Country report on piloting – Italy

WP4 – Del. 4.4.2.

Rev.01 – 30/11/2023

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Project information

Project acronym	**ONE**
Project title	Opening adult education Networks to European cooperation
Project number	621467-EPP-1-2020-1-IT-EPPKA3-IPI-SOC-IN
Sub programme 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/

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1. Introduction

This report, developed at the country level, encompasses results and key findings from the pilot implementation of the RIDAP action plan aimed at enhancing network capacity. The piloting phase serves as a review of the mutual Peer Reviews conducted in 2022 among network providers.

During the piloting phase, each network participating in the project concentrated on one or more specific themes among the four identified. The selection was based on the most pressing needs of the country, as identified through mapping activities in WP3. However, it was ensured that these themes were interconnected, acknowledging the holistic nature of the areas of work. This alignment was also informed by insights gained from the Peer Reviews, thereby ensuring actions were taken across all four aspects.

2. Core themes for the piloting action

In Italy, most of the reviewed organisations chose the areas of Outreach and Guidance, but all the project key topics were addresses.

About the **Outreach**, there was 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 was 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 was 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 was 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.

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3. Objectives of the piloting action

- Attracting **more and diversified users** in education and validation processes through effective informative and communication strategies and supporting tools/materials;
- Improving the **access of adults with no or low qualifications in Adult Learning and Education support services** (outreach, guidance, validation);
- providing 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 informing 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;
- making 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;
- **innovating teaching and learning methodologies**, including more digitalised resources as well as creative and tailored ones so as to engage more the low skilled adults;
- systematising 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 (transversal to all themes).

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4. Implemented activities

Activity 1: Design and implementation of strategies and methods to raise awareness of lifelong learning among adults, with special reference to its benefits in terms of employability, with support from key labour market professionals (e.g., Employment Services).
1 webinar and 2 online Study Circles. The webinar was led by the national coordinator for the Implementation of Adult Learning Agenda and representatives from civil society organizations, sa as to share data, views and perspectives on engagement strategies and practices. The Study Circles were facilitated by FORMA.Azione to open a dialogue with CPIAs on the challenges they face in relating to and collaborating with key labour market actors; they featured representatives from public employment services/trade unions/employers to share a common vision on how to address these challenges.
Participants: 100

Activity 2: Training on how to effectively communicate educational and validation opportunities in Adult Learning and Education and their benefits/value to adults.
2 hands-on (online) workshops to reflect on how to communicate educational provision and skill validation opportunities to adults, starting from the national legislative framework, with the support of adult education/communication experts, and to exchange good practices.
One workshop was conducted preliminarily to activity No. 3, one to follow as a follow-up activity.
Participants: 28

Activity 3: Development and testing of effective communication materials and methods to promote the offer towards specific groups of learners.
2 Study circles (online), organized in order to work in groups to develop key words/key messages and materials to promote ALE offer towards specific groups of adult learners, starting from the experience of the teachers involved.
Participants: 28

Activity 4: Training on intercultural/gender equality to improve communication (e.g., inclusive language) and support for target groups
1 webinar on gender equality and stereotypes in communication, 1 webinar on inclusive language with reference to diversity.
Participants: 36

Activity 5: Training on effective guidance tools and methodologies.
2 practical workshops (online) - the first part of the workshops was aimed at presenting effective strategies and methodologies for guidance by external experts, the second part at exchanging successful practices already existing in the RIDAP network.

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Participants: 62

Activity 6: Training for professionals on VNFIL - legal framework, objectives, procedures, relevance for personal and professional development and exercise of citizenship rights
1 webinar on VNFIL in Italy, 1 webinar to explore the implementation of policies for VNFIL at regional/EU level - good practices, 1 webinar on Individual Learning Account (ILA) and microcredentials.
Participants: 73

Activity 7: Training of practitioners on innovative methodologies for teaching basic and transversal skills / key competencies
2 webinars to share and reflect on specific practices and methodologies for teaching basic and transversal skills, both internal and external to the network.
Participants: 79

