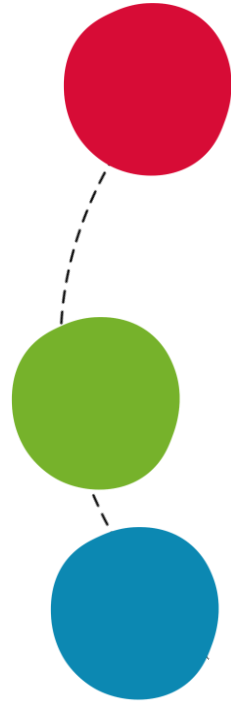




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Capacity-Building in Adult Learning and Education: What regional strategies and tools for success?

Regional Capacity for Adult Learning and Education Final Conference, November 28 2023





Agenda

- Welcome | **Tina Mavrič**, EAEA
- Mentoring as a tool to promote lifelong learning at the regional level | **Anne Rudisuhli**, Committee of the Regions Rapporteur, Mentoring: a powerful and meaningful tool for the Europe of tomorrow
 - Example of Duo for a Job | **Elisabeth Verniers**
- Lessons learnt from the RegALE project, **Francesca Torlone**
- Policy recommendations as a result of the project presented, **Raffaella Kihrer**, EAEA
- Roundtable: How does policy/strategies impact implementation of cooperation between public authorities, CSOs and Education providers on learning territories at the regional level?
 - Andrea Bernert-Bürkle, Head of EU Projects, VHS Baden Wurttemberg
 - Mr. Sulev Lääne, ENAEA
 - Margit Düüna, Chairman of the Board of Estonian Non-Formal Adult Education Association
 - Dr Kate Smyth – Strategic Communications Officer, AONTAS
 - Dr. George A. Koulaouzides, Assistant Professor of Adult Education at the Hellenic Open University
 - Miguel Fernandez Diaz, Adult Skills Policies, European Commission
- Closure



Welcome

Tina Mavrič, EAEA

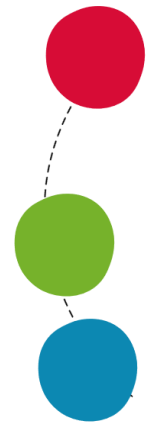


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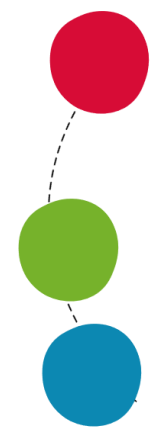
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Mentoring as a tool to promote lifelong learning at the regional level

Anne Rudisuhli, Committee of the Regions Rapporteur, Mentoring: a powerful and meaningful tool for the Europe of tomorrow



Mentoring as a tool to promote lifelong learning at the regional level

Example of Duo for A Job

Elisabeth Verniers

Elisabeth Verniers is the Advocacy Manager at the non-profit organisation DUO for a JOB, an intergenerational mentoring program that empowers young job seekers by pairing them with volunteers aged 50+ to enhance their employment prospects. Elisabeth brings over 11 years of experience in the nonprofit sector, with a strong focus on migration, integration and inclusion on the labour market. She holds a Master's degree in Anthropology, specializing in Migration, Minorities and Multiculturalism.





Two observations

Young people of foreign origin have more difficulties accessing the labour market

The experience and skills of over-50s are not sufficiently valued

Our mission & goals

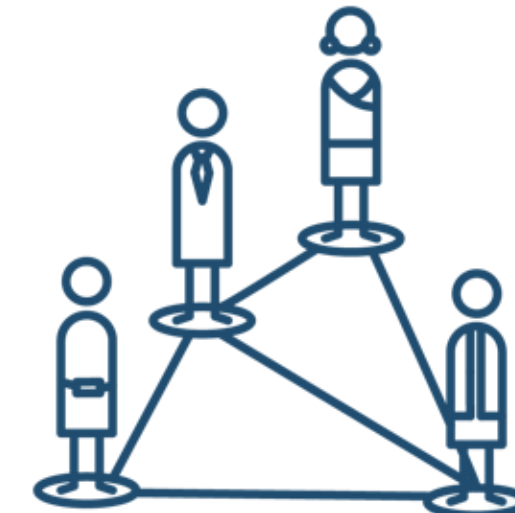
DUO for a JOB puts job-seeking young people with a migration background in touch with over-50s, who volunteer to transmit their professional experience to guide them in defining their vocational project and finding a job.



