

CAPACITY BUILDING STRATEGY





PROJECT INFORMATION

PROJECT ACRONYM

ONE

PROJECT TITLE

Opening adult education Networks
to European cooperation

PROJECT NUMBER

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OR KA**

KA3 - Social inclusion and common values: the
contribution in the field of education and training

PROJECT WEBSITE

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



EXECUTIVE SUMMARY

The Capacity Building Strategy represents a prototype including objective, key principles and actions to be taken in order to make the existing national network of ALE providers in Italy, Portugal and Slovakia, more effective in putting into practice the European policies in ALE, for preventing and combating social exclusion, poverty and unemployment. This, specifically by supporting a more impactful cooperation at national and European level on specific themes, according to the priorities and specificities emerged through country level and needs analysis of the ALE system.

Although the Strategy developed is a common one, it is tailored on the needs emerged by each project network, and functional to the definition of specific Action Plans and Protocols for implementing the strategy at country level. The Strategy is going to be implemented in the 3 networks according to 3 different Action Plans and protocols, which defines the precise steps/ activities to be implemented as part of the piloting at country level in IT, PT and SK. The transnational dimension however included, is functional to ensuring the 3 Networks' capacity to increase and improve the dialogue among ALE relevant stakeholders' in view of strengthening common mind-sets and policy approaches consistent with the European directions.

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1. THE ONE PROJECT

ONE aims at reinforcing the quality of Adult Learning and Education (ALE) provision and its relevance in terms of social inclusion in Europe, by providing capacity building support to existing national networks of ALE providers in Italy, Portugal and Slovakia with reference to specific themes: Guidance services, Reaching out and active engagement of adults in both education and validation processes, Validation of non-formal and informal learning, Teaching/Learning of Key and Transversal skills for inclusion and active citizenship.




The project action is providing capacity building support to networks' providers and relevant stakeholders with the main aim to set up a more impactful cooperation at national and European level on specific themes in adult learning; this in order to face the challenges related to the participation in learning of adults with no or low qualifications, and of fragmentation of European Adult Education systems, by systematising more widespread and effective tools for developing ALE training provision.

The ONE multi-stakeholder partnership, involving organizations and public authorities from project countries, is taking advantage of the European Peer Review methodology¹, 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.

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



The main project activities are the following:

-  Organising and performing mutual Peer Reviews in ALE providers and relevant stakeholders.
-  Elaboration, implementation, piloting and impact evaluation of the present Capacity Building Strategy.
-  Awareness raising action for the empowerment of both providers and learners in the relevance of adult learning for social inclusion, economic growth and community development.

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2. WHY A CAPACITY BUILDING STRATEGY

The Capacity Building Strategy, presented in this document, represents a prototype including objective, key principles and actions to be taken in order to make the existing national network of ALE providers in Italy, Portugal and Slovakia, more effective in putting into practice the European policies in ALE, for preventing and combating social exclusion, poverty and unemployment.



This, specifically by supporting a more impactful cooperation at national and European level on specific themes, according to the priorities and specificities emerged through country level and needs analysis of the ALE system. Thus, the Strategy is constantly updated so as to better respond to an in-progress needs analysis of the Adult Learning sector and its key stakeholders' expectations in the next years.

Although the Strategy is a common one, it's tailored on the needs emerged by each project network, and functional to the definition of specific Action Plans and Protocols for implementing the strategy at country level. Indeed, the Strategy is going to be implemented in the 3 networks according to 3 different Action Plans and protocols, which defines the precise steps/ activities to be implemented as part of the piloting at country level in IT, PT and SK (see Annex). The transnational dimension however included, is functional to ensuring the 3 Networks' capacity to increase and improve the dialogue among



ALE relevant stakeholders' in view of strengthening common mind-sets and policy approaches consistent with the European directions.

The needs to be taken into account for developing this Capacity Building Strategy, arose then from:

-  partners' **on-desk research** done during the project design phase;
-  the experience of the ONE partnership in the project preliminary activities, namely the **mapping of good practices** and the **Peer Review visits**.

2.1. DESK RESEARCH

The desk research was mainly based on the OECD report “Getting Skills Right Engaging low-skilled adults in learning”² and the “Council Resolution on a new European Agenda for Adult Learning”³, as well as on country-level documents and data. These documents include a detailed need analysis and specific priorities related to the ALE sector, in view of **reaching out to and engaging adults with no or low qualification in learning** as well as of **overcoming the fragmentation of ALE offer itself**, with specific reference to the 4 core areas of the ONE project:

² OCSE (2019), *Getting Skills Right: Engaging low-skilled adults in learning*, (www.oecd.org/employment/emp/engaging-low-skilled-adults-2019.pdf).