5. Calendar and workplan

Activity/Month	2023										
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
1. Design and implementation of strategies and methods to raise awareness of lifelong learning among adults, with special reference to its benefits in terms of employability, with support from key labour market professionals				■							
2. Training on how to effectively communicate educational and validation opportunities in Adult Learning and Education and their benefits/value to adults						■					
3. Development and testing of effective communication materials and methods to promote the offer towards specific groups of learners						■					
4. Training on intercultural/gender equality to improve communication (e.g., inclusive language) and support for target groups					■						
5. Training on effective guidance tools and methodologies.							■				
6. Training for professionals on VNFIL - legal framework, objectives, procedures, relevance for personal and professional development and exercise of citizenship rights											■
7. Training of practitioners working on innovative methodologies for teaching basic and transversal skills / key competencies											■

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6. Main results

Quality Assurance
- Review of the role of assessment within CPIAs as a practice of learning and continuous improvement
- Development in/of teachers of skills related to Peer Evaluation but also of transversal skills to be practiced in their daily activities with/of learners
- Interest and commitment of/of teachers to implement Peer Evaluation activities

Networking
- Opportunities for teachers and managers to get to know each other better, get to the heart of practices and challenges, and develop common solutions
- Strengthened sense of belonging to the network, understood as a privileged place of knowledge, exchange and learning
- Strengthening of relationships with stakeholders

Social inclusion
- Strengthening of the CPIA's role as a reference for adults at risk of social exclusion social exclusion, and thus of RIDAP's ability to be a promoter of a new approach to policies of inclusion
- Involvement of learners for the expression of needs and expectations

Country report on piloting - Slovakia

WP4 – Del. 4.4.2.

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ONE
Networks for Quality Adult Learning

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<u>Project information</u>

Project acronym	**ONE**
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1. Introduction

This report, developed at the country level, encompasses results and key findings from the pilot implementation of the AIVD action plan aimed at enhancing network capacity. The piloting phase serves as a review of the mutual Peer Reviews conducted in 2022 among network providers.

During the piloting phase, each network participating in the project concentrated on one or more specific themes among the four identified. The selection was based on the most pressing needs of the country, as identified through mapping activities in WP3. However, it was ensured that these themes were interconnected, acknowledging the holistic nature of the areas of work. This alignment was also informed by insights gained from the Peer Reviews, thereby ensuring actions were taken across all four aspects.

2. Core themes for the piloting action

In Slovakia, during the Peer Review Visits and Study Circles the two thematic areas and networking showed to be the most needed to tackle:

1. **Validation of non-formal and informal learning – VNFIL**.
2. **Information, Outreach and active engagement** of adults in education and validation processes
3. **Networking in ALE**

1. The national policies, and thus also the practice of adult education in Slovakia, have not yet focused on the **validation and implementation of basic skills models**. CBS discussion regarding validation primarily concerned the implementation of the national project "Qualification Verification System", in which the AIVD SR is involved and which is expected to set up the validation system. The results of the project should be reflected in the new law on adult education. In this context, specific activities were proposed for the Action Plan (training, demonstration/pilot verifications of qualifications, training of evaluators). There is also a need to make ALE professionals more aware of validation processes.

2. As for **outreach and active engagement of adults in education and validation processes**, effective communication strategies and supporting tools were discussed in order to attract new learners especially from marginalized groups. Among the activities proposed there were: training about how to effectively communicate the learning and validation offer in ALE, and their benefits/value for adult people, and the development and piloting of effective communication materials and methods for promoting the ALE offer towards specific adult learners' groups.

3. **Networking in ALE on local and regional level** was also hot topic of discussions on the study circles.

Activities such as study visits or peer learning were also proposed in order to exchange experiences and learn about the educational policies of more developed countries. Networking and educational activities aimed at increasing the **quality of lecturers and the quality of the institutions** were also proposed from its implementation during the visits. Mainly, we would like to reflect with a **larger target-**group on a potential change in the evaluation paradigm, compared to the rigid (perhaps bureaucratic) model in force**.**

3. Objectives of the piloting action

Validation of Non-Formal and Informal Learning (VNFIL):
The objective was to enhance awareness among ALE professionals regarding VNFIL services, which validate non-traditional forms of learning. This involved disseminating information, conducting outreach activities, and actively engaging adults in education and validation processes.

