POLICY RECOMMENDATIONS PAPER

WP7 – EXPLOITATION OF RESULTS IN ONE PROJECT

DEL. 7.5.1.

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__*

Executive Summary

This document aims to present a set of policy recommendations based on the results of ONE's capacity building pilots (both the implementation of the European peer review and the action plans piloted at network level in IT, SK and PT) as well as internal SWOT analyses carried out periodically among the partners. The recommendations are addressed to regional and national policy makers, trade unions, ALE experts and consultants, etc. The aim is to contribute to better, more inclusive policy making and practices especially concerning Validation of Informal and Non-formal Learning, Guidance, Outreach as well as Transversal Skills Development.

ONE
Networks for Quality Adult Learning

Co-funded by the
Erasmus+ Programme
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CONTENT

1.

ONE PROJECT

ONE PROJECT

ONE- Opening adult education Networks to European cooperation -project is dedicated to enhancing the quality of Adult Learning and Education (ALE) in Europe, with a focus on social inclusion. Specifically, the project seeks to strengthen existing national **networks** of ALE providers in Italy, Portugal, and Slovakia. It concentrates on four core thematic areas: **Guidance, Outreach, Validation of non-formal and informal learning, and Transversal Skills Development** for inclusion and active citizenship.

The primary objective of the project is to provide capacity building support to networks' providers and stakeholders, fostering more impactful cooperation at both national and European levels. This initiative aims to address challenges related to the participation of adults with low qualifications and the fragmentation of European Adult Education systems. The strategy involves the systematic development of widespread and effective tools for ALE training provision through Capacity Building Strategies tailored to countries.

Key project activities include organizing and conducting mutual **Peer Reviews** in ALE providers and stakeholders, implementing and evaluating the **Capacity Building Strategy,** and undertaking awareness-raising actions to empower both providers and learners. These efforts emphasize the significance of adult learning for social inclusion, economic growth, and community development.

In the thematic area of **Guidance**, the project recognizes the need for holistic and personalized advice for adults faced with diverse learning opportunities. The aim is to support individuals with low skills in identifying their training needs and overcoming barriers to participation, such as financial constraints and family commitments.

For **Outreach** and active engagement of adult learners, the project emphasizes the importance of creative and effective approaches to reach potential learners, especially those with low skills or with low or no qualifications. Direct outreach in everyday environments and leveraging existing

relationships are deemed crucial for engaging adults in learning.

In the domain of **Validation of non-formal and informal learning (VNFIL)**, the project underscores the value of recognizing skills gained through work experience. This recognition can contribute to improved quality of life and economic advancement, benefiting both individuals and employers.

Lastly, the focus on **Transversal Skills Development** highlights the necessity of planning programs that enhance basic skills and develop transferable competences. Recognizing the unpredictability of future hard skills, the project emphasizes the importance of soft skills and advocates for hands-on, problem-oriented, and contextually linked learning methods.

The policy recommendations presented here, are derived from these targeted thematic areas and the practical work the partners have carried out through the different Peer Review and Capacity Building activities in the project.

Project partners

RIDAP (Coordinator)	FORMA.Azione	KERIGMA	ŠIOV
Italy	Italy	Portugal	Slovakia
www.ridap.eu	www.azione.com	www.kerigma.pt	www.siov.sk
	GLOBEDU	APEFA	AIVD
	Finland	Portugal	Slovakia
	www.globedu.fi	www.apefa.org	www.aivd.sk

2.

ONE - OPENING ADULT EDUCATION NETWORKS TO EUROPEAN COOPERATION PROJECT ENHANCING ADULT LEARNING AND POLICIES THROUGH THE LENS OF SOCIAL INCLUSION

ONE - OPENING ADULT EDUCATION NETWORKS TO EUROPEAN COOPERATION PROJECT ENHANCING ADULT LEARNING AND POLICIES THROUGH THE LENS OF SOCIAL INCLUSION

In the realm of adult education, weaving **social inclusion** into the fabric of **guidance, outreach, validation of non-formal and informal learning, and the cultivation of transversal skills** represents a transformative enhancement to the overall quality of the learning experience. By embracing social inclusion, these elements become powerful tools, empowering adults to harness their prior experiences, skills, and knowledge, thereby imbuing the educational process with a sense of inclusivity and learner-centricity.

The incorporation of social inclusion means recognizing and valuing the diverse pathways that adults traverse in their learning journeys. This holistic approach ensures that educational programs are not one-size-fits-all but are instead tailored to meet the individual needs and aspirations of adult learners effectively. Guidance, with a social inclusion lens, becomes a personalized compass, navigating learners through their unique educational terrain and fostering a sense of belonging.

Outreach, infused with principles of social inclusion, extends beyond mere accessibility to actively engage with diverse communities. It bridges gaps, reaching out to individuals who might otherwise be on the periphery of traditional education systems, fostering a sense of community and shared learning experiences.