³ <https://data.consilium.europa.eu/doc/document/ST-16743-2011-INIT/en/pdf>



GUIDANCE

There is the need to offer holistic and personalised advice and guidance because, in project countries, adults have the choice between many different learning opportunities that can range from programmes to acquire formal basic and general education, through certified short-courses to gain specific skills, to non-formal learning opportunities in the workplace. Many different providers and approaches to teaching and learning are at disposal and adults with low skills need support in identifying their training needs and in understanding which type of training is most appropriate for them. Moreover, they need advice on how to tackle any barrier to participation, including limited finances, lack of time due to family commitments and distance to the training location. Despite the actual need, such comprehensive advice and guidance services specifically targeted at adults with low skills are rare in Italy, Portugal and Slovakia, mainly due to the lack of effective provisions at policy level and of cooperation among actors belonging to different action domains. It is also missing the adoption of a preventive approach in guidance, based on designing the reference policies and services as a measure to prepare adults to be ready and capable to select appropriate pathways based on thoughtful choices, as a result of the guidance itself.



INFORMATION, OUTREACH AND ACTIVE ENGAGEMENT OF ADULTS IN EDUCATION AND VALIDATION PROCESSES

Due to the heterogeneous characteristics of adults with no or low qualifications, it's necessary to find creative and effective ways to reach out to potential learners. Adults with low skills are less than half as likely to participate in adult learning as those with higher skills. According to PIAAC data, only 20% of adults with low skills participate in job-related adult learning. Against 37% and 58% of adults with medium and high skills. One of the key reasons for this participation gap is that adults with low skill levels find it more difficult to recognise their learning needs and hence are less likely to seek out training opportunities. Active and direct outreach to adults with low skills is essential for engaging them in learning: meeting adults in their day-to-day environment and using existing relationships to reach out to them, can help them connect with adult learning.

The needs included for Guidance and Outreach have been highlighted also in one of the last documents issued by the ET2020 Adult Learning Working Group⁴, where it is stated that *“guidance and outreach for empowering adults to learn and develop is a multi-faceted policy area for which a variety of different approaches need to be combined in order to be successful. What comes out clearly as the cornerstone of any policy in this area is that it should be based on a multi-stakeholder approach (partnership), in the design of policies, the implementation of policies, the funding of policies and delivery of guidance. This is especially important in building bridges between education sectors, guidance system (education, career) and between education providers and companies as well as organisations active in culture, civic engagement, local*

⁴ ET 2020 Adult Learning Working Group, *Empowering individuals to learn – outreach and guidance services - Peer Learning Activity, 2019*



policy and other important areas important for adults. This calls for a holistic guidance strategy that connects the different systems and in which guidance staff is well-trained and equipped”.

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING - VNFIL

Adults may have low qualification levels, but may have gained skills through years of work-experience that are equivalent to those associated with formal qualifications.

This recognition can be school and/or professional, which will contribute to an improvement in the quality of life in general, namely at the economic level, especially in the transition from unemployment to employment after the completion of a process of validation and certification of skills. This process may be complemented with Certified Modular Training whenever necessary, to make it more consistent.

For the individual, the recognition of these lifelong (informal) acquired skills can increase motivation and at the same time become a springboard for deepening their knowledge and increasing their skills by entering a school context (formal). Employers benefit from skill recognition through higher productivity, by being able to better match employees' skillsets and jobs. The benefits of skill validation and certification for the individual and employer, in turn, improve labour market functioning. For these positive effects to materialise, it is important that employers and society at large value certificates that are obtained through skill recognition and see them as equivalent to those acquired through formal learning. In addition, the



daily work experience as well as volunteering and other community-based or social activities should be further recognised by the labour market for their capacity to constantly offer informal and non-formal learning opportunities and challenges for deepening knowledge and skills.

TEACHING/LEARNING OF KEY AND TRANSVERSAL SKILLS FOR INCLUSION AND ACTIVE CITIZENSHIP

It is necessary to plan programs for improving basic skills as numeracy and literacy, but also taking care of developing transversal competences, intended as transferable skills that everyone has and that everyone uses, like the ability to work in a team, leadership, creativity, self-motivation, the ability to make decisions, time management and problem-solving. As it becomes more difficult to predict what will become the hard skills of the future, so soft skills need to be given more emphasis; both basic and soft skills are vital for the re-activation and re-engagement of potential learners from vulnerable groups both as citizens and as professionals. Moreover, it's necessary to take into account how adults learn: learning has to be hands-on, problem-oriented and closely linked to the context of the learner, and also modular, so to enable adults to learn in their own time and shape their own learning path.



