021) about 80 CPIA students were enrolled, mainly including foreign and Italian participants with low schooling rates and a high risk of early school leaving at the end of the second didactic period.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

The integration project between education levels I and II represents a model which, after adapting to the characteristics and peculiarities of a specific socio-economic and territorial context, could be effectively implemented in other regions of the country.

The project could also be extended through the involvement of labour market players (local companies) and the third sector (associations, etc.) to form a territorial network for lifelong learning.

SOURCE OF FUNDING:

Public funds (national, regional)

FIND OUT MORE AT:

<https://cpia1karalis.edu.it/index.php/didattica/informazioni-didattiche/i-nostri-corsi>

GOOD PRACTICE IN:

GUIDANCE

IMPLEMENTING ORGANIZATION

CPIA, Torino Tullio de Mauro

WHAT IS IT ABOUT?

The CPIA, as a learning centre rooted in the territory, offers guidance to adults in their training as a fundamental component, not only in their period of course attendance at the CPIA but in view of lifelong learning. These guidance activities serve not only the purpose of raising awareness of the training and career guidance opportunities present in the area but also allow adults to reflect on their skills and expectations and to make informed decisions about their future. The main aim of the initiative was to improve the quality and effectiveness of guidance services that were often discontinuous and dependent on the availability of staff. This meant to make guidance sessions structural, train teachers and enable sharing on the training offer of the territory in terms of career guidance and education and training, and last but not least to involve all students enrolled in the CPIA and local adults interested in training and guidance.

The project was divided into several steps including periodic individual interviews with students and surveys, data analysis, systematic contact building with partner institutions in the territory and orientation days in all CPIA offices open to non-enrolled adults. Orientation was not limited to the presentation of learning opportunities offered in the territory but included moments of self-reflection on one's soft skills, formal and non-formal competences, expectations, etc.

As to stakeholders involved, the guidance activities were organised by the CPIA and involved vocational training, higher education institutions, the third sector and career guidance bodies as partners. In orientation days territorial

representatives were involved in tracking enrolment and attendance records, etc.

The project was in its first phase in the years 2020-2021 when all the students of the I and II periods were involved (about 400). In the second phase in 2021-2022, all students of the I and II periods and students of Italian A2 were involved (about 500).

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

All activities can be tested and are transferable to other contexts, especially to other CPIAs.

The project plans to organise orientation days also for adults who are not CPIA students.

SOURCE OF FUNDING:

Public funds (national, regional)

FIND OUT MORE AT:

<https://www.cpia3torino.edu.it/?idpag=1>

GOOD PRACTICE IN:

BASIC SKILLS

IMPLEMENTING ORGANIZATION

CPIA, Modena

WHAT IS IT ABOUT?

The main aim of the project was to reactivate the learning paths of young people and children who had dropped out of school. The key principle was to provide them with learning and training opportunities focusing on 'know-how', i.e. useful skills relevant to the labour market.

After a first orientation session, when dossiers containing the experience, already acquired skills and aspirations of each individual learner were created, each participant was directed to one (or more) modules. The modules contained activities aimed at the acquisition and development of both soft and hard skills. For those who needed linguistic preparation before the attendance of the modules, lessons of Italian as a second language were provided in order to bring everyone to a level not lower than B1. In addition, basic courses (4 hours) on safety in the workplace were offered and completed with a certificate recognised by companies. Also, a period of internship was provided to students in local companies to enhance their skills developed within the project.

The initiative connected various stakeholders to promote social inclusion. Secondary schools were directly involved in the drafting of the project and local companies in the implementation. In the period from October 2017 to December 2018 about 185 learners participated in the activities.

The evaluation results highlighted the success of the project and a second edition has been proposed in order to obtain further funding.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

The establishment of a solid network with secondary schools that offer evening courses and the activation of internships with local companies are elements that can be successfully applied in many other contexts. Other target groups could be unemployed adults, migrants, refugees or disadvantaged adults lacking education or skills relevant to the labour market.

SOURCE OF FUNDING:

Public funds (European)

FIND OUT MORE AT:

www.cpia1modena.edu.it

A BRIDGE TO A NEW BEGINNING ... OF LINGUISTIC, WRITING, ARTISTIC AND CIVIC-CULTURAL SKILLS

GOOD PRACTICE IN:

BASIC SKILLS

IMPLEMENTING ORGANIZATION

CPIA, Potenza

WHAT IS IT ABOUT?

The project aims at developing key competences for lifelong learning, basic skills in particular, strengthening learners' motivation to study and promoting their well-being. The main target group is disadvantaged adults with a low level of education and skills and at risk of social exclusion, both Italian native and non-native speakers.

The aim is achieved through the design and implementation of four training modules. They are based on the use of innovative teaching methodologies to enhance the active involvement of students. Experiential learning is always placed in a realistic context and integrates cultural and linguistic exchanges.

The first module aims at strengthening and reinforcing fluency in the Italian language. The module was created in synchronous DDA and made it possible to modulate strategies and methodologies thanks to the use of ICT.

The second module was intended to enhance and consolidate writing skills, starting with the analysis of the main text types (also in digital format) and arriving at the construction of texts.

The third module stimulates creativity and social integration through theatrical techniques.

Finally, the fourth workshop for learning Italian as a second language concerned a set of activities carried out outdoors allowing the students to practise the skills they learnt in the classroom.

All activities have always interactive and inclusive teaching features, bringing learning into real context.

Reception centres and associations that collaborate

regularly with CPIA Potenza during the school year participate in the project. Specifically, in Module 3, the Compagnia Gommalacca Teatro is involved.

In the period June - December 2021 there were 46 participants enrolled. In the 2nd edition, greater attention will be paid to enabling a more regular attendance.

Students could be supported by more flexible recognition of attendance hours and credits for participation, as well as the implementation of support actions, e.g. babysitting or reimbursement of transport costs.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

The flexible modularity of the 4 teaching modules facilitates their transferability into socio-cultural contexts characterised by low schooling levels, high school drop-out rates, and socioeconomic and educational poverty. Modules 1-2-3 could also be extended to other groups of adult learners, e.g. in prisons.

SOURCE OF FUNDING:

Public funds (national, regional)

FIND OUT MORE AT:

www.cpiapotenza.edu.it



WOMEN: RIGHTS, GENDER EQUALITY AND NON-VIOLENCE

GOOD PRACTICE IN:

BASIC SKILLS

IMPLEMENTING ORGANIZATION

CPIA, Provincia di Imperia

WHAT IS IT ABOUT?

This project was part of a broader reflection aimed at making the most vulnerable members of society aware of their rights. Interdisciplinary educational paths would lead to raising the awareness of gender equality in general. The project was to help students discover and enhance the active role that women can play within society.