Validation of non-formal and informal learning takes on a broader significance when viewed through the lens of social inclusion. It acknowledges and honours the wealth of knowledge and skills acquired outside formal educational settings, ensuring that the diverse expertise of adult learners is not only recognized but also integrated into the

ONE - OPENING ADULT EDUCATION NETWORKS TO EUROPEAN COOPERATION PROJECT ENHANCING ADULT LEARNING AND POLICIES THROUGH THE LENS OF SOCIAL INCLUSION

broader educational landscape.

The development of transversal skills gains a new dimension when coupled with a commitment to social inclusion. It becomes a tool for empowerment, equipping learners with not only job-specific skills but also the interpersonal and critical thinking skills necessary for active and meaningful participation in society.

In essence, incorporating social inclusion into the core tenets of guidance, outreach, validation, and transversal skill development transforms adult education into a dynamic and inclusive space. It transcends traditional boundaries, embracing the richness of individual experiences and backgrounds. This comprehensive approach not only acknowledges the diversity inherent in adult learners but celebrates it, fostering an educational environment where every adult can thrive and contribute meaningfully to their learning journey.

This has been the goal of ONE - Opening adult education Networks to European cooperation project. These policy recommendations have been derived from the work carried out by the project partners from Italy, Portugal, Slovakia and Finland over the past three years.

2.1 ON PEER REVIEW AND NETWORKING – HARBINGERS OF QUALITY IN ALE

Peer review and networking can significantly enhance the quality of adult education by fostering collaboration, sharing best practices, and promoting continuous improvement.

Peer review allows adult education institutions and practitioners to share their experiences and best practices in order to assure quality of learning provision. Through collaborative networks, educators can learn from each other, adopting successful strategies and refining their teaching methods. Engaging in peer review and networks provides opportunities for continuous professional development. Educators can receive constructive feedback from their peers, identify areas for improvement, and access valuable resources that contribute to their growth.

Peer review acts as a quality assurance mechanism combining a self-evaluation and external assessment elements. By having peers assess the effectiveness of educational programs, materials, and methodologies, institutions can identify strengths and weaknesses, ensuring that the quality of adult education remains high and meets established standards. Peer review encourages reflective practice among educators. Regular feedback and discussions with peers prompt self-reflection, enabling educators to critically evaluate their methods, outcomes, and the impact on adult learners.

Peer review contributes to more robust program evaluation processes. By involving peers in the assessment of educational programs, institutions can gather diverse perspectives, leading to comprehensive and insightful evaluations that guide improvements. Through peer review, adult education programs can be aligned more closely with the expectations of stakeholders, including learners, employers, and community members. This ensures that educational offerings remain relevant and responsive to the needs of the broader community.

2.1 ON PEER REVIEW AND NETWORKING – HARBINGERS OF QUALITY IN ALE

By leveraging peer review and networks, adult education practitioners can tap into a wealth of collective knowledge, refine their approaches, and contribute to a dynamic and responsive learning ecosystem that consistently improves the quality of education for adult learners.

2.2 ON PROFESSIONAL NETWORKS

The purpose of Communities of Practice (CoPs) and professional networks for adult educators and stakeholders is to foster collaboration, learning, and the professional development of educators working in the field of adult education. Networks should play a crucial role in advancing the field of adult education by providing a platform for educators to learn from one another, share resources, and collectively work toward the improvement of adult education programs and services. These communities are essential for nurturing a culture of continuous improvement and innovation within the field of adult education.

PEER LEARNING AND SUPPORT

CoPs and networks should facilitate peer-to-peer learning and support. Educators can seek advice, feedback, and guidance from their peers, creating a supportive community where they can address challenges and share successes.

KNOWLEDGE SHARING AND EXCHANGE

Networks provide a platform for adult educators and stakeholders to share their expertise, experiences, and practices. Professionals in adult education can stay informed about changes in regulations, trends, and developments in the field through these networks, ensuring they remain current and effective in their practice.

PROFESSIONAL DEVELOPMENT

They should offer opportunities for ongoing professional development. Educators can learn about the latest research, teaching methods, policy developments, and technological advancements in adult education, enhancing their teaching skills and strategies.

RESOURCE SHARING

Members can access and contribute to educational resources, including lesson plans, materials, and assessment tools. This resource sharing helps educators improve their teaching materials and approaches.

COLLABORATIVE PROJECTS

CoPs and networks should provide a platform for educators to collaborate on research projects, curriculum development, and program improvement. This can lead to the creation of innovative educational resources and solutions.

ADVOCACY AND POLICY INFLUENCE

By joining together in professional networks, educators can have a collective voice in advocating for policies and funding that support adult education. They can influence decisions at the local, regional, or national level.

COMMUNITY BUILDING

Building a sense of community among adult educators is a significant purpose. It helps combat isolation and burnout, creating a supportive environment where educators can connect and find camaraderie.

QUALITY ENHANCEMENT

The collaboration, sharing, and professional development opportunities in these communities can contribute to the enhancement of the quality of adult education programs, ultimately benefiting adult learners.

Policy learning in adult education networks is a dynamic process that unfolds within collaborative platforms where stakeholders share knowledge, experiences, and insights. These networks serve as vital conduits for policymakers, practitioners, researchers, and learners to exchange valuable information related to adult education policies. Within these networks, stakeholders engage in comparative analysis, evaluating the strengths and weaknesses of diverse policy approaches. Policymakers can benchmark their strategies against successful models and undertake policy transfer and adaptation, carefully considering contextual factors for relevance.