Information Dissemination and Outreach:

Efforts were directed towards attracting a more diverse range of users to education and validation processes through the implementation of effective communication strategies and the provision of supporting tools and materials. This aimed to increase accessibility and participation in adult learning initiatives.

Networking:
The focus was on systematizing the Peer Review methodology to serve as a mechanism for quality assurance and mutual learning within national networks. Additionally, it aimed to facilitate international cooperation among existing ALE networks in Europe. The objective was to empower ALE professionals in building and implementing networks with relevant stakeholders, particularly at the local and regional levels. This involvement in networking activities also aimed to inform policy-making processes within the field of adult education.

4. Implemented activities

Validation of Non-Formal and Informal Learning – VNFIL:
V1 Trainings about VNFIL were conducted to familiarize AIVD SR members with the legal framework, objectives, procedures, and relevance of VNFIL for personal and professional development, as well as for exercising citizenship rights. These trainings occurred on 16th January 2023 and 19th May 2023.
V2 Piloting of validation activities took place from February to May 2023, focusing on ALE lecturers to evaluate and refine the validation process.

Outreach, Information, and Active Engagement of Adults in Education and Validation Processes:

O1 A seminar was held on 18th May 2023 to discuss effective communication strategies for promoting learning and validation opportunities in ALE. Additionally, a New Code of Ethics for AIVD SR members was created and implemented, which included the establishment of mandatory data on educational activities to be published on the institution's website.

O2 Support from experts was sought to adapt materials and distribution channels according to individual, social, and cultural characteristics of the target audience during Lifelong Learning Week in Slovakia, which occurred between September and November 2023. This aimed to enhance outreach and engagement among AIVD SR members.

Networking:

N1 New Peers were trained through a Peer Review Methodology Training session targeting ALE providers.

N2 Network policy learning was facilitated to empower ALE professionals in establishing and implementing networks with relevant stakeholders, particularly at local and regional levels. This initiative involved organizing National and 8 regional round tables on adult education to foster collaboration and inform policy-making processes (06.10.2023 Bratislava region, 11.10.2023 Košice region, 17.10.2023 Žilina region, 18.10.2023 Banska Bystrica region, 20.10.2023 Trnava region, 24.10.2023 Trenčín region, 25.10.2023 Nitra region, 26.10.2023 Prešov region).

5. Main results

How the piloting experience supported member providers' in the networks to jointly develop / share competences, methodologies and practices to progress their performances in the 4 themes identified.

The responses from Slovakian stakeholders provide valuable insights into the effectiveness and impact of the pilot activities within the abovementioned dimension.

Firstly, the unanimous agreement among respondents regarding the need for improvement in all identified quality areas before engaging in the pilot activities underscores the pressing challenges within the Slovakian adult education landscape. This highlights the importance of targeted interventions to address these areas comprehensively.

Furthermore, the acknowledgment that the pilot activities equipped respondents with valuable strategies, methodologies, and tools to tackle critical issues in their organizations is promising. This indicates a tangible impact on capacity building and professional development within the sector, potentially leading to improved service delivery and organizational effectiveness.

The unanimous indication of tangible changes in respondents' work post-pilot activities further reinforces the positive impact of the interventions. These changes reflect a meaningful transformation in organizational practices and service delivery, with potential implications for the overall quality and accessibility of adult education services in Slovakia.

Moreover, the identification of networking opportunities, safety in method application, and validation tools as positive aspects of the piloting experience underscores the broader impact of the activities on network strengthening and capacity building within the sector.

In conclusion, the responses from Slovakian stakeholders paint a picture of successful intervention outcomes, characterized by alignment with identified needs, capacity building, and tangible organizational changes. These findings underscore the importance of continued investment in targeted interventions and collaborative initiatives to further enhance the quality and accessibility of adult education services in Slovakia.

How did the piloting experience supported member providers' in the networks to improve social inclusion processes in their ALE provision.

The piloting experience played a crucial role in supporting member providers within the networks to improve social inclusion processes in their Adult Learning and Education (ALE) provision in several ways:

Enhanced Understanding: the piloting activities provided member providers with a deeper understanding of the complex challenges and barriers faced by marginalized and underrepresented groups in accessing adult education. By engaging directly with these communities and understanding their unique needs and circumstances, providers were better equipped to design tailored and inclusive programs.