2.2. ONE PRELIMINARY ACTIVITIES

Specific preliminary activities, based on different methodologies, were carried out by the ONE partners for setting the ground for a Capacity Building Strategy effective project implementation, both in terms of competences of the involved actors and of contexts' information:

Online survey aimed at mapping of good practices already adopted by ONE project regional and national networks in adult learning with reference to the identified ALE themes (guidance, outreach, VNFIL, basic skills).

First, the partners defined the criteria and indicators through which the practices should have been identified, specifically:

- 1) relevance to one or more of the 4 identified themes;
- 2) relevance for social inclusion processes;
- 3) potential for transferability;
- 4) level of involvement of the stakeholders;
- 5) level of satisfaction/ assessment of the beneficiaries;
- 6) sound monitoring in place including disaggregated data for low-skilled target groups.

Practices were then selected among those in place among project networks' members in order to provide relevant contents for the capacity building and inspire/inform the networks for the following piloting.



The collection of practices, totally 32, available on the [project website](#), shows that while for the themes Guidance services and Reaching out and active engagement of adults in both education and validation processes there are quite a number of practices in the 3 networks (respectively 11 and 9), for the theme Teaching/Learning of Key and Transversal skills for inclusion and active citizenship they start to decrease until we get to the Validation of non-formal and informal learning theme which counts only 5 practices - and none in Slovakia⁵.

These quantitative data highlight the need to work mainly on the last two themes where practices are less or less acknowledged and/or shared in the network.

Mutual Peer Reviews among adult education

education providers and involving relevant stakeholders belonging to project's networks so to identify strengths and weaknesses with reference to quality areas and criteria linked to the identified ALE themes.

The European Peer Review methodology foresees that 4 Peers, intended as properly trained professionals with similar professional background as the ones working in the reviewed organisation, visit the institution by carrying out external assessment tasks on specific Quality Areas (QAs). In the case of the ONE project, the QAs were corresponding to the 4 main themes identified for the capacity building of the 3 networks⁶. The QAs are preliminarily selected and self-assessed by the reviewed organisation so to provide Peers specific information and data to carry out their evaluation. The assessment tasks include interviews with teaching staff, learners and external stakeholders, observation of practices, collection of

⁵ In Slovakia, the comprehensive system of validation has been recently under development with direct implications for the national legislation (to be completed in 2023).

⁶ <https://3.basecamp.com/4988653/buckets/20873356/vaults/5333246560>



evidences through the consultation of the provider's documentation and the visit to the organisation venue. Once the evaluation tasks are performed, the peers give constructive feedback on the processes in the institution, in the form of a support for their continuous improvement approach considered the most functional in Quality Assurance systems to implement effective and appropriate quality tools and methods and not only showing a formal compliance to standards. Indeed, on the basis of the feedback, the reviewed organisation develops an improvement plan, including the action to be done within a specific time frame to enhance the quality of their provision, and review this plan in about 6 months.

In the ONE project, **32 Peer Review visits** (12 in Italy, 10 In Portugal and 10 in Slovakia) were carried out mainly in order to identify strengths and weaknesses with reference to quality areas and criteria linked to the 4 identified ALE themes. The reviewed organisations were ALE providers, member of the ONE partner networks. The Peer Review results informed the design process of the present Common capacity building strategy and the following Actions Plans at network level, which will constitute the Review Phase of the Peer Review visits.





In **Italy**, most of the reviewed organisations chose the QAs related to Outreach and Guidance, but all QAs were addresses. About the outreach, there is the **need to attract more and diversified users**, because several providers in the RIDAP network are experimenting a decrease of the applications for their courses, and/or their users limited to migrants enrolled in Italian as second language learning paths.

Regarding guidance, there is the **need to guarantee effective guidance services** both while the learners access to the ALE providers and in the transition between the ALE paths and the subsequent ones (Vocational Education and Training, further education), with specific reference to migrant users.

With reference to Key/Transversal skills there is the **need to widen the providers' offer with new courses** – i.e. Italian as second language courses (higher level), as requested mainly by mothers, who need better competences to support the school path of their children.

About Validation, the emerging need is to **create a common framework to validate prior learning** that, at the present moment, is missing due to the fact that, although the system is designed and ruled at National level, each of the 21 Regions is formally independent in implementing it, thus leading to different methods and procedures as well as stages of setting up/implementation of the system itself.



In **Portugal**, the QAs mostly chosen by the 10 institutions were **Outreach and Key/Transversal Skills**. This is coherent with the state of play of ALE in the country, characterised by strong centralised models to provide validation and guidance services, through the Qualifica Centres which are well known by the practitioners.