The networks can contribute to evidence-based policymaking by facilitating the exchange of research findings and best practices. Policymakers leverage this knowledge to inform their decisions, ensuring that policies are grounded in evidence and have a higher likelihood of success.

Collaborative policy development is a hallmark of adult education networks, allowing stakeholders to co-create policies that reflect a diversity of perspectives and address the multifaceted needs of adult learners. The networks also offer a platform for the exploration of innovative approaches, contributing to the evolution of policies that better meet the evolving needs of learners.

Continuous policy learning involves not only the identification of challenges but also the collective development of solutions. Stakeholders share experiences, evaluate policy impact, and provide feedback, iteratively improving policies based on real-world outcomes.

Members within these networks engage in capacity building activities, enhancing their skills and knowledge through workshops, seminars, and training sessions. Networks should create opportunities for capacity-building activities that align with the changing landscape of adult learning.

Furthermore, the networks can play a crucial role in policy dissemination and advocacy. Members advocate for the adoption of effective practices at regional, national, and international levels, promoting successful policies and lessons learned within the broader education community. In essence, policy learning within adult education networks is a collaborative and iterative process that contributes to the continuous improvement of policies to better serve the diverse needs of adult learners.

TIPS AND TRICKS ON POLICY LEARNING IN ALE NETWORKS

Knowledge Exchange

Networks serve as platforms for the exchange of knowledge, experiences, and insights related to adult education policies.

Comparative Analysis

Stakeholders engage in comparative analysis, evaluating the strengths and weaknesses of different policy approaches.

Benchmarking and Adaptation

Policymakers benchmark strategies against successful models and undertake policy transfer and adaptation with consideration for contextual factors.

Evidence-Based Policymaking

The networks contribute to evidence-based policymaking by facilitating the exchange of research findings and best practices.

Empowerment for Responsive Policies

Capacity building empowers members to formulate responsive policies aligned with the changing landscape of adult education.

Collaborative Policy Development

Networks enable collaborative policy development, ensuring policies reflect diverse perspectives and address multifaceted needs.

Challenge Identification and Solutions

Continuous policy learning involves identifying challenges, evaluating impact, and collectively developing solutions.

Capacity Building

Members engage in capacity building activities to enhance skills and knowledge for formulating responsive policies.

Policy Dissemination and Advocacy

Networks play a crucial role in policy dissemination and advocacy at regional, national, and international levels.

2.4 ON QUALITY OF NETWORKS

A high-quality network, whether it serves a professional, social, or any other purpose, is defined by several key characteristics that make it valuable and effective for its members.

First and foremost, a quality network has a well-defined purpose and clear goals, ensuring that members understand its role and what they can expect to gain from participation. Importantly, it remains relevant to the interests, needs, and objectives of its members, providing value that aligns with their reasons for joining.

Active engagement is a hallmark of quality networks, with members actively participating, contributing to discussions, and collaborating with one another. Such networks embrace diversity, bringing together individuals with varied backgrounds, experiences, and perspectives. They are inclusive, ensuring that all voices are respected and heard. Trust is a fundamental component, both among members and in the information and resources shared within the network. Effective information sharing, supported by high-quality content, serves as a hub for learning and staying informed.

Furthermore, a quality network fosters a supportive and collaborative community, where members are willing to offer help and support when needed. Effective communication is integral, allowing members to easily connect, share ideas, and engage in meaningful discussions. Facilitation and moderation ensure productive and respectful discussions, and opportunities for collaboration are actively provided. Feedback mechanisms are valued, with the network actively seeking member input for continuous improvement.

The network also prioritizes community building, fostering connections among members, and creating a sense of belonging and identity within the network. Ethical and transparent practices are upheld, protecting member privacy and adhering to established guidelines.
Finally, the network operates with sustainability in mind, evolving to maintain relevance and value over the long term. Ultimately, a quality network adds value to its members' lives, whether through professional development, support, networking opportunities, or access to valuable resources. It cultivates a positive and inclusive atmosphere that fosters meaningful connections and collaborations among its members.

TIPS AND TRICKS FOR HIGH-QUALITY NETWORKS IN ALE

Clear Purpose and Goals

- Define the network's purpose and goals.

- Ensure members understand their potential gains.

- Stay attuned to members' interests and needs.

- Provide value that aligns with their reasons for joining.

- Provide value that aligns with their reasons for joining.

Sustainability

- Evolve to maintain long-term relevance.

- Ensure ongoing value for members.

2.4   ON QUALITY OF NETWORKS

Diversity and Inclusion

- Embrace diverse backgrounds and perspectives.
- Ensure all voices are respected and heard.

Community Building

- Build trust among members.
- Share high-quality, reliable information.
- Foster connections among members.
- Create a sense of belonging and identity.

Effective Communication

- Facilitate easy member connections.
- Encourage meaningful discussions.
- Seek member input for continuous improvement.
- Value feedback to enhance the network.