The approach was based on a psychological and identity point of view but at the same time, participants were provided with practical tools for social inclusion. Computer literacy laboratories were developed aimed at allowing students to develop computer skills useful for writing a CV, accessing the employment centre services but also using the electronic register to follow their children at school. The main target group was disadvantaged adults with a low level of education and skills. The project involved middle school students of the whole institute. 90% of those attending were students with a migratory background. After the first school year, 90% of the students in the most involved class completed their studies, receiving the middle school certificate with excellent results. In general, there was a greater awareness among the trainees of the active role that women can take within society. Many of them began to work or actively seek work and also consider to continue their studies. The project also made it possible to increase the skills of the school staff as regards inclusion practices.

As to stakeholders, a fruitful collaboration has been established with the regional Employment Centre, ALISEO (Ligurian Agency for Students and Guidance) and the Profamilia Association. Drafting three-year agreements with

the training agencies that collaborated on the project and establishing thematic working groups are ways to enable even more involvement by stakeholders.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

The focus of the intervention was aimed at the person, their resources and potential to be supported rather than the disadvantage “to be treated”, thereby highlighting that only a participatory intervention can ensure systemic solutions. Other potential target groups to which the project could be extended are any subjects living in a situation of social exclusion.

SOURCE OF FUNDING:

Public funds (national, regional)

FIND OUT MORE AT:

<https://www.cpiaimperia.edu.it/>



EXPERIMENTAL PATHS FOR THE ATTESTATION OF CITIZENSHIP SKILLS: COPRESC AND VOLABO PROJECTS

GOOD PRACTICE IN:

VALIDATION

WHAT IS IT ABOUT?

As part of the research and development actions of the metropolitan CPIA of Bologna, two projects were carried out in the field of certification of citizenship skills. In 2019, an innovative experiment was launched between the Metropolitan CPIA of Bologna and the Provincial Coordination of the Civil Service Bodies of Bologna. The aim was to enhance and certify the skills and knowledge acquired in informal and non-formal learning contexts and also to experiment with validation of the previous skills of young people in service at Co.Pr.E.S.C. Between December 2020 and June 2021, the certificate was issued to 38 volunteers employed in regional civil service projects and 158 volunteers employed in universal civil service projects. In 2020, another collaboration with Volabo - Service Centre for Volunteers of the Metropolitan City of Bologna started, aimed at identifying procedures for transparency, validation and certification of citizenship skills in the context of volunteering in the Metropolitan City. Between September 2020 and May 2021, the certificate was issued to 25 volunteers. Both initiatives were supported by the Social Development Area of the Metropolitan City of Bologna, as part of the project "Bologna, towards a metropolitan city for lifelong learning". The main aims were: to recognize and give value to the experience of citizenship, such as volunteering, as a context for learning and acquiring skills; to promote and disseminate the culture of certification of skills for active participation of individuals to the multiple dimensions of citizenship, and contribute to the development of systems for the validation of skills acquired in informal and non-formal contexts.

IMPLEMENTING ORGANIZATION

CPIA, Metropolitano di Bologna

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

Both initiatives have contributed to the construction of the lifelong learning network with practices that support people in the process of their learning and in the use of their skills in different life contexts. They can serve as a model for other projects experimenting in the field of validation of learning outcomes acquired through non-formal and informal learning, as well as in increasing motivation for lifelong learning. Other potential target groups to which the project could be extended are people who are socially and economically disadvantaged or less qualified.

SOURCE OF FUNDING:

Public funds (national, regional)

FIND OUT MORE AT:

www.cpiabologna.edu.it/sito/wp-content/uploads/2021/12/Quaderno-della-ricerca_Centro_Ricerca_ER_CPIA_Bologna_rete_apprendimento_permanente.pdf



LINK BETWEEN CPIA AND IISS WITH SECOND LEVEL COURSES

GOOD PRACTICE IN:

VALIDATION

IMPLEMENTING ORGANIZATION

CPIA, Montagna e IISS della Rete

WHAT IS IT ABOUT?

The credit recognition process allows for the personalization of a path for adults who re-enter the education system. It creates favourable conditions for the enhancement of skills acquired in prior learning and makes sustainable learning paths possible.

The implementation through modular planning promotes the continuation of adult learning: the general education area and the specific area are managed in synergy between CPIA and IISS. This arrangement facilitates the enhancement of skills of each student and the personalization of their path - the student's record book collects their scholastic achievements and "vertically" accompanies those students who after the CPIA continue at the IISS in second level courses.

A stable cooperation between CPIA and IISS with second level paths belonging to the network has been developed. This connection plays a crucial role in the educational success of students who, after the achievement of a diploma, have greater chances for inclusion into the labour market and better integration.

On average, in the last three years, 52 students benefited from the actions and passed from the CPIA to the IISSs of the network.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

A modular design better responds to the emerging needs and the programme can be updated more easily. The implementation of a credit recognition vademecum and the use of a student's record book strengthen the establishment of increasingly shared procedures between partner institutions.

The main target group of the initiative is the adult population in general. However, other potential target groups are young adults, migrants or women.

SOURCE OF FUNDING:

Public funds (national, regional)

FIND OUT MORE AT:

www.cpiamontagna.edu.it

DOCUMENT:

<https://cpiamontagna.edu.it/wp-content/uploads/sites/154/Accordo-percorso-formativo-integrato-I-e-II-livello-1.pdf?x16522>

"Sometimes I think about the time when I arrived. I had to start all over again. My qualification obtained in Morocco was not recognised. I started with Italian courses, then a series of interviews, tests and collection of documentation which proved the studies and knowledge I had gained over time. The flexibility of the actions has thus allowed me to achieve my goals. Now I am a full-time mediator."

Aissa Saloua



SLOVAKIA



GOOD PRACTICE IN:

OUTREACH

WHAT IS IT ABOUT?

The Learning City of Trnava is a project whose aim is to connect all local actors in education - from schools and universities to leisure and cultural organisations - in order to jointly create a vision for the development of lifelong learning in the area. The initiator of the project is a local civic association – Lifestarter. Within the Learning City of Trnava project they implement a number of activities for the general public. They cooperate with educational organisations, companies, media partners and volunteers. The main partner in the initiative is the city of Trnava. The strategic team further consists of representatives of the local Department of Education, two universities based in Trnava, the city library and several education providers and youth organisations. The key role is played by the initiator - the coordinating organization connects the others and ensures the support of the local government and other decision makers.

The city of Trnava is also the first Slovak city that has become a member of the UNESCO Global Network of Learning Cities. This creates new opportunities for formal and non-formal education for its inhabitants.