Outreach, conversely, remains a challenge: there is the common **need to attract more adult learners and increase the number of participants/adult learners for ALE activities** (ways to reach to them, to incentive them, and to maintain them in the activities). For this reason, and in order to encourage and motivate adults to complete their training or school paths, in order to improve their qualifications and their employability conditions, the promotion campaign of the Qualifica Program, “Grab yourself and improve your future”⁷, was launched last October (2022).

With reference to the QA related to Key/Transversal Skills, the focus was on the **development of the education offer to ensure based on well-structured and organised activities**, and most importantly, that they **meet the adult learners’ expectations and learning goals and needs**.

⁷ Videos: <https://youtu.be/zkZ7F0fZwB8> | <https://youtu.be/aeVej0fH7Lk> | <https://youtu.be/r753srFvqxA> | <https://youtu.be/Q85wcy74ATE>

Posters: https://www.angep.gov.pt/np4/?newsId=868&fileName=Campanha_Qualifica_Cartazes.pdf



As in Portugal, also in **Slovakia** the data shows that not all the QAs were chosen by the 10 reviewed institutions, but only the ones related to **Outreach and Guidance**. These choices reflect the Slovak context, as validation and basic skills models' implementation have not been focused on by ALE practice nor national policies yet. In Slovakia, there is a strong tradition of completing primary and secondary education in the formal education system and the system of validation of prior learning has been recently under development. Moreover, Slovakia has not received many migrants so far. Thus **the validation and recognition of non-formal education and informal learning and acquisition of basic skills have not been systematically developed and financially supported**. As expected, the most popular Quality Area chosen was Outreach. With the offer being established, it is the outreach that represents a big challenge for ALE providers. In general, there is a clear **need to attract more adult learners and increase the number of participants in ALE activities**.



3. OBJECTIVES




Moving from the emerging needs, as described in the previous paragraph, the Capacity Building Strategy has the following objectives:

GENERAL OBJECTIVE

Improving the cooperation within the networks and cross country in order to progress their performances at international level and specifically in the 4 themes identified, leading to high-quality ALE provision, able to contribute in social inclusion processes.


SPECIFIC OBJECTIVES


Supporting member providers' in the networks to **jointly develop / share competences, methodologies and practices** to:


-  **attract more and diversified users** in education and validation processes through effective informative and communication strategies and supporting tools/materials;
-  improve the **access of adults with no or low qualifications in ALE support services** (outreach, guidance, validation);
-  **provide learners with effective guidance services** with the aim to make them able to access to education and training path which are coherent with their needs and goals, so as to **avoid they withdraw learning paths**;




-  **properly inform adults about the opportunity to validate their prior learning**, as a means to make value out of their personal and professional experiences for better exercise citizens' rights;

-  **make ALE professionals more aware of the VNFIL services available, if not properly trained to directly provide validation of non-formal and informal learning to adult learners;**

-  **enhance ALE offer for the development of key and transversal skills**, making it more coherent both with the emerging needs in the society and in labour market, and with the competences requested as prerequisite to further education (both Vocational Education and Training and other formal path at school and academic level);

-  **innovate teaching and learning methodologies**, including more digitalised resources as well as creative and tailored ones so as to engage more the low skilled adults;

-  **systematise the Peer Review methodology as a means for quality assurance and mutual learning** in national networks, as well as a booster for international cooperation among the ALE existing networks in Europe;

-  **empower ALE professionals in building and implementing networks with relevant stakeholders**, beyond those directly linked to the education sector, especially at local and regional level, and actively inform policy making.



4. KEY PRINCIPLES

The Capacity Building Strategy is based on the following key principles, which will guide also the implementation of the reference actions:

participation in education and validation processes is a means to properly exercise citizens' rights and an active participation to the democratic life, so to enhance the social inclusion processes too.


On one hand, engagement in education offers adult people the opportunity to develop critical thinking and empowerment, knowledge and know-how to better understand the reality and the context within we're living. It allows adult people to meet peer and other citizens, favouring exchange, mutual learning and understanding. This way, adult education supports the reflection on societal situations and challenges, and support social inclusion also by preventing discrimination radicalisation and social inequalities. On the other hand, validation represents a key tool for promoting lifelong learning, and ensuring flexible and tailored learning pathways, because it allows learners to build self-confidence and self-awareness, as well as to create a more comprehensive understanding of competences and how to practice them;

capacity building, through mutual learning and networking, in ALE is a value at national and international level, and represents also a relevant competence for ALE providers.