Tangible Outcomes

- Demonstrate impact through measurable outcomes.
- Contribute to professional development and collaboration.

3.

POLICY RECOMMENDATIONS ON VALIDATION OF NON-FORMAL AND INFORMAL LEARNING (VNFIL)

POLICY RECOMMENDATIONS ON VALIDATION OF NON-FORMAL AND INFORMAL LEARNING (VNFIL)

VNFIL plays a crucial role in adult education by recognizing, validating, and celebrating the diverse ways in which adults acquire knowledge and skills. It promotes inclusivity, supports career advancement, and fosters a culture of lifelong learning, contributing to a more flexible and accessible educational landscape for adult learners. By implementing these policy recommendations, a supportive and inclusive framework for the Validation of Non-Formal and Informal Learning can be established, facilitating the recognition and empowerment of adult learners in diverse educational settings.

INVESTMENT IN CAPACITY BUILDING

Allocate resources for the continuous training and development of assessors, guidance counsellors and educators involved in the VNFIL process to maintain high-quality standards.

INCLUSIVE ACCESS POLICIES

Develop policies that promote social inclusion by ensuring that VNFIL opportunities are accessible to all adults, irrespective of their socio-economic background or previous educational experiences. Establish flexible learning pathways that allow adults to showcase their skills and knowledge through VNFIL, providing easy access and support and addressing barriers such as time constraints and financial limitations associated with formal education.

POLICY RECOMMENDATIONS ON VALIDATION OF NON-FORMAL AND INFORMAL LEARNING (VNFIL)

PERSONALIZED PROFESSIONAL DEVELOPMENT

Develop policies that facilitate personalized professional development through VNFIL, allowing individuals to build on existing skills, fill knowledge gaps, and pursue areas of interest aligned with their career goals.

EQUITY AND INCLUSION MEASURES

Implement equity and inclusion measures within VNFIL policies to ensure that recognition is open towards different educational paths and socio-economic groups, fostering a more equitable learning environment.

COLLABORATION WITH STAKEHOLDERS

Establish collaborative policies that involve stakeholders such as educational institutions, employers, and community organizations to collectively support and promote VNFIL initiatives, ensuring a holistic approach to adult education.

DEVELOPMENT OF TRANSPARENT RECOGNITION PROCESSES

Formulate policies that establish standardized and transparent recognition processes for VNFIL, ensuring consistency and fairness in assessing and validating diverse learning achievements and covering all essential elements.

INVESTMENT IN AWARENESS PROGRAMS

Invest in awareness programs that highlight the benefits of VNFIL among adult learners, employers, and educational institutions, promoting a greater understanding of its significance.

4.

POLICY RECOMMENDATIONS ON GUIDANCE IN ALE

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Guidance in adult learning serves as a compass, providing direction, support, and personalized assistance to help adults navigate their learning journeys effectively and achieve their desired outcomes.

By incorporating these policy recommendations, adult education systems can create a supportive and guidance-driven environment that empowers learners to make informed decisions, overcome barriers, and achieve success in their educational and professional pursuits.

INTEGRATION OF GUIDANCE INTO EDUCATIONAL POLICIES

Advocate for the integration of guidance services as a fundamental component of adult education policies, ensuring that guidance is recognized and supported at both institutional and policy levels.

RESOURCE ALLOCATION FOR GUIDANCE SERVICES

Support comprehensive guidance services for adults, including trained personnel, counselling facilities, and information resources.

POLICY RECOMMENDATIONS ON GUIDANCE IN ALE

PROFESSIONAL DEVELOPMENT FOR GUIDANCE COUNSELLORS

Allocate resources for the continuous professional development of guidance counsellors, ensuring they stay updated on effective counselling techniques, new educational pathways, and evolving career landscapes.

INCORPORATING CAREER GUIDANCE

Integrate career guidance into adult education policies, helping learners make informed decisions about their educational and professional pathways, considering their skills, interests, and market demands. Develop policies that emphasize the role of guidance during transitional periods in adults' lives, such as career changes or returning to education after a hiatus, ensuring a smooth and supported transition.

ACCESS TO SUPPORT SERVICES

Develop policies that ensure adult learners have easy access to support services such as tutoring, counselling, and career advice, with guidance facilitating the coordination and utilization of these services.

COMMUNICATION AND OUTREACH PROGRAMS

Establish policies that support communication and outreach programs to raise awareness about the availability and benefits of guidance services among adult learners, employers, and the community.

POLICY RECOMMENDATIONS ON GUIDANCE IN ALE

TECHNOLOGY INTEGRATION FOR GUIDANCE

Develop policies that promote the integration of technology in guidance services, leveraging digital tools for career assessments, online counselling, and accessible information resources.

EVALUATION AND CONTINUOUS IMPROVEMENT

Integrate evaluation mechanisms into policies to assess the effectiveness of guidance services in adult education. Use feedback to continuously improve guidance programs and adapt them to the evolving needs of adult learners.

5.

POLICY RECOMMENDATIONS ON OUTREACH

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Outreach in adult education is instrumental in removing barriers, promoting awareness, and creating a supportive environment that encourages adult learners to actively engage in educational opportunities tailored to their needs and circumstances.

