



Annex 02 - National report of the Study Circles

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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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Country	Italy
Responsible organisation/s	RIDAP and FORMA.Azione for practitioners FORMA.Azione for Study Circles with stakeholders RIDAP for Study Circles with learners
Dates	Practitioners – 6 December 2022 Stakeholders – 7 December 2022 Learners – 19 December 2022
Delivery methods	In person - learners Online – practitioners and stakeholders

Structure of the Study Circles

Please describe the main contents and methodologies

Practitioners

The study circles lasted about 2 hours and it was held online on Zoom.

At the opening of the Study Circle, the Capacity Building Strategy was presented from the RIDAP staff with the support of PPT slides, highlighting its value as tool for reinforcing the network by defining and systematising common methodologies and practices.

Then the practitioners were split in small group asking them to give feedback about specific aspects of the Strategy itself, namely needs analysis, objectives, key principles, main actions and methodologies, steps for finalisation. Each group was asked to fill a Padlet, expressing their views about the Strategy and then to share them in the plenary session.

Stakeholders

The study circles lasted about 1,5 hours and it was held online on Zoom.

First, FORMA.Azione shared a brief presentation of the Strategy and the path for its development (the whole document was shared among stakeholders a few days before the study circles). Then the organisation facilitated a round-table discussion to collect a feedback from the different representatives, also in view of creating a common vision among the networks members, build mutual trust and systematise the project activities as institutional practices in the Italian network.

Learners

The Study Circle was held in person, at CPIA Bologna, Public Adult Education provider. It lasted about 2 hours.

RIDAP introduced the ONE project and its main actions to the learners, then learners were asked specific questions to be answered through a Padlet after a group work. This in order to collect a feedback about the main piloting actions of the Capacity Building Strategy in the 4 project core areas. The questions were the following:

- What can be done to engage adults in school?
- How can students be well supported to find an educational pathway that is useful for their different needs?



- How can students be informed about the possibility of validating prior learning and valuing all personal and professional experiences?
- How can educational offer be widened to develop key and transversal skills useful for work and lifelong learning?

Beneficiaries

Beneficiaries involved in the activity (characteristics and number)

Practitioners

About 110 practitioners, mainly teachers working in CPIAs in different Italian regions.

Stakeholders

7 representatives as follows:

Expert in ALE evaluation systems from the Ministry of Education

Officer at Italian EQAVET reference point

Head of RUIAP – National network of Universities for Lifelong Learning

Professor at University of Bologna

Officer at Regional Education Office of Emilia Romagna

National Coordinator of the Agenda for Adult Education

Head of Erasmus+ National Agency for Adult Education, INDIRE

Learners

33 learners engaged in the study circle activity, most attending learning paths for obtaining a lower secondary school degree, all with migrant backgrounds

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

Practitioners

Stefania Armati – researcher/trainer at RIDAP, teacher in CPIA Bologna

Magda Burani – researcher/trainer at RIDAP, teacher in CPIA Bologna

Chiara Cateni – researcher/trainer at RIDAP, teacher in CPIA Bologna

Chiara Tiranno – researcher/trainer at RIDAP, teacher in CPIA Bologna

Stakeholders

Sylvia Liuti – Director of Internationalisation, ALE, Quality Assurance and Gender Equality expert

Chiara Marchetta – EU project designer and manager, ALE researcher/trainer

Learners

Stefania Armati – researcher/trainer at RIDAP, teacher in CPIA Bologna

Chiara Tiranno – researcher/trainer at RIDAP, teacher in CPIA Bologna



General comments about the Capacity Building Strategy

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

Practitioners

The ONE Capacity Building Strategy is based on actual needs, both the ones of ALE professionals, providers, network and the ones of learners. Specifically:

To provide effective guidance in order to help learners to choose the most useful path for them.

To objectively recognize the study (formal credits) and life paths (nonformal and informal credits) of learners so that they can use all the potential accumulated in their existences.

To find strategies that promote the attainment of basic skills useful to avoid social exclusion

To strengthen the capacity of the entire ALE system, at all levels and future-oriented.

To share effective intervention strategies and common modalities throughout the country.

To give adults all the tools to make them active citizens.

To enrich the range of interventions useful for the integration of migrant citizens.

