

National Coordinators for the implementation of the EU Agenda for Adult Learning in Italy

01/11/2017 – 31/12/2019

The Implementation of EU Agenda for Adult Learning 2017-2019 Project is based on the lessons learned from previous projects, which focused on (1) dissemination and sensitisation of relevant stakeholders about main messages and priorities of the EU Agenda and (2) on evidence production, mainly by on field research activities, about specific themes (to mention the main important: use of ICT in A.L., adult learning and Citizenship, adult competences validation and certification, sources of funding for A.L. and implementation of the Reform of the AL System).

Moreover, it has to be considered that the Upskilling Pathways Recommendation suggests to Member States to activate an Adult Learning supply based on an articulated process involving validation, flexibilization of training pathways and certification steps.

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Considering, on one hand, the national legal framework and, on the other hand, the evidences emerged from several surveys (national/international) it is important and urgent:

- to stimulate an increased engagement of enterprises in basic skills provision for the employees;
- to ensure that the processes implemented in the AL Centres are evaluated to increase the education services quality and accountability;
- and, finally, to reflect on new roles (and new competences and skills required) that the AL Educator is called to play.

The target groups of Project activities are, therefore, Policy makers at central, regional and local level), teachers, educators, trainers, HR managers in Medium and Large Companies and Social partners, and - for what concerns specific categories of adult learners - migrants, workers aged 50-55 years and young-adult unemployed.

In terms of impact it is expected the adoption of a standardised approach to quality assessment in AL centres, a full understanding by relevant policy makers of the Upskilling Pathways Recommendation messages, followed by a better use of existing

funds (exp. ESF and Erasmus) and new investments on educators, teachers and trainers re-qualification.

Project objectives and activities

The project first aim is the one to ensure the coherence and effectiveness of all policies relevant to adult learning, including broader social and economic policies, through effective coordination between all relevant public authorities, agencies, social partners, non-governmental organizations and civil society organizations.

The second aim is the one to ensure that adult learning provision (including any funded by ESF) is evidence-based, comprehensive, accessible and effective: even if the scale of the project allows for limited impact on this issue, nevertheless activities that are planned can stimulate this approach.

Finally, the third objective concerns the support to national debates and dialogue on adult learning policies and on ways to implement the strategy described in the Recommendation on Upskilling Pathways: New opportunities for Adults.

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The work plan is articulated in seven WPs.

WP 1 includes mandatory activities such as general and financial coordination, regular inputs to EPALE and participation to the meetings organized by the EACEA. A Quality Plan and a Risk Assessment Chart support the implementation. Dissemination and capitalization activities, according with a multichannel strategy described in a Dissemination Plan, are grouped in WP 2. These activities include the info sharing by website, periodical project newsletter, info brochures on project contents, active participation to local, national and international events complete the strategy. The activities relevant to the project monitoring and evaluation objectives are included in WP3. KPI and source and methods of verification are described in Monitoring and Evaluation Plans. WP 4 summarizes fieldwork and desk analysis research activities to cope with the need to increase adult learning provision in basic skills or key competences for adult workers, also in order to raise consciousness among enterprises of the importance to invest in literacy and numeracy of their employees. A survey on the effectiveness and quality of the learning opportunities provision, delivered by both school system (CPIA) and private providers (mainly coming from third sector and training agencies), represent

the focus of WP 5. WP 6 comprises the realization of interviews to cope with the need to reflect on the new roles requested and played by the teachers and Adult Learning Centers Manager . WP 7 activities will concern the organization, management and participation of and to Peer Learning Activities. Apart those foreseen as compulsory (two per year, on issues and locations to be defined by EACEA), two additional PLAs are planned on issues as “The new role of Adult Educator: competencies and skills needs” and “Competencies validation effective processes and tools as starting point for Upskilling Pathways implementation”

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