Capacity Building: through the pilot activities, member providers gained access to training, resources, and tools aimed at enhancing their capacity to address social inclusion effectively. This included guidance on inclusive teaching methodologies, strategies for reaching out to marginalized communities, and validation processes for recognizing non-formal and informal learning.

Peer Learning and Collaboration: the piloting experience facilitated peer learning and collaboration among member providers within the networks. By sharing experiences, best practices, and challenges, providers were able to learn from each other's successes and failures, thereby improving their own social inclusion processes.

Innovative Approaches: the piloting activities encouraged member providers to adopt innovative approaches to social inclusion within their ALE provision. This may have included the development of new curriculum materials, the implementation of community outreach programs, or the adoption of technology-enabled learning solutions to reach learners who face geographical or physical barriers.

Policy Influence: the insights and lessons learned from the piloting experience may have also contributed to shaping policies and reforms within the ALE sector at both the national and regional levels. By demonstrating effective strategies for promoting social inclusion, member providers may have influenced broader policy discussions and initiatives aimed at improving access to adult education for all.

Overall, the piloting experience served as a catalyst for member providers within the networks to enhance their social inclusion processes in ALE provision by fostering understanding, building capacity, promoting collaboration, fostering innovation, and influencing policy.

Appropriateness of the piloting activities and methodologies to ALE providers' needs and characteristics.

The pilot activities met the identified needs suggesting a successful alignment between perceived needs and intervention outcomes. This indicates the relevance and effectiveness of the implemented strategies in addressing the multifaceted challenges faced by adult education professionals in Slovakia.

Challenges and feedback from direct beneficiaries and the management of the reference providers.

In Slovakia, no negative aspects were identified by respondents.

The main challenge emerging was, at the beginning, the one of engaging relevant stakeholders, including government agencies and educational institutions and assuring their active participation and commitment. The challenge was met by tailoring engagement strategies: recognising that different stakeholders may have unique needs, perspectives, and communication preferences and developing tailored engagement strategies that address the specific interests and concerns of each stakeholder group, ensuring that their voices are heard and valued.

Country report on piloting - Portugal

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1. Introduction

This report, developed at the country level, encompasses results and key findings from the pilot implementation of the APEFA action plan aimed at enhancing network capacity. The piloting phase serves as a review of the mutual Peer Reviews conducted in 2022 among network providers.

During the piloting phase, each network participating in the project concentrated on one or more specific themes among the four identified. The selection was based on the most pressing needs of the country, as identified through mapping activities in WP3. However, it was ensured that these themes were interconnected, acknowledging the holistic nature of the areas of work. This alignment was also informed by insights gained from the Peer Reviews, thereby ensuring actions were taken across all four aspects.

2. Core themes for the piloting action

In Portugal, during the development of the Peer Review Methodology, the two thematic areas most selected by the organisations were **Outreach** and **Basic Skills**, which reflects the needs and challenges that ALE managers, teachers and other involved professionals face daily.
Concerning the theme **Outreach**, it is known how difficult it is to reach potential Adult Learners, making them integrate the different Adult Education offers and to "bring them to the system". As discussed in the study circles, the fact is that communication campaigns are not always adjusted, appealing or able to motivate Adult Learners. These campaigns are often not inclusive so that some specific target groups and/or minorities can't relate to the contents or with the people who take part of the training. Regarding Outreach, we will do the first pilot activity focused on development of materials.
Following the Peer Review visits and the study circles, another raised concern referred to the teaching of **Basic Skills**. A concern of the ALEs practitioners is to understand how best to motivate adult learners to remain in the offers they integrate, thus reducing the number of dropouts. Considering the specific needs of the adult population, we consider it important to support trainers of basic skills to reflect on the best strategies for dealing with the adult learners and their specificities.
Finally, focusing on the preliminary success of the **Peer Review Methodology**, as opposed to rigid evaluation models that often consider inadequate criteria and a rigid focus on evaluation, the Peer Review Methodology was considered a "breath of fresh air", allowing a quality evaluation based on a friend-critic's perspective, as opposed to a rigid evaluation often carried out by people who are not in the field or who are distant from the reality they are evaluating/object of analysis. Carrying out a training on the methodology reflects all the 4 themes of the project, being a transversal activity. This interest in the PR emerged from the training developed but, above all,

from its implementation during the visits. Mainly, we would like to reflect with a **larger target-**group on a potential change in the evaluation paradigm, compared to the rigid (perhaps bureaucratic) model in force**.**