Capacity building is not only fundamental for sharing ideas and knowledge, allowing members to look at things from another perspective, but it often results in opportunities because it brings access to different resources already existing in the network (human



resources, learning, economic potential, organizational capacities and relationships). By systematising capacity building actions, ALE networks enhance mutual learning and individual talents, putting them at disposal of networks' members, and learn how to communicate and increase their self-confidence, self-awareness and openness to critical feedback and innovation. In this way, capacity building contribute to develop competences, methodologies and tools to improve cooperation both at national and European level

 **“not reinventing the wheel”, rather taking advantage of the work already done by networks' members in the 4 areas.**

As showed through the mapping preliminary activity, the member organisations of the 3 project networks have in place interesting and replicable practices which are demonstrating to boost the contribution of ALE in social inclusion and which, at the present moment are not full acknowledges in the networks, both at national and at transnational level. So, these practices are providing relevant contents for the capacity building and are inspiring/informing the networks for the following piloting;

 **reaffirmation of the role of ALE practitioners as key players in putting into practice ALE policies al regional, national and EU level, and as change makers in quality sector.**

By supporting adults, throughout their lives, in fully participating in societies, including the world of work, ALE practitioners enable people to develop the necessary capabilities to exercise and realize their rights. By supporting the active engagement of adults in their societies, communities and environments, they also promote personal and professional development and foster environmental and inclusive economic well-being and decent work. So, they are key actors in preventing and contrasting social exclusion, and contributing to sustainable learning societies. Their complex role is too easily overlooked by many public agencies and stakeholders, who think their remit is mostly social and not directly educational. Moreover, in most countries, we have only a few training programme at formal level (i.e. academic) that specifically focus on designing, planning, managing



and evaluating ALE actions; moreover, rarely requirements for ALE practitioners and offer (also in terms of quality) are established. This contributes to undervalue the role and the professionalism of ALE practitioners;



systematic stakeholders' engagement approach and process.

The adoption of this principles allows the partners to benefit from the perspective of the different stakeholders into the planning and definition of the capacity building activities – urging the action of policy makers and putting into practice a long-lasting operational partnership and boosting vertical and horizontal cooperation in ALE – so leading to the sustainability and systematisation of project outcomes and results. For the definition and implementation of the Capacity Building Strategy, stakeholders include the following types of organizations: formal and non-formal adult learning providers; learners' representatives, including low-skilled adults; local, national and transnational adult education networks; local, regional and national public authorities; trade unions for their role in promoting work-based learning and its quality; social and cultural organizations operating at community or national level and often offering non-formal learning opportunities; higher education representatives; etc.



5. MAIN ACTIONS AND METHODOLOGIES

THEME

OUTREACH

OBJECTIVE

To attract more and diversified users in education and validation processes through effective communication strategies and supporting tools/materials

To improve the access of adults with no or low qualifications in ALE support services

ACTIONS

Training about how to effectively communicate the learning and validation offer in ALE, and their benefits/value for adult people

TARGET GROUPS

ALE managers, teachers, and other involved professionals

EXAMPLES OF METHODOLOGIES

Online/in person training, support from experts, role-playing, peer learning, exchange of successful practices



ACTIONS

Development and piloting of effective communication materials and methods for promoting the ALE offer towards specific adult learners' groups

TARGET GROUPS

ALE managers, teachers, and other involved professionals

EXAMPLES OF METHODOLOGIES

Support from experts, adaptation of materials and distribution channels according to individual/social/cultural characteristics of the target groups (i.e. promotion in informal settings as mall, shopping malls, community centres, places of worship etc.), peer learning, exchange of materials, workshops / webinars, interactive sessions with learners to collect expectations and feedback on guidance activities

ACTIONS

Intercultural / gender equality trainings for improving communication (i.e. inclusive language) and support towards specific targets

TARGET GROUPS

ALE managers, teachers, and other involved professionals

EXAMPLES OF METHODOLOGIES

Online/in person training, support from experts, peer learning, exchange of materials, workshops / webinars

ACTIONS

Design and implementation of strategies and methods to raise adults' awareness about LLL, with specific reference to its benefits for employability, with key actors in the labour market (i.e. employment services)

TARGET GROUPS

ALE managers, teachers, and other involved professionals, representatives of key stakeholders in the labour market

EXAMPLES OF METHODOLOGIES

Peer learning, Study Circles, exchange of materials, focus groups, presence of ALE practitioners in employment services venues, providing key messages about incentives, collecting feedback from adult learners



THEME

GUIDANCE

OBJECTIVE

To effectively provide learners with guidance services with the aim to make them able to access to education and training path which are coherent with their needs and goals