At the launch of the project qualitative interviews were conducted with the management of local organizations in order to analyse their goals, priorities and activities. Based on the research, the organizations were divided into 6 thematic clusters. Their meetings take place on a regular basis - they try to solve defined problems and thus create a collective impact within the city. Through networking, educational events, learning festivals, professional working groups and various promotional activities they aim to contribute to the introduction of innovative approaches to education and to increase public awareness of the value of learning at all ages.

IMPLEMENTING ORGANIZATION

Lifestarter, Trnava

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

Just as Trnava is a learning city, other cities and communities have also potential to become learning cities or communities. The Learning City of Trnava project can be a role model for others on how to do it - network actors, communicate, map and create a database, define common interests, identify problems, look for solutions.

The primary target group of the project is the general public – the residents of Trnava, of all ages. However, some events are aimed at specific groups such as teachers, lecturers, HR professionals from companies, as well as students and seniors. Other projects can focus on working with specific groups, such as the low-educated, socially disadvantaged or migrants.

The Global Network of Learning Cities proves this approach is transferable to other cities or communities.

SOURCE OF FUNDING:

Public funds (European, national, regional), private contributions

FIND OUT MORE AT:

www.uciacasatrnava.sk/learning-trnava/

THE LEARNING CITY OF TRNAVA



"The Learning Trnava is a project through which we have managed to network almost 200 educational organisations in the city and form a vision for lifelong learning for the inhabitants of Trnava. I am very grateful to everyone who sees the sense in working together and helping us to create a culture that supports the participation of all age groups in education."

Michal Koricina, Founder & Executive Manager of Lifestarter

GOOD PRACTICE IN:

OUTREACH

WHAT IS IT ABOUT?

Learning in adulthood and senior age contributes to the development of social skills, interests, preconditions for better employment in the labour market (e.g. language skills), it is also a prevention against social exclusion at senior age. The aim of the Adult Learning Festival with Kogneo (former Pressburg Academy) is to draw attention to the importance of adult education and lifelong learning and to bring this idea closer to the general public. Everyone who wants to learn something new, regardless of age, profession or scope of interest, has a unique opportunity to attend free online lectures, webinars, workshops and discussions. The annual adult learning festival is intended for adults, especially seniors who want to learn more, discover new hobbies and enhance their cognitive fitness. The valuable result of each festival is that seniors who have not had experience with online learning try it for the first time and get “on board”. Learning new things means living an interesting life, experiencing new things, acquiring new skills and meeting new people, which increases the quality of life. Some of the most popular topics were: Find out how to start learning a foreign language, Meeting Excel, Learn how to stay in optimal mental condition, The basics of quality photography, How to succeed in an online interview, Virtual exhibition of modern art and various language courses of a one-week duration.

The Association of Adult Education Institutions in the Slovak Republic (AIVD), The Bridge language school and the Slovak Age Management Association are involved as media partners.

The themes and the educational content of the festivals are set on the basis of previous evaluation results. Annually there are more than 1000 online views of the learning opportunities.

IMPLEMENTING ORGANIZATION

Kogneo, Bratislava

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

Free educational events targeted at the adult population and specific events for seniors in the framework of an online education festival can serve as inspiration for other adult education institutions to actively contribute to increasing participation in adult education.

SOURCE OF FUNDING:

Public funds (European, national)

FIND OUT MORE AT:

<https://pressburgacademy.org/festival-vzdelavania/>
<https://kogneo.org/kurzy/festival-vzdelavania-dospelych/>

*“Even as a senior you
can learn a foreign
language and it
changes your life!”
A participant of the
learning festival*



DESIGNING THE MODERN POLICY OF ADULT EDUCATION - MOVED

GOOD PRACTICE IN:

OUTREACH

IMPLEMENTING ORGANIZATION

Academia Istropolitana Nova,
Svätý Jur

WHAT IS IT ABOUT?

The aim of the MOVED project was to map activities in the field of adult education at the level of local government authorities; increase the awareness of regional policy makers of the benefits of adult education for the region, employers, and citizens; build the institutional capacity of public administration at regional and local level and contribute to the development of an effective public policy on adult education at all levels, with an emphasis on local governments.

The project was based on the need to improve and modernise public policies in Slovakia. Adult education was and still is not perceived as an independent policy area, it only existed within the concept of lifelong learning. The project contributed to the definition of this policy area.

The idea behind the project was that with a better policy environment, the offer of educational opportunities across Slovakia will increase and will be more accessible, it will reach more people, and the number of adults in education will increase. The mapping exercise pointed out a wide range of institutions that provide educational activities, e.g. secondary schools and higher education institutions, private and public education providers including NGOs, employers, labour offices, various cultural and educational facilities, local authorities and cities.

The target groups of the project were providers of adult education and representatives of public administration at national, regional and local levels, with a special attention paid to the less developed regions.

Main project activities included:

1. Mapping of public policy on adult education in the regions

of Slovakia

2. Evaluation of public policy on adult education

3. Recommendations for modern adult education policy and its implementation in practice.

Some of the proposed recommendations could be implemented at minimum cost. Thus, if local governments followed at least some of the recommended steps and addressed adult education systematically, by boosting the number of adult learners, they would ultimately increase the quality of life in their regions. However, mapping the benefits of education for learners, employers and the community needs to be done more thoroughly.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

Education is a prerequisite for development, success, and efficiency in any sector of economy. Functional connection and cooperation of local government authorities with economic partners and civil society is a model for effective solution of many current challenges, including adult education. The potential for expanding similar partnerships and cooperation, and thus reaching other target groups, is unlimited.

SOURCE OF FUNDING:

Public funds (European)

FIND OUT MORE AT:

<https://ainova.sk/en/project/moved/>

DESIGNING THE MODERN POLICY OF ADULT EDUCATION - MOVED



"It would be helpful to have a lifelong learning centre. It would be necessary to define its scope of work, staff, cooperating institutions. I can imagine such centres in regions with high unemployment, with low education levels and elementary skills and habits need to be built. We can reach those people only through unemployment statistics. Such a centre would be a place to give guidance and information for the people."

***A representative of Dpt of Education,
Regional Government***

INTEGRATION PROGRAMME FOR THE EMPLOYMENT OF SOCIALLY EXCLUDED ROMA, SUPPORTED EMPLOYMENT OF THE DISADVANTAGED AND SOCIALLY EXCLUDED

GOOD PRACTICE IN:

OUTREACH

WHAT IS IT ABOUT?