Improve social and vocational integration for young people



Appreciate and make use of skills and experience of over-50s



Strengthen social cohesion and local solidarity

DUO, it's:



6786
duos matched
since 2013



1860
active mentors



17 branches
in Belgium, France & the Netherlands



88
employees



Impact: professional development



1 out of 2
young people

FIND A STABLE JOB
(minimum 3-month contract)

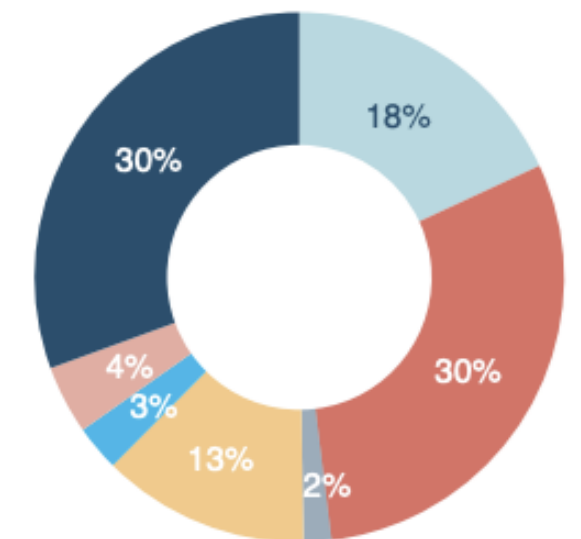


7 out of 10
young people

FIND A POSITIVE SOLUTION
(job, internship, training)

EMPLOYMENT SOLUTIONS (SINCE 2013)*

- CDI
- CDD
- Independent
- Qualifying training
- Internship of professional insertion
- University education
- Job search



* Within 12 months of the support. On a declarative basis.

Impact: professional development

External evaluation mentoring by Actiris (Brussels PES):

Solution rate from mentoring programmes from 2015 to 2021:

- 63% outflow to employment
- 77% outflow to employment, training or internship

Actiris also assessed the **effectiveness of mentoring for specific target groups:**

Target group	Employment	Employment/ Training/ Internship
Long-term unemployed	65%	78%
Women	64%	77%
Low-skilled	60%	79%
Holders of an unrecognised diploma	60%	76%

Impact: professional development

94% of young people lost to the job market were able to **define a career plan** with their mentor

92% of mentees have been able to **improve their cv** and/or the way they **conduct job interviews**