By integrating these policy recommendations, education systems can establish robust outreach frameworks that actively engage and support adult learners, promoting accessibility, awareness, and inclusivity in adult education programs.

STRATEGIC PLANNING FOR OUTREACH PROGRAMS

Develop comprehensive policies that strategically plan and execute outreach programs in adult education, outlining specific goals, target populations, and methodologies to ensure effective outreach efforts.

RESOURCE ALLOCATION FOR OUTREACH INITIATIVES

Allocate sufficient resources, including funding, personnel, and technology, to support well-designed and sustainable outreach initiatives that reach diverse adult populations.

POLICY RECOMMENDATIONS ON OUTREACH

INCLUSIVE AND TARGETED OUTREACH

Formulate policies that emphasize inclusive and targeted outreach efforts, addressing the specific needs of underrepresented groups and ensuring that information reaches those who may face barriers to access. Acknowledge the diversity of adult learners and their preferred modes of communication. Policies should allow for flexible outreach approaches, utilizing various channels such as social media, community events, and local networks.

COMMUNITY ENGAGEMENT POLICIES

Establish policies that encourage collaboration between educational institutions and local communities, fostering a sense of community engagement. This collaboration can lead to the development of programs aligned with local needs.

DIGITAL INCLUSION STRATEGIES

Implement policies that address the digital divide by incorporating strategies for digital inclusion in outreach programs. This may involve providing access to technology, digital literacy training, and support for online learning.

POLICY RECOMMENDATIONS ON OUTREACH

TAILORING PROGRAMS TO LOCAL CONTEXT

Develop policies that encourage educational institutions to tailor programs to the local context based on insights gained through outreach activities. This ensures that adult education programs meet the unique needs of the community.

EVALUATION OF OUTREACH IMPACT

Develop policies that mandate the evaluation of the impact of outreach programmes on enrollment and retention rates in adult education. This assessment ensures accountability and informs future outreach strategies.

6.

POLICY RECOMMENDATIONS ON TRANSVERSAL SKILLS DEVELOPMENT

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Developing transversal skills in adult education goes beyond traditional knowledge acquisition, empowering individuals to thrive in diverse contexts, and embrace lifelong learning.

By incorporating these policy recommendations, educational systems can create a supportive and comprehensive framework for the development of transversal skills, preparing individuals for success in diverse personal, educational, and professional contexts. Even if long-term trends suggest that higher educational attainment and skill levels are principally due to improvements in initial education, it is necessary to recognize that lifelong learning and upskilling are crucial for individuals to remain competitive in the labour market and to actively participate in society. Efforts to pilot and implement initiatives focusing on the development of basic skills and life skills outside of the formal education system remain fully legitimate.

NECESSARY SUPPORT TO BASIC SKILLS

Make use of public funding and appropriate policies supporting basic skills of adults as an inevitable pre-condition for the development of transversal skills

SUPPORT OF TRANSVERSAL SKILLS IN ALL STAGES OF LIFE

Develop policies to support the development of transversal skills as a part of lifelong learning, making it accessible to all ages, target groups, educational attainment and qualifications.

POLICY RECOMMENDATIONS ON TRANSVERSAL SKILLS DEVELOPMENT

NON-FORMAL EDUCATION AS A KEY TO TRANSVERSAL SKILLS OF ADULTS

Acknowledge the vital role of non-formal education in the development of transversal skills of adults; and its significance for the society.

INTEGRATION INTO EDUCATIONAL CURRICULA

Strengthen, transversal skills development into formal education as a basis for extending them further throughout life.

ASSESSMENT AND RECOGNITION POLICIES

Develop policies that help recognize and assess transversal skills in various educational environments, and explore alternative assessment methods that capture a broader spectrum of competence.

Establish validation systems where transversal competences can be better taken into account in qualifications or learning outcomes.

IDENTIFICATION OF AND OUTREACH TO VULNERABLE TARGET GROUPS

Develop measures that are designed specifically for vulnerable groups. Explore new ways for reaching them and tackle problems such as a lack of awareness of opportunities among the groups themselves, financial barriers to participation, and low motivation of the individuals.

POLICY RECOMMENDATIONS ON TRANSVERSAL SKILLS DEVELOPMENT

CROSS-DISCIPLINARY LEARNING APPROACHES

Encourage cross-disciplinary learning approaches that integrate transversal skills development across various areas, promoting a holistic educational experience. These efforts should be accompanied with tailored learning support.

EXPERIENTIAL LEARNING OPPORTUNITIES

Promote policies that encourage experiential learning opportunities for adult learners, such as internships, community service, and project-based activities. These experiences provide practical contexts for the application of transversal skills.

ALIGNMENT WITH WORKFORCE NEEDS

Collaborate with industries and employers as well as social partners, as well as social partners, public employment services and regional and local actors to identify current and future workforce needs when setting public programmes for skills development of adults.This can help individuals to acquire and/or develop skills that are relevant and valued in the job market.

