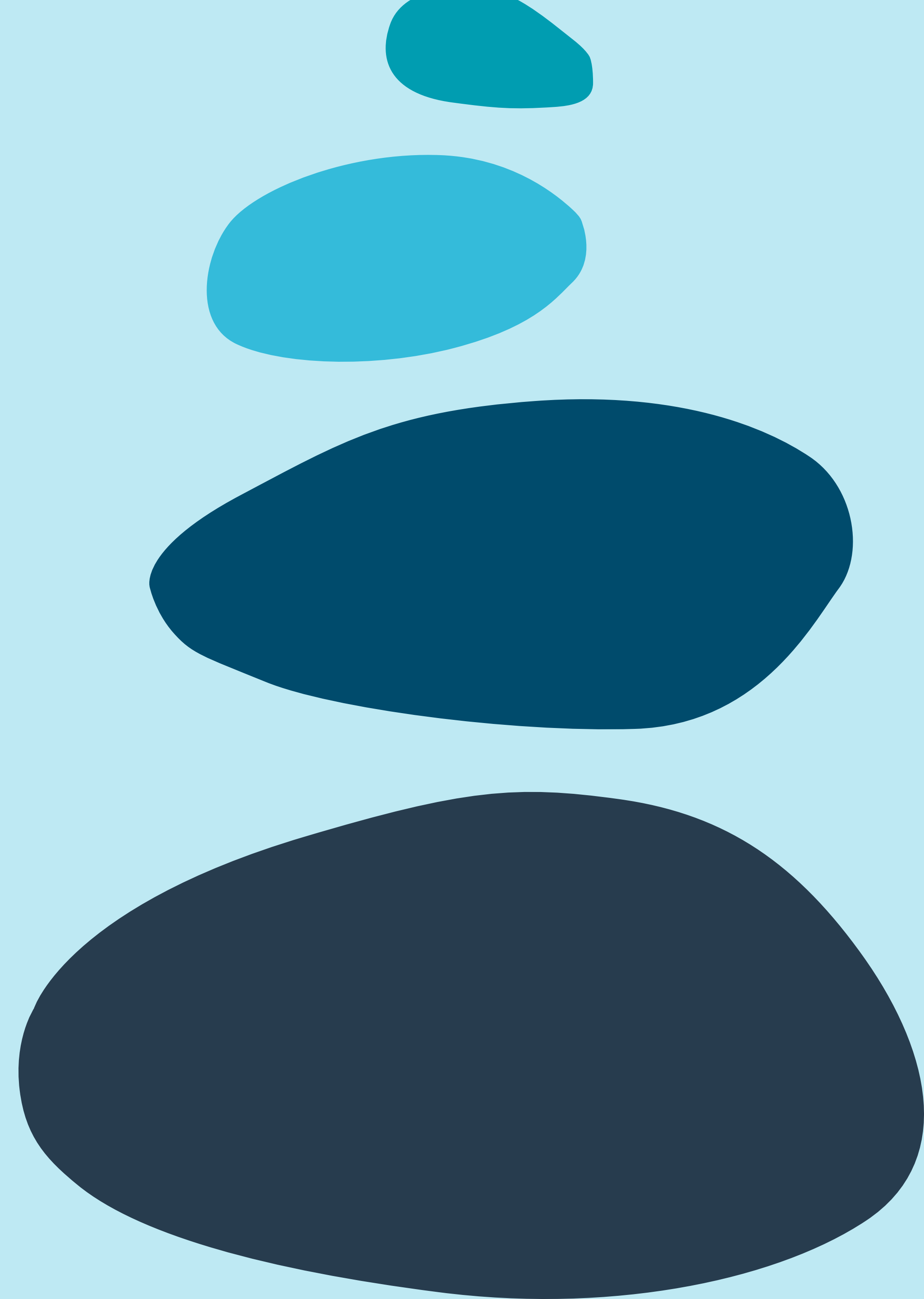


January 1, 2024 – December 30, 2029

ACTION PLAN

COMMUNITY OF

PRACTICE ONE





What are the learning goals of your national network that can be achieved through our Community of Practice?

What are your priorities in the following 5 years?

PORTUGAL



To empower ALE professionals in building and developing networks with relevant stakeholders, especially at local and regional level. To support them, with the help of the PR methodology and transnational good practices, **to achieve goals concerning the 4 thematic areas, and mainly Outreach.**

In Portugal, during the Peer Review Visits and Study Circles the thematic area to be tackle is **Information, Outreach** and active engagement of adults in education and validation processes - **to attract more and diversified users in education and validation processes** through effective communication strategies and supporting tools/materials and this is the main goal to improve with the help of the activities and the community of practices.