3. Objectives of the piloting action

The primary objectives are as follows, with each focusing on specific activities:

Raising Awareness and Guideline Creation: the first objective aims to raise awareness about the significance of effective communication. This involves creating and disseminating comprehensive guidelines within the network to underline the importance of this theme.

Enhanced Communication Strategies: the second objective targets the attraction of a broader and more diverse range of users, applicants, and adults to validation processes. This will be achieved through the development of more robust communication strategies and the provision of supportive tools and materials.

Improved Access to Support Services: objective three seeks to improve the accessibility of support services for adults with little or no qualifications in Adult Learning and Education (ALE). This involves identifying barriers to access and implementing measures to overcome them.

Enhancement of Practitioner Practices: the fourth objective is to elevate the practices of ALE practitioners in developing key and transversal skills. This will involve aligning their practices with the evolving needs of society and the labour market, ensuring coherence and relevance.

Systematization of Peer Review Methodology: the final objective is to formalize the Peer Review methodology as a mechanism for quality assurance and mutual learning within national networks. Additionally, it aims to facilitate international cooperation among existing ALE networks in Europe through this established methodology.

4. Implemented activities

Activity 1: to tackle the outreach challenge, APEFA has devised a plan to **enhance communication materials, aiming to make them more effective and engaging**. The ultimate goal was to produce a digital booklet containing guidelines for effective communication. This process has been collaborative and involve several phases.

In phase 1, institutions convened for consulting meetings or small training sessions with communication experts. These sessions focused on refining language, visual identity, and digital marketing strategies.

In phases 2 and 3, adult learners participated in focus groups to provide real-time feedback on the materials developed by network members. Additionally, a questionnaire was distributed to a wider adult learner community to gather further insights.

Finally, in phase 4, all collected data were synthesized to create the guidelines output, which was shared with the network. The aim was to equip professionals with tools to develop communication materials that are more appealing in language, content, and visual framework, particularly in today's visually driven and technologically advanced society.

Activity 2: addressing the theme of Basic Skills, APEFA proposed the **development of training sessions targeted at trainers and Vocational Education and Training (VET) technicians responsible for delivering various basic skills.** These workshops provided a platform for sharing best practices and exploring new methodologies for teaching transversal/basic skills. The insights gathered during these workshops were compiled into a concise report.

Activity 3: APEFA conducted a **12-hour Peer Review Methodology Training** to train new Peers. This activity aligned with the overarching objective of the ONE project, which emphasizes networking and strengthening networks. The Peer Review methodology facilitated collaboration among peers and institutions, fostering continuous improvement in adult education practices to enhance quality. On a national level, ALE practitioners expressed a need for ongoing monitoring and validation of their practices in response to the challenges posed by the adult population. The opportunity to exchange practices and receive suggestions for improvement held significant value. APEFA's staff, having undergone initial training and conducted field visits, led this training.

Activity 1 primarily targets technicians, managers, or trainers responsible for communication strategy. In the final phase, communication technicians from across the network, or individuals responsible for communication strategy and implementation, will be the focus. While this activity serves as a means of raising awareness, managers and academics should also be considered target groups given the prioritization of communication.

Activity 2 primarily targets trainers and VET technicians. Activity 3 has a broader target audience, as various practitioners such as trainers, teachers, technicians, and managers may attend the training sessions.