PROFESSIONAL DEVELOPMENT FOR EDUCATORS

Support systematic professional development opportunities for adult educators to enhance their understanding of transversal skills and incorporate effective teaching methodologies.

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7.

COMMON DENOMINATORS FOR ALL THE THEMATIC POLICY RECOMMENDATIONS

COMMON DENOMINATORS FOR ALL THE THEMATIC POLICY RECOMMENDATIONS

In crafting a comprehensive narrative encompassing the common denominators of policy recommendations for **VNFIL, guidance, outreach and transversal skills development**, a holistic approach unfolds. At its core, these recommendations converge on principles that embody inclusivity, lifelong learning, collaboration, flexibility, recognition of prior learning, digital literacy, continuous assessment, public awareness, adaptability, community engagement, and the imperative for research and evaluation.

Inclusivity, bolstered by a commitment to social inclusion, stands as a foundational element. The recommendations emphasize educational opportunities and support services that transcend demographic, socio-economic, and individual disparities, ensuring that the benefits of adult education, coupled with **capacity building initiatives** for adult educators, are accessible to all members of society.

This inclusivity extends to the lifelong learning ethos, emphasizing education as a continuous journey that adapts to different life stages and is accessible to individuals from diverse backgrounds. A recurring theme is the call for **collaboration and partnerships**, not only among educational entities but also with community organizations dedicated to fostering social inclusion and supporting practitioners' capacity building.

Flexibility in learning approaches and environments, vital for accommodating diverse needs, aligns with the principles of social inclusion and underscores the importance of practitioners' continuous capacity building. The recognition of prior learning experiences is another shared tenet, championing the integration of individuals' existing knowledge and skills into formal educational frameworks, irrespective of their socio-economic backgrounds.

Digital literacy and technology integration, critical components in the modern landscape, are integral to

COMMON DENOMINATORS FOR ALL THE THEMATIC POLICY RECOMMENDATIONS

promoting social inclusion and form a crucial aspect of practitioners' capacity building. Continuous assessment and feedback mechanisms, essential for tracking progress and providing guidance, contribute to social inclusion and underscore the need for ongoing capacity building among practitioners to navigate evolving educational landscapes.

Public awareness and advocacy campaigns, emphasizing the benefits of social inclusion in education and the importance of practitioners' capacity building, play a pivotal role in fostering a more inclusive society. These campaigns aim to highlight the role of adult educators in creating supportive learning environments.

Finally, **research and evaluation** underscore the commitment to evidence-based decision-making, ensuring ongoing refinement and improvement based on empirical insights. These processes consider the diverse and evolving needs of individuals in society, as well as the continuous professional development of practitioners.

In weaving together these common denominators, a comprehensive and cohesive framework emerges, advocating for an inclusive, adaptable, and collaborative approach to adult education that not only aligns with the evolving needs of learners but also promotes social inclusion and emphasizes the ongoing capacity building of practitioners through awareness-raising programs. Specific policy recommendations for each of the discussed themes (VNFIL, guidance, outreach and transversal skills development) are discussed below.

8.

KEY POLICY RECOMMENDATIONS BASED ON THE SWOT ANALYSES OF THE ONE PROJECT
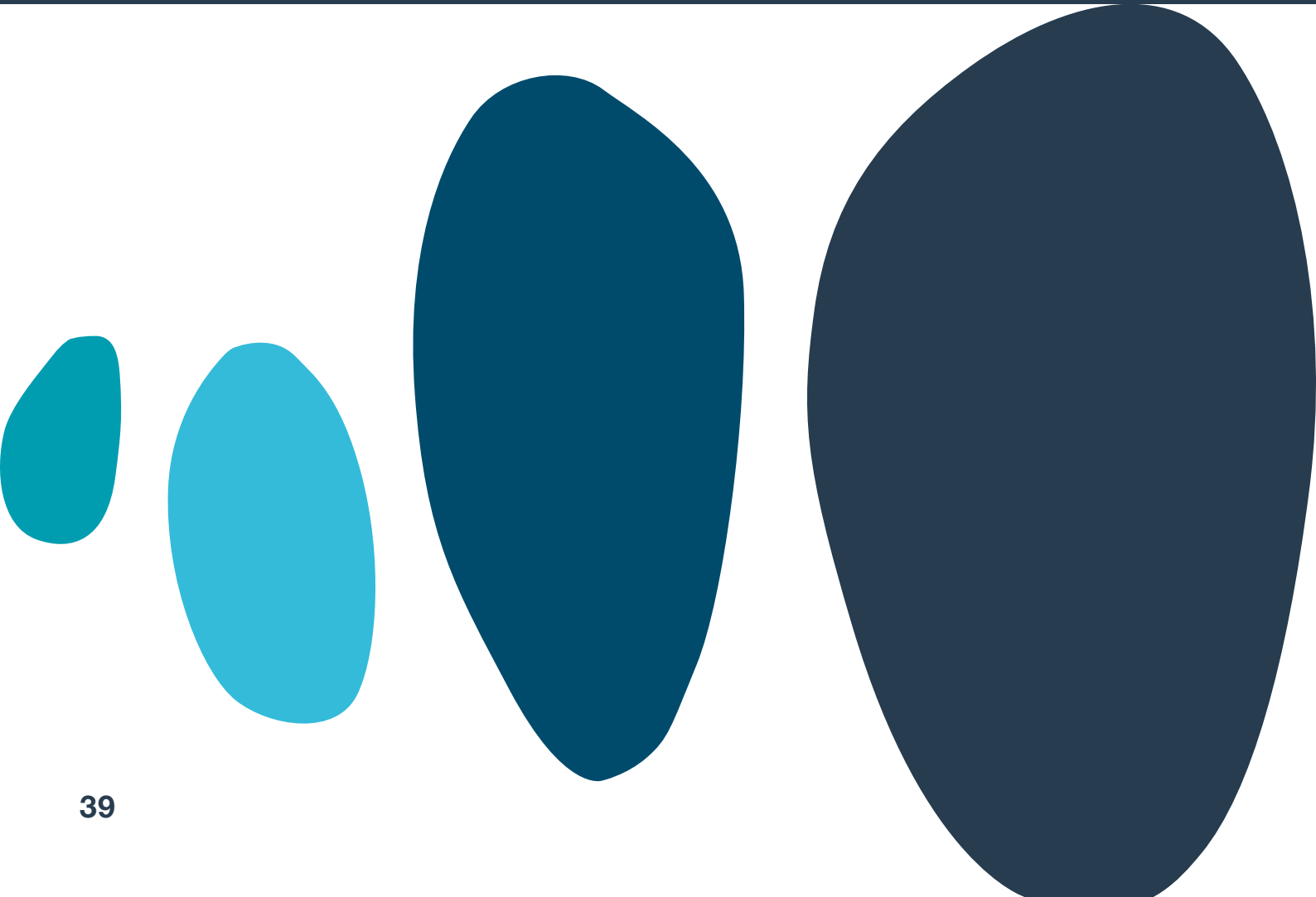
KEY POLICY RECOMMENDATIONS BASED ON THE SWOT ANALYSES OF THE ONE PROJECT