To improve the access of adults with no or low qualifications in ALE support services

ACTIONS

Training about the effective guidance tools and methodologies

TARGET GROUPS

ALE managers, teachers, and other relevant professionals

EXAMPLES OF METHODOLOGIES

Online/in person training, support from experts, role-playing, peer learning, exchange of successful practices

ACTIONS

Collecting, analysing and using data about guidance effectiveness at provider level

TARGET GROUPS

ALE managers, teachers, and other relevant professionals

EXAMPLES OF METHODOLOGIES

Individual interviews in formal and informal contexts / collective surveys / interactive sessions with learners to collect expectations and feedback on guidance activities



THEME

VNFIL

OBJECTIVE

To properly inform adults about the opportunity to validate their prior learning, as a means to make value of their personal and professional experiences for better exercise citizens' rights

To improve the access of adults with no or low qualifications in ALE support services

To make ALE professionals more aware of the VNFIL services

ACTIONS

Development and piloting of effective communication materials and methods for promoting VNFIL towards specific adult learners' groups

TARGET GROUPS

ALE managers, teachers, and other relevant professionals

EXAMPLES OF METHODOLOGIES

Informative materials, short videos, infographics, interactive sessions with experts and role models, interactive sessions with learners to collect expectations and feedback on VNFIL activities

ACTIONS

Training to ALE practitioners about VNFIL - legal framework, objectives, procedures, relevance for personal and professional development and for exercising citizenship's rights

TARGET GROUPS

ALE managers, teachers, and other relevant professionals

EXAMPLES OF METHODOLOGIES

Online/in person training, support from experts, peer learning, exchange of successful practices



THEME

TEACHING / LEARNING OF BASIC AND TRANSVERSAL SKILLS

OBJECTIVE

To enhance ALE offer for the development of key and transversal skills, making it more coherent both with the emerging needs in the society and in labour market

ACTIONS

Collecting, analysing and using data about adult learners' need for competences for basic and transversal skills / key competences

TARGET GROUPS

ALE managers, teachers, and other relevant professionals, representative of stakeholders

EXAMPLES OF METHODOLOGIES

Involvement and shared commitment of a set of local actors, referents of the community, in collecting data about needs; individual interviews in formal and informal contexts / collective surveys / interactive sessions with learners to collect needs; focus groups with CSOs and policy makers

ACTIONS

Training of ALE practitioners about self-evaluation / assessment of basic and transversal skills/key competences

TARGET GROUPS

Adult learners

EXAMPLES OF METHODOLOGIES

Online/in person training, support from experts, role-playing, peer learning, exchange of successful practices, use of specific tools for supporting the assessment of key skills and the self-evaluation of transversal skills, and providing the learners with a feedback about the reference results so to plan their future learning paths



ACTIONS

Training of ALE practitioners about innovative methodologies for teaching basic skills and transversal skills / key competences

TARGET GROUPS

ALE managers, teachers, and other relevant professionals

EXAMPLES OF METHODOLOGIES

Online/in person training, action learning, open workshops in informal settings, partnering with CSOs or enterprises to provide training, intergenerational learning, involving experienced learners as mentors / tutors



THEME

ALL / NETWORKING

OBJECTIVE

To systematise the Peer Review methodology as a means for quality assurance and mutual learning in national networks, as well as a booster for international cooperation among the ALE existing networks in Europe

ACTIONS

Training new Peers
Information events / trainings on peer review methodology for AL providers

TARGET GROUPS

ALE managers, teachers, and other relevant professionals

EXAMPLES OF METHODOLOGIES

European Peer Review methodology
 Online/in person training, support from experts, work in groups, peer learning, exchange of successful practices

ACTIONS

Planning and implementing Peer Visits

TARGET GROUPS

ALE managers, teachers, and other relevant professionals, representatives of relevant stakeholders

EXAMPLES OF METHODOLOGIES

European Peer Review methodology



THEME

ALL / NETWORKING

OBJECTIVE

To empower ALE professionals in building and implementing networks with relevant stakeholders, especially at local and regional level, and actively inform policy making

ACTIONS

Network policy learning

TARGET GROUPS

ALE managers, teachers, and other relevant professionals, representatives of relevant stakeholders


EXAMPLES OF METHODOLOGIES

Tools for strengthening networks, questionnaire about policy learning, exchange sessions among member providers







6. STEPS FOR THE FINALISATION

Once elaborate the Strategy, the finalisation of the Capacity Building Strategy will occur through the following steps:

-  **Study circles** involving networks' providers, adult learners and stakeholders with the aim to inform them about the common capacity building strategy adopted and to define a shared action plan, tailored to each project network, for implementing the strategy at country level – the Circles involve policy-makers, adult learners, and providers (management and training staff) from the networks, both those already involved and those not directly participating in the previous activities. Given the diverse type of ALE providers that the partner networks represent – formal ALE in Italy, Non formal/civil society ones in Slovakia and mixed in Portugal – all their specificities are heard and consulted through the Study circles (or generally moving from the common strategy to the action plans) in order to assure the validity of the piloted actions in the European area. Indeed, the Study Circles themselves serve as a concrete method to directly start practicing networking and the activation of relevant ALE stakeholders. Additional criteria in selecting the participants are meant to ensure the presence of both small and large AL providers, as well as of providers from central and more marginalised areas. In each country, partners organise from 3 study circles involving in total 30 participants – 20 representatives of ALE providers (diverse type of provision and organization, internal and external to the networks), 6 adult learners and 4 other stakeholders.



-  **Elaboration of protocol for the piloting** – this activity is the one in which at country level, each network defines how to tailor the common capacity building strategy to its needs and possibilities by agreeing on a network action plan, thanks to the common work done during the Study Circles. The work at the protocol include definition of: networks' objectives, resources, activities, responsibilities and roles among network's members, timeline of intervention, vertical mainstreaming provisions, network's efficacy evaluation tools.
-  **Piloting at country level** as review phase of the mutual Peer Reviews carried out – once defined the country-level protocols, the 3 networks implement and test the designed action plans. The idea is to have each network focusing on 1 or more specific themes among the 4 identified – depending on the most urgent needs of the country emerged from the mapping activities in WP3 – but ensuring the interconnections these 4 all areas of work have, also according to what experienced by undergoing the Peer Reviews guaranteeing some action in all the four aspects. The piloting activities are monitored and reported by each interested network to the Consortium through a country report. The results of the country reports are summarised and first analysed in a general report by FORMA.Azione, which coordinates the activities at transnational level, also in order to inform the Impact assessment process, carries out in parallel.
-  **Impact assessment** - collecting data about the impact of the proposed Capacity Building initiatives piloted, to be shared with other AE networks across Europe, for transfer and future developments; qualitative assessment of the capacity building initiatives and their impact to be shared with policy-makers at National and European level, in order to get the most benefit from this cooperation for all partners, networks and target groups. The impact assessment is fundamental for the sustainability and scale-up beyond project implementation.
-  **Final review in project countries** – having at disposal the data about the Capacity Building initiatives (monitoring and impact assessment ones), each network is organising an internal workshop to share the main results of the piloting and to define future action plans.



ANNEXES

- 01. Guidelines for the implementation of study circles**
- 02. National report of the Study Circles**
- 03. Network Action Plan**

GUIDELINES FOR THE IMPLEMENTATION OF STUDY CIRCLES





1. WHAT IS A STUDY CIRCLE

The Study Circles methodology is a **participatory and dynamic process** based on the experience of the participants, the skills of the study circle facilitator and the quality of the study material. As opposed to conventional education that is based on a hierarchical model, in which the teacher disseminates knowledge with a top-down approach, a study circle involves interaction in which all participants contribute.

A study circle is then a group of about 10 people who meet to address a critical issue in a democratic, collaborative way. Participants analyse the issue from many points of view and identify areas of common ground. They emerge with recommendations for action that will benefit the group/the community.

A study circle is led by a facilitator who supports participants in keeping the discussions focused, helps the group consider a variety of perspective, and ask questions.



2. THE STUDY CIRCLES IN THE ONE PROJECT

In the ONE project, the Study circles (3 per country) involve networks' providers, adult learners and stakeholders with the aim to **inform** them **about the common Capacity Building Strategy** adopted, to **collect feedback about** and to **define a shared action plan**, tailored to each project network, for implementing the strategy at country level.

The Circles involve policy-makers, adult learners, and providers (management and training staff) from the networks, both those already involved and those not directly participating in the previous activities.

Given the diverse type of ALE providers that the partner networks represent – formal ALE in Italy, Non formal/civil society ones in Slovakia and mixed in Portugal – all their specificities are heard and consulted through the Study circles (or generally moving from the common strategy to the action plans) in order to assure the validity of the piloting actions in the European area. Indeed, the Study Circles themselves serve as a concrete method to directly start practicing networking and the activation of relevant ALE stakeholders.






3. TARGET GROUPS

In each country, partners organise **3 study circles** (max 2 hours each) involving in total **30 participants** – 20 representatives of ALE providers (diverse type of provision and organization), 6 adult learners and 4 other stakeholders. These target groups can be addressed **separately in different Study Circles** or all together for the 3 sessions, according to the reflections of the reference partners on the basis of the context they're working in.