The Banská Bystrica self-governing region and the non-governmental organization People in Need founded the BBSK Employment Agency in 2019 in one of the regions with the highest unemployment rates and a high concentration of the marginalised Roma communities. Based on the previous experience from a pilot Integration programme for the employment of socially excluded Roma, the BBSK Employment Agency helps people with difficult access to the labour market – mainly Roma, to find employment. The programme has been institutionalised and uses the principle of supported employment of disadvantaged applicants.

The aim of the Employment Agency is to solve the situation of unemployed persons comprehensively, namely by actively searching for and preparing candidates for the labour market in close cooperation with local employers. When searching, the job counsellors of the BBSK Employment Agency work with public employment offices and community centres, so that they strengthen their outreach to people from excluded communities.

The Employment Agency provides counselling and training activities for clients before and after the placement on the labour market. Before placing the client on the labour market, the focus is placed on:

- development of basic skills such as literacy and numeracy;
- job skill training according to the requirements of specific employers;

IMPLEMENTING ORGANIZATION

Employment Agency of the Banská Bystrica self-governing region (BBSK), Lucenec

- teamwork, respect for authorities, work discipline;
 - resume writing, interview preparation, accompanying clients;
 - arranging administrative affairs of the client.
- After the placement of a client, help is provided in solving common problems that can arise in the workplace, understanding the rules of the work process, rights and obligations, motivating the clients to keep the job and developing their financial literacy.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

The pilot programme of supported employment of marginalized Roma communities has been extended to other groups of disadvantaged applicants on the labour market, such as the long-term unemployed and socially excluded. Other potential target groups are homeless people, former detainees, the long-term ill, etc. The supported employment programme works thanks to the cooperation of different stakeholders, which can also be useful for others who provide social services for socially disadvantaged and socially excluded groups.

SOURCE OF FUNDING:

Public funds (European, national, regional), private contributions

FIND OUT MORE AT:

www.agenturapracebbsk.sk/index.html

**INTEGRATION PROGRAMME FOR THE
EMPLOYMENT OF SOCIALLY EXCLUDED
ROMA, SUPPORTED EMPLOYMENT OF
THE DISADVANTAGED AND SOCIALLY
EXCLUDED**



WE HELP WOMEN DISCOVER THE WORLD OF IT

GOOD PRACTICE IN:

GUIDANCE

IMPLEMENTING ORGANIZATION

Aj Ty v IT, Bratislava

WHAT IS IT ABOUT?

The civic association Aj Ty v IT (You Also in IT) has its mission to empower women to enter the IT sector. They create an environment in which IT becomes accessible to girls and women. Under the guidance of certified lecturers in purely female groups, women gain knowledge and skills that will move them into the world of information technology and help keep pace with newest trends. They help improve women's digital skills in digital literacy workshops, special courses in data analysis, testing and programming. However, for women considering a career in IT, there are also career workshops focusing on goal setting, tips on how to create a resume, prepare for interviews or how to negotiate a salary. This initiative also supports the building of a community of women who want to assume the role of ambassadors and encourage newcomers. There is space for open dialogue, information and advice sharing, joint activities and educational support.

Aj Ty v IT was established at a time when the number of female students at IT faculties of Slovak universities was as low as 3% to 5% and women were almost entirely absent from the IT sector. Aj Ty v IT decided to change this by offering education and consulting in the field of IT tailor-made for women. They found strategic partners among the world's leading as well as national IT and telecom companies, ministries, universities and funding institutions at national as well as European level.

More than 34,000 girls, women and teachers have participated in educational activities so far. There has been an increase in the number of girls at IT faculties from 5% to 15%.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

It is possible to create an environment in which IT becomes accessible to all women. The key is to offer women guidance of trained lecturers in purely female groups, provide them with knowledge and skills necessary for entering the world of information technologies and help them build their career.

SOURCE OF FUNDING:

Public funds (European, national, regional), private contributions

FIND OUT MORE AT:

<https://ajtyvit.sk>

WE HELP WOMEN DISCOVER THE WORLD OF IT



"My hope is to have no barriers for girls and women when designing their future, that is, barriers of biases created by society and family. I believe that technology has no gender and only technology created by diverse teams can answer the needs of all of us."

Petra Kotuliaková, CEO of Aj Ty v IT

GOOD PRACTICE IN:

GUIDANCE

IMPLEMENTING ORGANIZATION

Mareena, Bratislava

WHAT IS IT ABOUT?

Career Path was an Erasmus+ project that examined employment conditions and career opportunities of foreigners from third countries living in Hungary, Croatia, the Czech Republic and Slovakia. Its aim was to prepare policy recommendations and a set of tools for key actors, which would improve access of third country nationals to further career development. An important focus of the study was the problems associated with the recognition of qualifications from a third country because recognition of qualifications contributes to adequate employment and rewarding at work and thus improves the position of people from third countries and their inclusion.

The policy recommendations were addressed to policy makers, relevant public institutions, non-governmental organizations and employers. They are the result both of an analysis of existing national legal frameworks and policies in the field of labour integration, as well as they are based on qualitative data gleaned through interviews with foreigners from third countries, government officials, governmental and non-governmental organizations, education providers and enterprises.

The project also created practical guidelines for improving the access of foreigners to the local labour market through a series of leaflets with practical instructions on how to improve third-country nationals' access to the labour market and enable them to fulfil their career goals and participate in the society.

The main target group of the project were migrants and refugees. The partners of the Erasmus + project were Menedék from Hungary, InBáze from the Czech Republic and Centar za Mirovne Studije from Croatia. In each country, employers, government officials and NGOs were also involved.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

Identified examples of good practice as well as a set of recommendations and solutions addressed to policy makers, relevant public institutions, NGOs and employers can be used in other countries. Some of them can also be used to integrate marginalized groups in a country.

SOURCE OF FUNDING:

Public funds (European)

FIND OUT MORE AT:

<https://mareena.sk/career-path> <https://mareena.sk/assets/files/Career-Path-Policy-Recommendations.pdf>

SUPPORT FOR PERSONALIZED COUNSELLING FOR LONG-TERM UNEMPLOYED JOBSEEKERS

GOOD PRACTICE IN:

GUIDANCE

IMPLEMENTING ORGANIZATION

Centre for Labour, Social Affairs and Family, Bratislav

WHAT IS IT ABOUT?

Unemployment, especially long-term unemployment, has a negative impact on a person's mental health as well as work habits. It is essential to support long-term unemployed citizens when entering the labour market. Due to a lack of individualized professional counselling services provided at employment offices, a national ESF-funded project 2017-2021 improved the availability of individualized and long-term counselling by increasing staff capacity for its provision. The project was implemented through two main activities:

Activity No. 1 targeted the long-term unemployed who did not have a clear idea about their employment outlook or who needed to change their job focus. Counselling support was based on the balance of competences career guidance method, which helps to analyse one's skills and competences, the possibility of recognition of prior learning and possible further education paths. The strength of the approach lies in the emphasis on the development of career management skills.