To listen to the needs of learners in order to build pathways

To respond more efficiently to the needs of learners.

To build and share common procedures

To bring out personal potentials that learners do not believe they have.

To find the most valid and efficient approach.

To counter social exclusion, poverty and unemployment.

The practitioners suggested to enrich the objectives as follows:

It is important to build networks among providers of formal education, accredited vocational training institutions, employment services, and regional training offices. The network should also be used for exchange of information/training among training professionals to improve and expand the training offer.

Enhancing diversified and specific training of teachers (also among peers, through the sharing of positive and efficient experiences) to support them in interventions to achieve the listed goals.

Offer a quality service -build shared procedures (in particular for the recognition of credits and to improve inclusion practices)

Counteracting the return to poverty both at intellectual and economic level and avoid ghettoization and isolation.

With reference to key principles, the practitioners highlight the need for working through systemic actions on institutional stakeholders on which individual CPIAs have scarce access, at least in certain contexts.

About the actions and methodologies, they recommended to:

train CPIA directors on the specifics of ALE;



train teachers not only on the most efficient methodologies in adult education, but also on other specific areas: guidance, relations with the local services, developing and managing projects, evaluation, etc.

make value of networking with other agencies and educational institutions to prevent school dropout;

revisit distance learning, rethinking its role and how it addresses specific needs.

Stakeholders

The stakeholders participating in the circle was very interested in and enthusiastic about the Capacity Building Strategy. It was considered to be a very easy-to-read and effective document, building on the needs of teachers, providers and the network itself, as well as on the needs emerging from the whole ALE system.

In particular, the European Peer Review methodology provides them different insights: because of its value, it could be systematised in every school level, so in the education and training system as a whole. It can be a means for empowering the RIDAP network even if it need to be complemented by an external evaluation so to avoid the risk to be self-referral.

In the Universities, it could be interesting to develop specific courses for becoming teachers in Adult Education (at the present moment, only a few Universities offer them), and do research on the ONE core topics, as per the University's third mission.

About the Capacity building it will be very important to systematise the produces innovation, giving support to CPIAs in using standards and following common guidelines for their daily work. In this perspective, the Capacity building can be useful and relevant to build or reinforce mutual trust among different ALE actors and stakeholders, as well as to create a common vision to set the conditions for assuring the sustainability of the relationships among them. This will be possible also by effectively communicating learning and validation opportunities to adult citizens, and to train the middle management involved in the provision of ALE services.

The network of the ONE project could be further widened at European level, also making value of the EPLAE platform.

Learners

The learners gave concrete hints about the ONE 4 core themes, helping to focus the work of the Italian partnership in piloting activities.

As **Outreach** methodologies and tools, they suggested: open day to introduce the provider, word of mouth, invitations from friends, flyers, advertising and information in newspapers, social media (Instagram, Facebook, Twitter), billboards, advertising on communication sites.

About **Guidance**, they suggested methods and tools aimed at letting learners find a didactic path suitable to the different needs: giving specific information about courses and learning offer; evaluation of their prior competences and suggestion of courses which can favour their development; exchange with people and/or professionals with different backgrounds; receiving step-by-step support by teachers/trainers to select the learning offer/s more appropriate; taking



advantage of data on the Internet; taking advantage of information given by the providers' administrative staff.

With reference to **validation**, learners would be supported by: knowing how and where to translate and see recognised the certificates (study titles) they gained in their countries; participating in awareness-raising action about their prior competences; doing exercises, tests and interactive sessions to evaluate prior competences; doing interviews to allow learners to tell and share their previous experiences, at personal and professional level.

In relation to **teaching/learning of basic and transversal competences**, the learning offer can be widened through gamification; work groups; short practical/vocational courses; sharing of experiences; training courses about ICT, sport, music, arts, graphics, labour law; internships; basic introductions to all disciplines.

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.

a. **Integrating in the Capacity Building Strategy** the specific suggestions received.

b. **Defining the National Action Plan**

RIDAP is going to send a questionnaire elaborated by FORMA.Azione to all the CPIAs which participated in the Study Circle, in order to collect the level of interest in each of the capacity building action proposed as well as the timing more suitable to develop the piloting activity. Once received the results, RIDAP and FORMA.Azione are going to finalise the Action Plan.

Annexes (in EN or in national language)

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