Portugal has very good and complex processes for **validation and recognition of skills** so this is something Portuguese network members and experts can provide information in public events or to other members.



1.

OUTREACH

Involving more target ALE population in educational and validation processes, through effective information and communication strategies and appropriate support tools/materials.

Improving the access of adults with low skills in ALE support services (outreach, guidance, validation).

2.

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

Making ALE professionals more aware of the available services, by providing related-training activities, in order to offer non-formal and informal learning validation services to learners.

3.

BASIC SKILLS (OR TRANSVERSAL SKILLS)

Increasing the ALE offer for the development of key and transversal skills, making it more consistent both with the needs that emerge at a social and professional level, and with the basic skills required to access further training opportunities.

SLOVAKIA

To systematize the Peer Review methodology as a means for quality assurance and mutual learning in national networks, as well as to boost international cooperation among the ALE existing networks in Europe. To empower ALE professionals in building and developing networks with relevant stakeholders, especially at local and regional level, and actively inform policy making.



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SLOVAKIA

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**
To make ALE professionals more aware of validation processes and the VNFIL services
- 2. INFORMATION, OUTREACH AND ACTIVE ENGAGEMENT OF ADULTS IN EDUCATION AND VALIDATION PROCESSES**
To attract more and diversified users in education and validation processes through effective communication strategies and supporting tools/materials
- 3. NETWORKING IN ALE**
To empower ALE professionals in building and implementing networks with relevant stakeholders, especially at local and regional level, and actively inform policy making



What kind of activities the community of practice will offer to the AE communities in the following 5 years?

PORTUGAL

Regular activities:

(1) **webinars and participation** in events to boost the PR methodology in Portugal and increase knowledge about it, (2) **podcast to raise awareness of the 4 themes** with the participation of national and international experts. Depending on available resources (as it depends also on the potential participants and institutions), organise **peer review training** each year/ 2 years and consequent peer review visits with new peers and institutions.

1.

OUTREACH

Planning and implementing strategies and methods to **raise adults' awareness of lifelong learning**, with specific benefits for employability, involving key figures in the labour market (e.g. Employment Services).

Training meetings on how to effectively communicate educational and validation opportunities in the ALE and the related benefits/value for adults.

Training sessions on intercultural / gender equality to improve communication (e.g. inclusive language) and support for target groups.

Developing and testing effective communication materials and methods to promote the offer for specific groups of learners.

Providing peer review training each year/2 years and consequent peer review visits, with the aims to widen the network of peers and institutions, to promote the exchange of good practices and to foster improvement measures.

2.

VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

Training meetings for ALE professionals on VNFIL - legal framework, objectives, procedures, relevance for personal and professional development and for the exercise of citizenship rights.

Applying procedures concerning VNFIL during the reception phase in the CPIAs.

Providing peer review training each year/2 years and consequent peer review visits, with the aim to widen the network of peers and institutions, to promote the exchange of good practices and to foster improvement measures.



3. **BASIC SKILLS (OR TRANSVERSAL SKILLS)**

Offering training meetings for ALE professionals on innovative methodologies for teaching basic and transversal skills / key skills.

Implementing experimental activities in class groups.
Providing peer review training each year/2 years and consequent peer review visits, with the aim to widen the network of peers and institutions, to promote the exchange of good practices and to foster improvement measures.





Introducing the quality management as a regular agenda item for the General Assembly Meeting

Organizing annual round tables / workshops during the Lifelong Learning Week for ALE providers (in order to network with stakeholders and build regional networks, and discuss various issues)

Encourage the members to **undertake quality assurance process**, 10 more institutions in 2023 - 2024

To apply in practice (and monitor the application) of the changes in the Statutes and the Ethical Code the AIVD recently adopted. The current wording is as follows:

“The AIVD members are responsive to the needs and interests of their participants, they provide opportunities for study or vocational training in the high quality learning environment with clearly defined training programs and goals of courses and events. They oblige to constantly improve the quality of their services. The certificates acquired for quality management as well as accreditation for programs of individual members are entered in the AIVD Membership Register.

As the minimum requirement, **the members are obliged to clearly and truly inform about their training activities and publish the information on their website.”**