90% of mentees feel more **independent/autonomous in their job search**

83% of mentees discovered **a professional sector** with their mentor

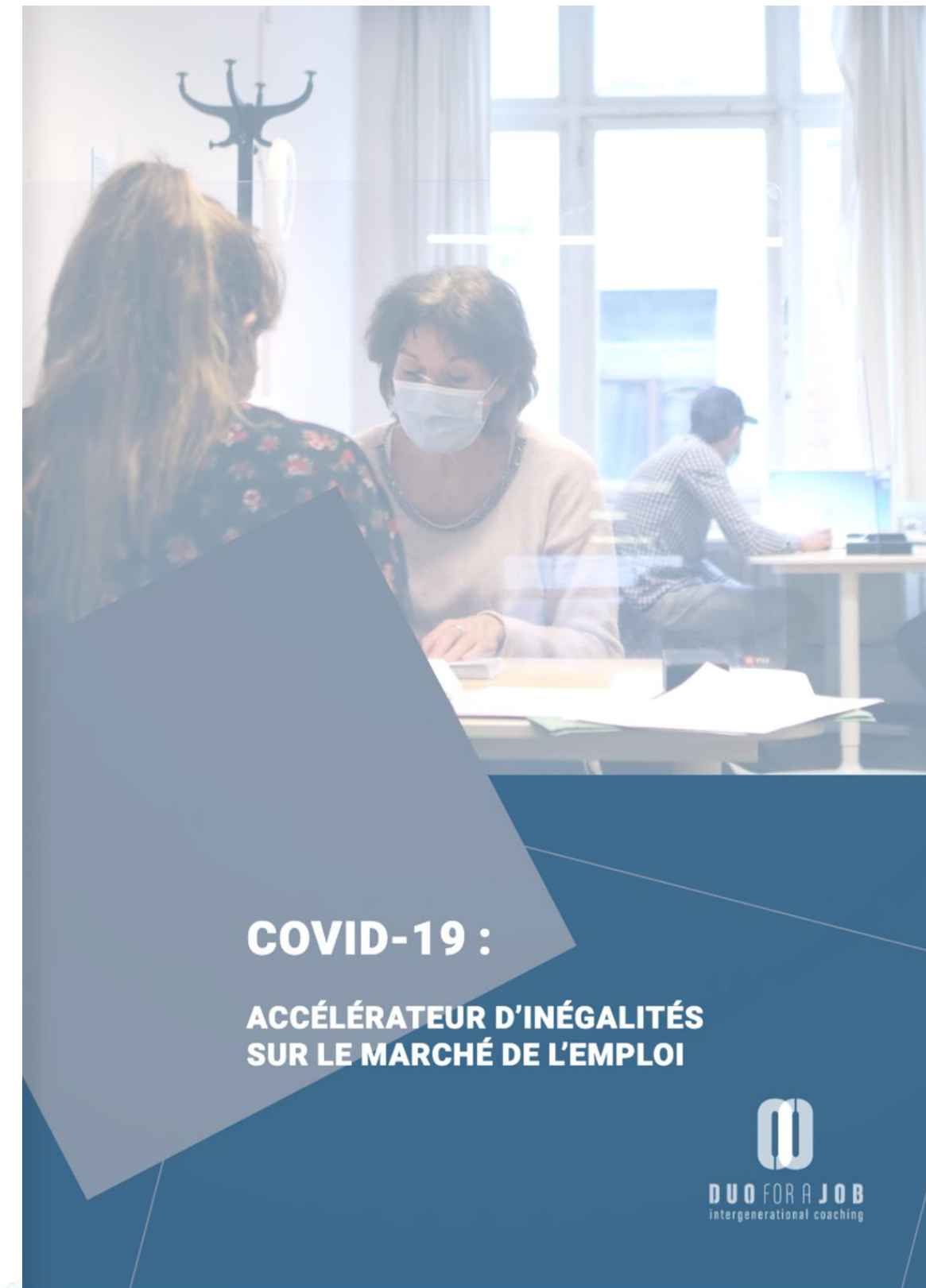


Impact: professional development



 **1 in 3** young people report difficulties to find a job or training online

 **75%** have acquired new digital skills, the majority of them via their mentor



COVID-19 :

**ACCÉLÉRATEUR D'INÉGALITÉS
SUR LE MARCHÉ DE L'EMPLOI**



Impact: professional development



More than 1 in 2 of still-active mentors state the experience adds value to their professional life!

48%
ACTIVE



52%
(PRE)PENSIONER



Impact: personal development



90% of mentees increased their **self-confidence**

78% of the mentees were able to **expand their professional and/or social network**

78% of mentees with language difficulties have **improved their language level** with their mentor



Impact: personal development



"There are little details like that that you learn on the job (...) So apart from the training, which is extremely important and really very well done, there's everything you really learn on the job, by doing by yourself."