Activity No. 2 was intended for the long-term unemployed, who were difficult to place on the labour market due to certain barriers. Counselling support implemented in the form of individual, group and individualized counselling activities was focused on the analysis and comprehensive assessment of the overall potential of the person in terms of employability, identifying barriers, identifying measures to increase employment chances including education and training, and strengthening motivation.

The project supported the development of local employment and contributed to reducing regional

disparities in the labour market. In terms of social and economic impacts, counselling helped to reduce the mismatch between employers' requirements and available human resources in the labour market and contributed to a better labour mobility.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

The target group of this project were only the long-term unemployed, however, an individualized approach, motivation and activation of any target group to solve their situation on the labour market and the use of the balance of competences method can be applied in various contexts.

SOURCE OF FUNDING:

Public funds (European)

FIND OUT MORE AT:

https://www.upsvr.gov.sk/europsky-socialny-fond/narodne-projekty-v-programovom-obdobi-2014-2020/narodny-projekt-podpora-individualizovaneho-poradenstva-pre-dlhodobu-nezamestnanost-uchadzacov-o-zamestnanie.html?page_id=752666

GOOD PRACTICE IN:

BASIC SKILLS

WHAT IS IT ABOUT?

“Think with the Head of State” is a series of educational videos initiated by the President of Slovakia in 2021 in order to support the development of information and media literacy of Slovak citizens. This new basic life skill of the 21st century was communicated to the target audience through the topics of social networks and critical thinking. The videos were to help people understand how social networks work, have a better understanding of the work of journalists or scientists, or perceive usual mistakes and pitfalls of human thinking. Production of videos involved several celebrities, popular public figures and experts in the field in order to increase the attractiveness of the series and draw the attention of the general public to these topics. The idea behind was to promote critical thinking and safe behaviour on the Internet.

The videos have had more than 1,3 million views online and been broadcast on the public television channel.

IMPLEMENTING ORGANIZATION

Zuzana Caputová, the President of the Slovak Republic

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

It is an example of a cooperation between experts and public figures in the production of viral videos that have a strong educational element. This practice can be applied to various contexts.

SOURCE OF FUNDING:

Public funds (national)

FIND OUT MORE AT:

www.prezident.sk/page/mysli-s-hlavou-statu/

“These videos are intended for all active users of social networks, regardless of their opinions or political beliefs. The pitfalls of social networks or mistakes in thinking do not concern any specific group of people, they are our common problem. Knowing more about the environment in which discussions are most common today can be a way to make them less screaming and more understanding.”

*The President of the Slovak Republic,
Zuzana Caputová*

5PEŇAZÍ (FIVE COINS)

GOOD PRACTICE IN:

BASIC SKILLS

IMPLEMENTING ORGANIZATION

The National Bank of Slovakia

WHAT IS IT ABOUT?

A low level of financial literacy in the general population of Slovakia, even in terms of the basic financial skills, has been the main impetus for the National Bank of Slovakia to launch an initiative called 5pe Ňazí (Five Coins). The main pillar is an information and financial education portal www.5penazi.sk, created by the team of the NBS in collaboration with external experts. It contains what a person needs to know about money in various life situations. Apart from news, articles on finance, useful tips, expert recommendations or interviews with public figures, a pool of educational resources is available free of charge for download. Materials for online and onsite learning modules, videos, quizzes, cartoons and other interactive forms are addressed to all generations, ranging from pupils and students at primary, secondary schools and universities to adults in productive age and seniors. A part of the 5pe Ňazi activities is education delivered by our own team. NBS has been providing informal financial education for pupils, using experiential modules. Topics covered are e.g. income and work, financial planning, investment and retirement, or Euro currency. Learners get the concepts such as credit, insurance, inflation or price stability explained in a simple way. They learn how to manage their household budget, how to avoid scams, and what to keep in mind when making important financial decisions such as taking out a loan or a mortgage, arranging life insurance, and buying a house. They are also reminded of their consumer rights. The project pays special attention to vulnerable groups, such as elderly people, marginalised Roma communities, single parents, orphanage leavers, persons with disabilities or refugees. Many activities take place in the field. NBS

financial literacy tutors run learning centres in several regions of Slovakia and collaborate with local governments and the third sector such as civic associations, foundations or non-profit organisations. This strengthens the outreach of their activities. Education is complemented with NBS grant schemes via NBS Foundation. NBS is aware that there are many organisations operating in the field through which it can reach specific target groups and support high-quality projects tailored to the needs of every target group. The project also makes use of communication channels such as social networks, television, radio and the website <https://5penazi.sk/>.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

Educational activities run by or in cooperation with a public institution with a high credibility and trust of the target group can reach better outcomes and bring benefits for all stakeholders. This principle can be applied in various contexts.

SOURCE OF FUNDING:

NBS's own resources

FIND OUT MORE AT:

<https://5penazi.sk/>

"Any consistent regulation is not effective enough without financial education."



BLUEPRINTS FOR BASIC SKILLS DEVELOPMENT IN SLOVAKIA (BLUESS)

GOOD PRACTICE IN:

BASIC SKILLS

IMPLEMENTING ORGANIZATION

State Institute of Vocational Education (ŠIOV), Bratislava

WHAT IS IT ABOUT?

The BLUESS project focused on mapping the situation in the area of basic skills of adults in Slovakia. The project was an integral part of the implementation of the Council Recommendation “Upskilling Pathways: new opportunities for adults.” The main objectives were to open a debate on the necessity to address the topic of basic skills at national level, map the situation in supporting basic skills with an emphasis on low-skilled adults, identify the main challenges in raising basic skills levels and make recommendations to policy makers in this area. There were tools developed for assessing basic skills in low-skilled adults and building capacities of practitioners who work or have the potential to work in the field of basic skills development. Good practices in other European countries were also collected. The project activities were implemented in 2019 – 2021 by a consortium led by ŠIOV, involving the Ministry of Labour, the Ministry of Education, the Association of Adult Education Institutions (AIVD) and the Association for Career Counselling and Career Development in Slovakia, and in cooperation with foreign partners – the European Association for Education of Adults (EAEA), AONTAS Ireland and the European Basic Skills Network (EBSN).

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

Countries that are in the process of establishing their national concept of basic skills and seek to strengthen the provision of basic skills, may find this multi-stakeholder cooperation format very useful. Identification of target groups of adults with low basic skills and their needs is a key element for the development of any education programmes in basic skills and their support from public funds. The lesson learnt is that there is no one-size-fits-all solution.