Additional criteria in selecting the participants are defined at national level and are meant to ensure the presence of both small and large AL providers, as well as of providers from central and more marginalised areas.

4. HOW TO SET AND IMPLEMENT THE STUDY CIRCLES

The **following steps** are suggested to set and implement the Study Circles at national level:

-  defining the **target groups** of the 3 study circles (separate or together);
-  defining **criteria for selecting participants** from the different target groups (both the ones already mentioned in the previous paragraph and additional ones defined at national level);
-  defining **venue and timing** of the 3 circles (in person / online for a total of about 1,5/2 hours for each study circle);



- recruiting participants through a **call and/or direct contacts**. In case of management/staff of member providers, partners take advantage of the relationship built with the Peers already involved on the preliminary activities; with reference to Stakeholders, partners have as reference the group already mapped and involved within the national Stakeholders' Committees. In this first stage, it's very important to **clearly communicate the aim of the Study Circles and the expectations regarding the participation of each target groups** in the meetings;
- preliminarily send the **Capacity Building Strategy or a short presentation** of the document, so that the participants can read it in advance and be facilitated to share their feedback/comments during the Study Circles;
- designing the sessions according to a **common framework and adapting the communication style as well as the language to the target groups** – brief presentation of the Strategy, input questions for work in groups / interactive sessions to collect feedback about the Strategy and the action to be selected at national level for the piloting in each network;
- holding the sessions, foreseeing the **participation of an expert facilitator** and favouring, as much as possible, the interaction with the target groups;
- reporting the Study Circles** and draft the **Action Plan** related to the reference network - see the **attached template**.

5. SCHEDULE FOR THE STUDY CIRCLES ACTIVITY

- Organisation and realisation of 3 Study Circles per country – by 20.12.2022
- Reporting the Study Circles and drafting the National Action Plans – by 15.01.2023

NATIONAL REPORT OF THE STUDY CIRCLES





Country	
Responsible organisation/s	
Dates	
Delivery methods	In person Online Blended

STRUCTURE OF THE STUDY CIRCLES

Please describe the main contents and methodologies

BENEFICIARIES

Beneficiaries involved in the activity (characteristics and number)



PROFILE OF FACILITATOR/S AND OTHER PROFESSIONALS INVOLVED IN THE STUDY CIRCLES

Please describe the profile of the facilitators and other professionals who contributed in delivering the Study Circles

GENERAL COMMENTS ABOUT THE CAPACITY BUILDING STRATEGY

Please, report here the main feedback received about the Capacity Building Strategy from the different target groups

INDICATIONS ABOUT THE NATIONAL ACTION PLAN

Please, report here discussions and decision taken during the Study circles with the aim of actualizing the common Capacity Building Strategy to the specific needs of your network promoting the piloting.



ANNEXES (IN EN OR IN NATIONAL LANGUAGE)

- Profile of participants (according to xls template)
- Study Circle agenda
- Materials (ppt etc)

NETWORK ACTION PLAN





Country	
Responsible organisation/s	

CORE THEME/S FOR THE PILOTING ACTION

Please, report here the core themes (among the 4 of the ONE project) for the piloting

OBJECTIVES

Please, report here the objectives of the Capacity Building Strategy you selected for the piloting

ACTIVITIES AND TARGET GROUPS

Please, describe here in detail the activities of the Capacity Building Strategy you selected for the piloting, as well as the member organisations, the learners and the stakeholders involved as target groups



EXPECTED RESULTS

Please include quantitative and qualitative results you expected from the piloting at network level

TIMELINE

Gantt chart for the piloting activities

2023

Activity/Month	GEN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SET	OCT	NOV

RESOURCE NEEDED FOR THE PILOTING

Staff and other resources needed for the piloting- please specify if the reference costs are covered through the project budget or through other means



RESPONSIBILITIES AND ROLES AMONG NETWORK'S MEMBERS

Please, include the roles of the network's members (if any) in organising and delivery piloting activities

PROTOCOL FOR PILOTING

Please, include here the steps for implementing the piloting activities at network level



SUMMARY OF THE ACTION PLAN

Specificare le fasi per l'implementazione delle attività di piloting a livello di rete

Theme	Objective	Actions	Target groups	Methodologies
Outreach	To attract more and diversified users in education and validation processes through effective communication strategies and supporting tools/materials	Training about how to effectively communicate the learning and validation offer in ALE, and their benefits/value for adult people	ALE teachers	Online/in training delivered by expert in communication using action learning and role playing

Add more rows if needed