During the ONE project's duration, five distinct SWOT analyses were conducted to assess various aspects pertaining to the project's overarching objectives. These analyses delved into general ALE issues, sustainability and transferability of project outcomes, quality and networking, and capacity building. These recommendations are derived from the SWOT analyses findings. The recommendations offer a panoramic perspective on the ONE project, encompassing its sustainability, network dynamics, and capacity-building endeavours. It aims to provide valuable insights for future strategic planning and enhanced risk management.

By implementing these recommendations, policymakers can work towards improving the quality and effectiveness of adult learning and education while fostering sustainable and collaborative networks in the field.

STRENGTHENING NATIONAL COMMITMENT

Encourage national and regional governments to enhance their commitment to adult learning and education (ALE) by allocating adequate resources and support for ALE initiatives, addressing the discrepancies between policy agendas and actual commitment.

INCORPORATING PEER REVIEW METHODOLOGY

Advocate for the integration of the Peer Review methodology into national ALE quality assurance systems. This can be achieved through legislative changes that make quality assurance processes, including Peer Reviews, mandatory for ALE institutions.

KEY POLICY RECOMMENDATIONS BASED ON THE SWOT ANALYSES OF THE ONE PROJECT

SUSTAINABLE CAPACITY BUILDING

Promote policies that facilitate the sustainability of capacity building activities in ALE . This includes securing financial support for these activities and creating a supportive environment for ongoing professional development among ALE professionals.

PROMOTING COLLABORATIVE NETWORKS

Encourage the creation of collaborative networks and partnerships in the field of ALE.

These networks should focus on sharing best practices, methodologies, and solutions to common challenges. The collaborative model of the ONE project can be used as an inspiration.

INTEGRATION OF QUALITY ASSURANCE

Promote the integration of quality assurance practices into the management processes of ALE institutions. This ensures that quality is embedded in the overall management of organizations, rather than being viewed as an additional task.

INTERNATIONAL COLLABORATION

Encourage international collaboration and learning from other countries, especially those with innovative approaches to ALE. This can be facilitated through the exchange of good practices and partnerships with other countries.

LEARNING FROM GOOD PRACTICE

Follow project results and successful initiatives implemented in adult education which can contribute to evidence-based policy making.

TRANSPARENCY AND ACCESSIBILITY

Promote transparency and accessibility in EE initiatives by ensuring that methodologies, materials and training are easily achievable by all. This helps to make knowledge and resources widely available to EAL professionals.

ANNEX 1

EUROPEAN POLICIES LINKED WITH ONE - OPENING ADULT EDUCATION NETWORKS TO EUROPEAN COOPERATION PROJECT

KEY POLICY RECOMMENDATIONS BASED ON THE SWOT ANALYSES OF THE ONE PROJECT

European Education Area (EEA) is an initiative by the European Union to create a common framework for education policies and cooperation among member states. These key points especially reflect a commitment to promoting continuous learning opportunities, recognizing prior experiences, and fostering an environment that supports adult learners:

SOCIAL INCLUSION

Prioritizing social inclusion is particularly relevant for adult education, addressing issues related to diversity, equity, and inclusion among adult learners.