SOURCE OF FUNDING:

Public funds (European)

FIND OUT MORE AT:

<https://zakladnezrucnosti.sk/vystupy-projektu/>

“We have been working with the low-skilled target group for a long time. Our activities are based on situations they needed to deal with and had no one to consult. The moment when you can help them solve a real problem that they can’t move on with is a motivating moment. It is the one that can kick-start them for further learning.”

Marek Kmet, external expert in BLUESS



GOOD PRACTICE IN:

BASIC SKILLS

IMPLEMENTING ORGANIZATION

People in Need, Bratislava

WHAT IS IT ABOUT?

Poor and socially excluded Roma communities in Slovakia - they are in the focus of social integration programmes which the non-profit organization People in Need has been implementing since 2006. The aim of social integration programmes is to find and apply new ways of solving problems related to the issue of socially excluded Roma localities - extreme poverty, long-term unemployment, low levels of education, unsatisfactory housing conditions or tense relations with the majority society. The organization operates five community centres in those areas of Slovakia where most Roma settlements are concentrated.

Community centres provide comprehensive social services for children and adults to support their social inclusion: education of preschool and school children; tutoring for children who already go to school; arranging dual vocational training so that they have a better chance of finding a good and stable job in the future; motivation to improve their qualifications; job-oriented skills training to get and keep a job;

organization of job and career counselling and co-operation with specific employers in placement; training focusing on the development of communication or manual skills; financial literacy education; organization of various preventive or leisure activities; financial advice; legal aid; social counselling; housing assistance; organization of material collections and exchanges.

This assistance is comprehensive and sensitive. Community workers must be well trained for their work. It is important that the centre operates around the clock, so that people can always find help there. It is also important that the centre cooperates with other organizations in the area

- such as local government, labour office, employers, schools, educational organizations, libraries, etc. The People in Need do not focus only on activities in the field. In order for a sustainable and meaningful change to take place in Slovakia, a change in public policies is also needed. This means that the centres and the organization communicate their activities and problems they address outwards to the public. Last but not least, they carry out activities aimed at educating the general public and employers in order to eliminate prejudices.

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

Creating a permanent support centre is important for developing a habit in the target group of going to a place with confidence, expecting help, seeking advice for various life situations and participating in non-formal education. Social integration programmes can also be applied to other people at risk of social exclusion (the long-term unemployed, homeless people, returnees, migrants, etc.).

SOURCE OF FUNDING:

Public funds (European, national, regional), private contribution

FIND OUT MORE AT:

<https://clovekvothrozeni.sk/co-robime/programy-socialnej-integracie/>

APTET INTEGRATIONAL SOCIAL ENTERPRISE (APTET ISP)

GOOD PRACTICE IN:

BASIC SKILLS

IMPLEMENTING ORGANIZATION

Aptet ISP, družstvo, r.s.p., Levice

WHAT IS IT ABOUT?

Aptet ISP is a registered social enterprise of work integration established in 2019. Their mission is to create jobs and help vulnerable groups enter the labour market. These are mainly people with disabilities, people over 50, recent graduates, mothers caring for children, people with low education. Aptet helps employees of the social enterprise to acquire new skills and knowledge, it supports them in improving their qualifications and building career paths. This is successfully done in collaboration with a range of stakeholders, such as local employment, social affairs and family offices, employers, NGOs and other key players in the field of social innovation. In its work, the organization relies on a number of tools and scientific methods. Key ones include the concept of “Age Management” and the methods of “Individual Placement and Support” and “Recovery”.

After several years of practice Aptet summarises the following principles of successful work integration:

- Provide a step-by-step support to accompany the disadvantaged and vulnerable persons on their way out of a difficult life situation
- Apply scientific methods proven in practice
- Create effective multigenerational teams by applying age management principles
- Aim at securing quality employment and further career growth
- Make training and personal development an integral part of the working time
- Give your employees the chance to become co-owners of the social enterprise

- Do not lose contact with your clients after they get hired by another employer (even after their retirement)
- Volunteering should not be just a trendy fad - but part of your values

POTENTIAL FOR TRANSFERRING TO OTHER CONTEXTS?

The social enterprise seeks to support people in the labour market disadvantaged for a variety of reasons, including people with multiple disadvantages. This example of work integration of vulnerable groups in the labour market can also be transferred to other countries.

SOURCE OF FUNDING:

Public funds (European, national, regional), private contributions

FIND OUT MORE AT:

www.aptet.sk



NORDIC NETWORK FOR ADULT LEARNING (NVL)

GUIDANCE IN VALIDATION WITHIN THE NORDIC REGION

GOOD PRACTICE IN:

GUIDANCE

WHAT IS IT ABOUT?

This report is produced by the Nordic Network for Adult Learning (NVL) through combined efforts of the Guidance and Validation networks. It provides information and discussion on how guidance in the process of validation of prior learning (VPL) is carried out within the Nordic region. The purpose of the report is to establish a common ground for discussing and developing guidance in validation, which will hopefully be a step towards seeking opportunities for improving the quality of guidance in Nordic validation systems.

FIND OUT MORE AT:

https://nvl.org/wp-content/uploads/2022/12/GuidelnValalidation_web_2015_eng.pdf

[Annex 1](#)

[Annex 2](#)

[Annex 3](#)

[Annex 4](#)

[Annex 5](#)

A NORDIC PERSPECTIVE ON CAREER COMPETENCES AND GUIDANCE

GOOD PRACTICE IN:

GUIDANCE

WHAT IS IT ABOUT?

This concept note reflects an initiative within the Nordic ELPGN group, in partnership with the Nordic network for adult learning (NVL), to investigate the possibilities for collaboration between the Nordic countries in developing a number of joint documents on career competences and/or a competence framework for career learning in the Nordic countries.

The objective for this concept note is to contribute to a shared Nordic frame of understanding for career competences which can be used in the ongoing development of guidance in the Nordic countries.

The intended audience is guidance professionals, teachers, researchers, managers, policy makers and clients.

FIND OUT MORE AT:

https://nvl.org/wp-content/uploads/2022/12/Career_competerences_and_guidance_2014_eng.pdf

VOICE OF USERS – PROMOTING QUALITY OF GUIDANCE FOR ADULTS IN THE NORDIC COUNTRIES

GOOD PRACTICE IN:

GUIDANCE

WHAT IS IT ABOUT?

Guidance for adults has been gaining ground within the lifelong learning sector in the Nordic countries. These services have grown out of public policy that in turn is responding to an increasing demand for a lifelong and individualised educational and vocational guidance of adults.