5. Calendar and workplan

Pilot Activity	Date	Location	Theme	Activity Type	Network Member involved	Description (small summary)	N.º People reached	Target groups reached
COMMUNICATION	2023-02-23	Paços de Ferreira	Outreach	Workshop, consulting	ProfiSousa	Workshop on inclusive language and communication strategy (basics of design, platforms, social media and digital communication). Practical activities and	9	Trainers, Manager
	2023-02-26	Maia		Workshop, consulting	PsiPorto	sharing of best practices, analysis of the work already developed by the institution and development of new communication materials.	6	Trainers, Manager
	2023-02-28	Póvoa		Focus group	Percursos de Cidadania	Focus group with a group of adult learners with low qualifications on communication	15	Adult Learners
	2023-03-02	Porto		Focus group	Árvore	materials. Analysis and discussion of materials, collecting data and further dissemination of the results.	9	Adult Learners

Pilot Activity	Date	Location	Theme	Activity Type	Network Member involved	Description (small summary)	N.º People reached	Target groups reached
	2023-04-30	Online		Questionnaire	Kerigma, Árvore, PsiPorto, ProfiSousa, Gestitomé	Questionnaire targeting adult learners with the materials which emerged from the workshops with the 2 entities to collect more data on visual content and design.	116	Adult Learners
	2023-07-31	-		Guidelines Booklet	-	Guidelines/ activitiy-based report with the main findings of the activity. Sent to the network to share knowlege.	-	Network institutions
	2023-03-24	Esposende	All	Presentation, Awareness	-	Presentation on the Peer Review Methodology within a panel, raising awareness about the PR as a methodology for Adult Learning.	57	Trainers, Managers
PEER REVIEW METHODOLOGY	2023-11-15	Lisboa		1-day training	CACAV	Presentation of the Peer Review Methodology and of its phases. Overall theorical and practical	10	Trainers, Managers

Pilot Activity	Date	Location	Theme	Activity Type	Network Member involved	Description (small summary)	N.º People reached	Target groups reached
						knowledge on how to use the PR methodology.		
	2023-11-09	Barcelos		Presentation, Awareness	MP Academia - group 1	Presentation on the Peer Review Methodology within a panel, raising awareness about the PR as a methodology for Adult Learning.	13	Trainers
	2023-11-17	Barcelos		Presentation, Awareness	MP Academia - group 2	Presentation of the Peer Review Methodology and of its phases. Overall theorical and practical knowledge on how to use the PR methodology.	14	Trainers
NEW METHODOLOGIES: BASIC AND TRANSVERSAL SKILLS	2023-07-31	-	Basic Skills	Manual	-	Development of new materials on the teaching of basic skills for adults with fairly low qualification to help trainers.	-	Trainers, Network institutions
	2023-07-25	Barcelos		Workshop 1	MP Academia	Workshop 1 (3h) on training ALE	15	Trainers

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Networks for Quality Adult Learning

Pilot Activity	Date	Location	Theme	Activity Type	Network Member involved	Description (small summary)	N.º People reached	Target groups reached
					- group 1	practitioners about innovative methodologies for teaching basic skills and transversal skills.		
	2023-09-08	Barcelos		Information session	Kerigma	Presentation on New Methodologies for Basic Skills teaching, raising awareness about the its specificities in the context of very low qualifications.	25-35	Trainers, Network institutions, Managers
	2023-09-26	Póvoa do Varzim		Workshop 2	Percursos de Cidadania	Workshop 2 (3h) on training ALE practitioners about innovative methodologies for teaching basic skills and transversal skills.	11	Trainers
	2023-10-24	Valença		Workshop 3	Fátima Ribeiro	Workshop 3 (3h) on training ALE practitioners about innovative methodologies for teaching basic skills and transversal skills.	8	Trainers

ONE
Networks for Quality Adult Learning

Pilot Activity	Date	Location	Theme	Activity Type	Network Member involved	Description (small summary)	N.º People reached	Target groups reached
	2023-10-31	Valença		Workshp 4	Fátima Ribeiro	Workshop 4 (3h) on training ALE practitioners about innovative methodologies for teaching basic skills and transversal skills.	11	Trainers
	2023-11-06	Barcelos		Workshop 5	MP Academia - group 2	Workshop 5 (3h) on training ALE practitioners about innovative methodologies for teaching basic skills and transversal skills.	15	Trainers

6. Main results

How the piloting experience supported member providers' in the networks to jointly develop / share competences, methodologies and practices to progress their performances in the 4 themes identified.