QUALITY ASSURANCE

Quality assurance mechanisms are essential for adult education to ensure that programs meet high standards and deliver meaningful outcomes for learners.

PROFESSIONAL DEVELOPMENT FOR EDUCATORS

The focus on the professional development and recognition of teachers is relevant for adult educators, ensuring that they are equipped to meet the specific needs of adult learners.

KEY POLICY RECOMMENDATIONS BASED ON THE SWOT ANALYSES OF THE ONE PROJECT

GLOBAL PERSPECTIVE

The promotion of a global perspective in education aligns with the diverse backgrounds and experiences of adult learners, fostering international understanding and cooperation.

ADAPTABILITY TO FUTURE CHALLENGES

The aim to make European education systems more adaptable to future challenges is vital for adult learning, considering the need for flexibility and responsiveness in adult education programs.

VALIDATION AND RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING

Policies that recognize and validate non-formal and informal learning experiences are important for adult learners who may have gained skills and knowledge outside of traditional educational settings.

KEY POLICY RECOMMENDATIONS BASED ON THE SWOT ANALYSES OF THE ONE PROJECT

The European Skills Agenda is a five-year plan by the European Union to improve the skills of individuals and businesses in the digital age. It aims to support the green and digital transitions, enhance social fairness and resilience, and boost competitiveness and innovation.

A CALL TO JOIN FORCES IN A COLLECTIVE ACTION

Action 1

A Pact for Skills:
a flagship initiative to mobilize stakeholders and resources for upskilling and reskilling

ACTIONS TO ENSURE THAT PEOPLE HAVE THE RIGHT SKILLS FOR JOBS

Action 2

Strengthening skills intelligence:
improving the availability and quality of data on skills needs and outcomes

Action 3

EU support for strategic national upskilling action:
providing guidance and funding for Member States to implement reforms and initiatives on skills development

Action 4

Proposal for a Council Recommendation on vocational education and training (VET):
enhancing the attractiveness, quality and relevance of VET

KEY POLICY RECOMMENDATIONS BASED ON THE SWOT ANALYSES OF THE ONE PROJECT

Action 5

Rolling out the European Universities Initiative and upskilling scientists:
supporting research and innovation skills through cross-border cooperation and mobility

Action 6

Skills to support the twin transitions:
ensuring that people have the skills to thrive in the changing labour market and society

Action 7

Increasing STEM graduates and fostering entrepreneurial and transversal skills:
boosting the number and diversity of science, technology, engineering and mathematics (STEM) graduates, as well as skills for creativity, critical thinking and problem-solving

Action 8

Skills for life:
promoting lifelong learning and ensuring access to quality and inclusive education and training

KEY POLICY RECOMMENDATIONS BASED ON THE SWOT ANALYSES OF THE ONE PROJECT

TOOLS AND INITIATIVES TO SUPPORT PEOPLE IN THEIR LIFELONG LEARNING PATHWAYS

Action 9

Initiative on individual learning accounts: providing working-age adults with a budget for training to improve their skills and employability and developing a common framework for micro-credentials

Action 10

European approach to micro-credentials: developing a common definition and standards for recognising short-term learning outcomes

Action 11

New Europass platform: offering online tools and information to help people manage their learning and career paths

A FRAMEWORK TO UNLOCK INVESTMENTS IN SKILLS

Action 12

Improving the enabling framework to unlock Member States' and private investments in skills: ensuring that public and private investment in skills is effective, efficient and transparent

KEY POLICY RECOMMENDATIONS BASED ON THE SWOT ANALYSES OF THE ONE PROJECT

The Council Recommendation of 19 December 2016 on Upskilling Pathways: New Opportunities for Adults is part of the European Agenda for Adult Learning and aims to promote adult learning and skills development, with a focus on upskilling and reskilling.

This approach is underpinned by outreach, guidance and support measures for learners, as well as coordination between relevant actors in education, training, employment, and social policy. The Recommendation encourages Member States to establish effective and comprehensive upskilling pathways for adults, ensuring that individuals have opportunities to acquire new skills and competences throughout their lives. They are expected to implement policies and measures that support the development of these pathways for adult learners.

KEY POLICY RECOMMENDATIONS BASED ON THE SWOT ANALYSES OF THE ONE PROJECT

KEY ELEMENTS OF THE UPSKILLING PATHWAYS INITIATIVE INCLUDE:

Identification of Skills Needs

Member States are encouraged to establish mechanisms for identifying the skills needs of their adult populations and to develop strategies for addressing these needs.

Individual Learning Plans

The Recommendation emphasizes the importance of individualized learning plans that take into account the specific needs, goals, and prior learning experiences of adults.

Access to Guidance and Support Services

Member States are encouraged to provide access to guidance and support services to help adults make informed decisions about their learning pathways.

Recognition of Skills and Qualifications

The recognition of prior learning and the validation of non-formal and informal learning are important aspects of the initiative, allowing individuals to receive credit for skills acquired outside of formal education.

Flexibility and Accessibility

The Recommendation emphasizes the need for flexible and accessible learning opportunities, including the use of digital tools and technologies.