Adult guidance is also meant to be proactive in enhancing new skills within lifelong learning schemes. This present evaluative research, titled Voice of users – promoting quality of guidance for adults in the Nordic countries, examines both the value of adult guidance to its users and their involvement in developing and organising guidance services in adult education.

FIND OUT MORE AT:

https://nvl.org/wp-content/uploads/2022/12/voice_of_users_2011_eng.pdf

SOCIAL PARTNERS: OUT WITH EARLY EXIT – IN WITH LIFELONG LEARNING AND CAREER DEVELOPMENT?

GOOD PRACTICE IN:

GUIDANCE

WHAT IS IT ABOUT?

The purpose of the paper is to present findings from a new Nordic survey on social partners' policy and practice in regards older workers. The goal of the survey was to find out to what extent the social partners have developed policies and outlined strategies, which explicitly address the demographic change and promote opportunities for lifelong learning and career development among their senior members (45+).

FIND OUT MORE AT:

https://nvl.org/wp-content/uploads/2022/12/social_partners_2011_eng.pdf

GOOD PRACTICE IN:

BASIC SKILLS

WHAT IS IT ABOUT?

This report aims to give an overview of the situation in the Nordic countries regarding basic digital skills, what is currently in place, and what may be needed in the future. The Network has created separate descriptions for each of the countries, which have been summarized in the next chapter of this report. Based on these national descriptions, the experts in the Network set up a Nordic strengths, weaknesses, opportunities and threats (SWOT) analysis, focusing on what works well today and what may need to be improved in the coming years. The SWOT analysis has led to a number of policy recommendations at the Nordic level for continued work in the area.

FIND OUT MORE AT:

<https://nvl.org/wp-content/uploads/2022/12/Basic-digital-skills-for-adults-in-the-Nordic-countries.pdf>

GOOD PRACTICE IN:

BASIC SKILLS

WHAT IS IT ABOUT?

Folkbildning, or non-formal adult education, is strong in the Nordic countries. But what is it good for? This report looks at the key competences people need to live in today's society, and how Folkbildning can help nurture and support them. It also looks at how this can be validated. The report is constructed as a study material, where you can either read the full report, or discuss parts of the report in a study circle. Rather than providing final answers the report looks at some crucial aspects and asks some hard questions.

FIND OUT MORE AT:

https://nvl.org/wp-content/uploads/2023/01/NVL_Folkbildning_key_competences_090316_www.pdf

CHALLENGES IN THE WORK OF RECOGNITION/VALIDATION OF PRIOR LEARNING IN THE NORDIC COUNTRIES

GOOD PRACTICE IN:

VALIDATION

WHAT IS IT ABOUT?

The NVL expert network regarding validation has been asked to identify common Nordic challenges in the field of validation. This memorandum is based on national reports from all the countries which were prepared during the spring of 2009. Besides identifying common challenges this memorandum points out which common challenges can be addressed at a Nordic level.

FIND OUT MORE AT:

https://nvl.org/wp-content/uploads/2022/12/challenges_work_recognition_2010_eng.pdf

QUALITY MODEL FOR VALIDATION IN THE NORDIC COUNTRIES*

GOOD PRACTICE IN:

VALIDATION

WHAT IS IT ABOUT?

The quality model is primarily developed for use in educational institutions. The 8 quality factors constituting the quality model relate to conditions that can be handled at an educational institution. Legislation, financing, national executive order requirements are of course key factors for the quality of the validation. The quality model may possibly contribute to pointing out undesirable conditions of this nature, but nevertheless has to accept them as framework preconditions.

FIND OUT MORE AT:

https://nvl.org/wp-content/uploads/2022/12/Quality_model_validation_eng.pdf

GOOD PRACTICE IN:

VALIDATION

WHAT IS IT ABOUT?

Competent VPL practitioners are crucial for the quality and effectiveness of VPL. What competences are needed to perform the state of the art VPL is a common Nordic challenge and central in this project. There are examples of competence descriptions in the Nordic countries that can contribute to making more overall competence profiles for VPL practitioners to contribute to further quality development.

FIND OUT MORE AT:

https://nvl.org/wp-content/uploads/2022/12/Competenceprofiles_2015_eng.pdf

GOOD PRACTICE IN:

VALIDATION

WHAT IS IT ABOUT?

The aim of Road Map 2018 is to illustrate the validation process from mapping and assessment of prior competences all the way to how these results can benefit the individual and society. The report highlights the central aspects that must be covered to facilitate a functional and smooth validation system.

FIND OUT MORE AT:

<https://nvl.org/wp-content/uploads/2022/12/Validation-and-the-value-of-competences-Road-Map-2018.pdf>

NORDIC QUALITY COMPASS ON VALIDATION OF PRIOR LEARNING

GOOD PRACTICE IN:

VALIDATION

WHAT IS IT ABOUT?

The Nordic Quality Compass is a toolbox for assessing validation practices, policies, procedures as well as competences of validation practitioners.

This set of tools is for policy makers and developers of validation procedures as well as for practitioners (assessors, counselors and coordinators), who are working with validation of prior learning. All the tools allow you to create and print a development plan as you go. Before you can start using the tools, you must create your personal account (Log in, Create new account). You will be able to edit or print your answers at any stage.