Effective Communication: development and piloting of effective communication materials and methods for promoting the ALE offer towards specific adult learners' groups. This activity was considered as innovative and very useful as it was seen as an opportunity by the 2 institutions and the practitioners to have an assessment of the digital and offline communication (analysing websites, posters, leaflets). In this activity the organisation had the opportunity, even after peer review feedback, to have another assessment phase focused only on this theme. It was considered by the organisations involved and by the trainer as a very useful moment and another moment of growth provided by APEFA. The learners were consulted in 2 moments - 2 focus groups and 1 questionnaire which helped to complement the activity and allowed professionals to have a full picture of the adult's need on the communication materials.

Teaching/learning of basic and transversal competences: one of the themes that was identified as a potential development area was Basic/transversal skills. There were developed 5 training workshops of ALE practitioners about innovative methodologies for teaching basic skills and transversal skills/key competences and an information session. A manual to work with adults with very low qualifications was developed and is now public. The workshops were organised as an interactive moment to share ideas on the methodologies and with different moments to share experiences.

Networking: information events/training on peer review methodology for AL providers were organised and the peer review methodology was considered by all the participants as an opportunity of improvement and to widen the network. Practices were shared and implemented in other institutions and relationships maintained by the participants at WP3.

How did the piloting experience supported member providers' in the networks to improve social inclusion processes in their ALE provision.

The enhancement of social inclusion processes primarily revolved around four key areas:

- **Improving Communication Materials** - the focus was on enhancing communication materials in a more inclusive manner, taking into account factors such as gender and background diversity. This approach aimed to ensure that communication efforts resonated with a broader audience and fostered inclusivity.

- **Raising Awareness of Adult Learners' Characteristics** - efforts were made to increase awareness among stakeholders about the diverse characteristics of adult learners and how

to better engage with them. This involved understanding the unique needs, motivations, and challenges faced by adult learners to tailor educational approaches effectively.

- **Recognizing the Importance of Basic and Transversal Skills** - there was a realization of the critical role played by basic and transversal skills or competences in the lives of adult learners and their future prospects. Emphasis was placed on equipping adult learners with essential skills that are transferable across various contexts, thereby empowering them for personal and professional growth.
- **Widening the Network for Enhanced Outreach** - expanding the network was identified as a strategy to promote social inclusion by reaching a broader spectrum of adult learners, especially those who are traditionally hard to reach. By broadening the network's reach, it was anticipated that more individuals could benefit from adult education and training initiatives, thereby promoting social inclusion on a larger scale.

Appropriateness of the piloting activities and methodologies to ALE providers' needs and characteristics.

The piloting activities and methodologies were deemed suitable for the ALE organizations and staff involved. They were meticulously tailored to meet their specific requirements, including considerations for time constraints and individual specialties. For instance, Activity 1, the consulting phase, was meticulously customized to address the precise needs of the two institutions involved.

These activities provided a valuable opportunity for all participating members to reflect on their daily practices and exchange insights with their peers. This collaborative engagement fostered a closer bond among staff and practitioners within the ALE community. It encouraged a culture of shared learning and mutual support, ultimately strengthening the cohesion and effectiveness of the ALE network.

Challenges and feedback from direct beneficiaries and the management of the reference providers.

The primary challenges identified revolve around time constraints and the availability of colleagues, staff, and managers/entities. Organizing a significant number of events can be logistically demanding. However, through cooperation and collaboration, the implementation of the action plan was successfully achieved in its entirety.

Feedback from participants:
- Participants appreciated the opportunity to gain insights into their organization's communication strategy.
- While organizations recognized the value of the piloting activities, many acknowledged that they may not have pursued or invested in such activities independently, underscoring the importance of APEFA's initiative.

- Participants highlighted the significance of acquiring tools and techniques from experts, particularly in addressing basic and transversal skills increasingly essential in contemporary society.
- Engaging in the piloting activities provided an opportunity for participants to share concerns, reflect on daily activities, and benefit from alternative perspectives, often described as thinking "out of the box" or realizing the need to "leave the island to see the island."
- Meeting colleagues (peers) from other organizations was viewed as a valuable aspect of the piloting activities.
- Overall, participants regarded moments like the piloting activities as useful challenges, expressing a desire for such opportunities to occur more frequently in the future.