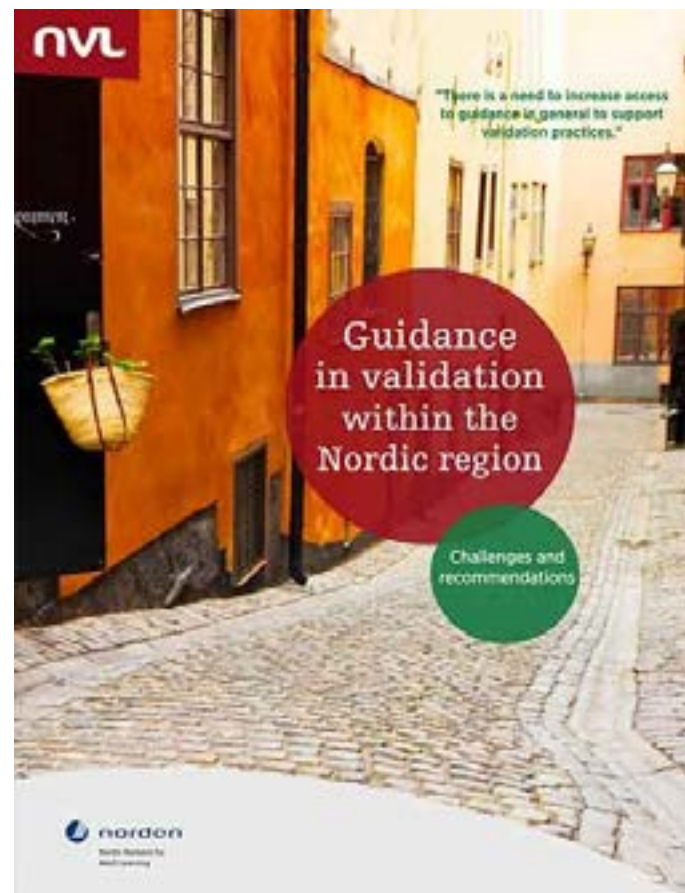
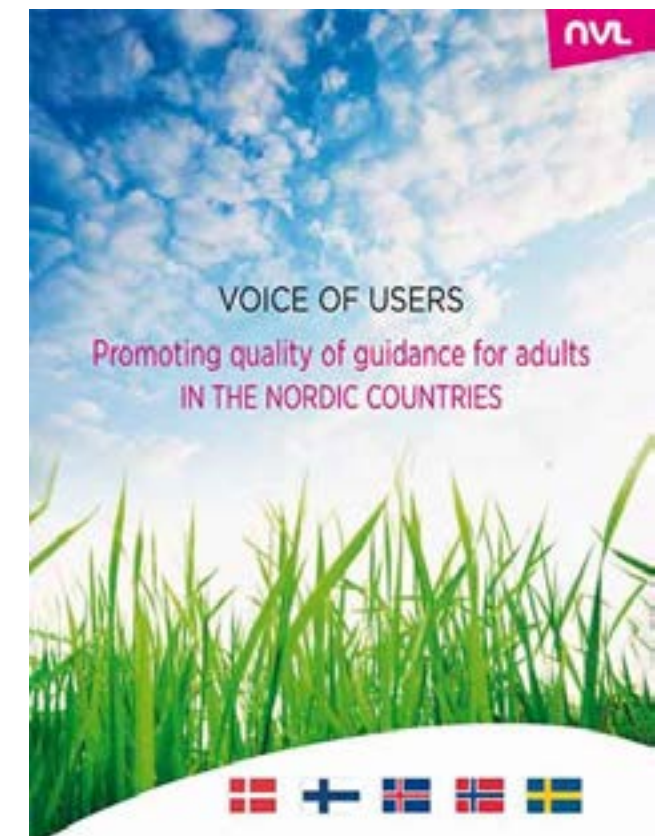
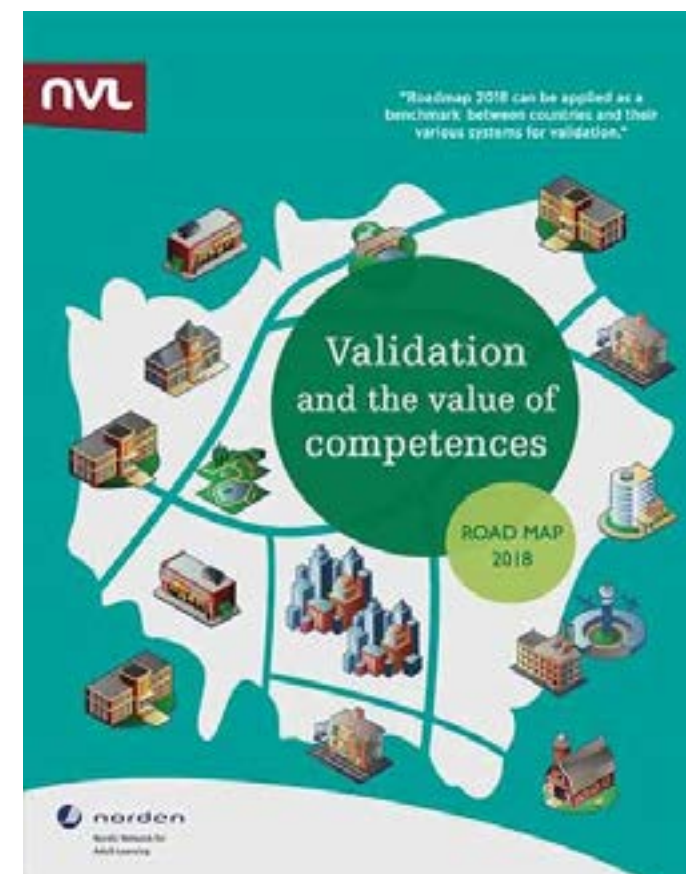
FIND OUT MORE AT:

<https://qualitycompass.eu/>

**The good practice examples marked with an asterisk are the basis for a set of five e-tools for improving the quality of validation system and process as well as practitioner competences in validation (assessor, counsellor and coordinator). The online tools can be found in English and all Nordic languages (Swedish, Danish, Norwegian, Icelandic, Finnish, Faroese) in the Nordic Quality Compass on Validation of Prior Learning. The Nordic Quality Compass is an updated version of the pdf-files and is easier to use in e-format.*



NORDIC QUALITY COMPASS ON VALIDATION OF PRIOR LEARNING



ONE NETWORKS FOR QUALITY ADULT LEARNING



ONE PEER REVIEW METHODOLOGY AND CAPACITY BUILDING STRATEGY AS GOOD PRACTICE EXAMPLES

The ONE – Networks for Quality Adult Learning project aims at reinforcing the quality of adult learning and its relevance in terms of social inclusion in Europe, by providing capacity building support to existing national networks of adult education providers in Italy, Portugal and Slovakia.

Four core themes are addressed: outreach to and active engagement of adults in both education and validation processes, guidance services, validation of non-formal and informal learning, and the development of soft and basic skills for inclusion and active citizenship.

The ONE multi-stakeholder partnership, involving organizations and public authorities has pursued this objective by using the European Peer Review methodology, which has proven to boost cooperation among educational actors and be a valuable opportunity for mutual learning and professional growth of all the parties involved.

Two major project outputs – a peer review methodology adapted to the adult education environment and a capacity building strategy for adult education networks are both tools that can serve as good practice examples. Other networks across Europe are welcome to use them and adapt to their own specific contexts.

The capacity building strategy emerged from the needs identified during the project partners' field research and ONE preliminary activities, namely mapping of good practices and Peer Review visits. It was tailored by each network and implemented in three countries according to three different national action plans.

The European Peer Review methodology is not an invention of the ONE consortium. However, its application in the adult education sector with the aim of providing targeted support to regional and national networks of adult education organisations and creating a tool for a wide range of actions

ONE PEER REVIEW METHODOLOGY AND CAPACITY BUILDING STRATEGY AS GOOD PRACTICE EXAMPLES

to be taken by other stakeholders including policy makers is a considerable achievement.

Other adult learning and education networks are invited to benefit from these results.

FIND OUT MORE AT:

www.adult-learning.eu/en/project-one/