Jean-Pierre, mentor

Welcome &
Introduction

Course of a
refugee

Intercultural
relations

Coaching towards
work

A duo in practice

Jobsearch &
training

Active listening

Migration history
in Belgium



Impact: personal development



"I'd say that the benefits of being a mentor is the fact that you stay in touch with young people. I think that's really important to age less quickly. And it's also a great way of discovering new worlds. I've read, I've listened, I've seen the news, all that, but I take into account people who have experienced things... the reality. (...) Perhaps what I find most in DUO is that it cultivates empathy."

Jocelyne, mentor



Conclusion

Mentoring is...

- ✓ **A reciprocal relationship tailored on both needs and competences**
- ✓ **through which both mentors and mentees acquire soft and hard skills**
- ✓ **stimulating professional AND personal development (interconnected)**



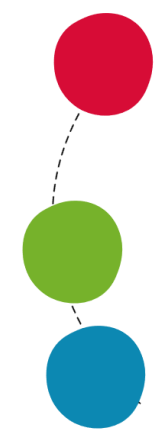


DUO FOR A JOB
intergenerational coaching



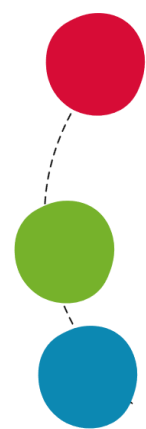
www.duoforajob.org - ev@duoforajob.org





Lessons Learnt from RegALE. What have we learnt from the EU Survey, Good practices, Peer Learning Activities, Piloting?

Francesca Torlone, University of Florence



Lesson learnt nr 1



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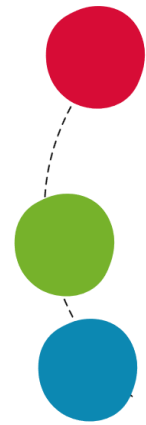


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1. Targets of Adult Learning and Education (ALE) need to be enlarged/1



- Low skilled and low qualified adults are not a priority for public policies in the EU countries.
- For these targets, still ALE policies are lacking, that can support their individual learning demand.



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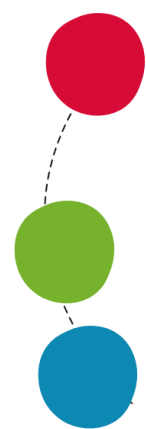
1. Targets of Adult Learning and Education need to be enlarged/2

- Evidences from RegALE.

Survey (2023): Challenge for national, regional, local ALE policies is to try to tackle the «learning exclusion equilibrium».

Good Practice from Norway- «I can't... I am just... Nothing»: it is addressed to immigrant women living at home without their own income (supported by a partner /husband) that are given individually tailored activity plans.

Good Practice from Germany- «Empowerment. Project FOR refugees OF refugees». Empowerment pathway delivered for and by refugees (personalisation).



Lesson learnt nr 2



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2. Professionalisation, status, working conditions, professional roles and functions of ALE workforce need to be reinforced/1

- ALE provision that can meet individual learning demands would need more and better qualified professionals.

- Evidences from RegALE.

Good Practice from Germany-«TALENTS». Fast track labour market integration for refugees and immigrants require a variety of ALE professionals and well-qualified to perform the functions of information, guidance, counseling, training in classroom, work-related training, evaluation, follow-up, monitoring the integration process.

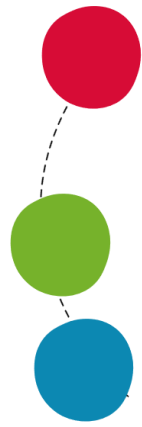
Piloting in the UK. The «Multiply Effective Practice Network» provides an opportunity to develop practitioners' skills in the delivery of non-formal adult numeracy learning.

2. Professionalisation, status, working conditions, professional roles and functions of ALE workforce need to be reinforced/2

- Evidences from RegALE.

Good Practice from Italy. «ALE in prison» promotes a flexible and personalised training offer which is at the same time tailored to the working needs of the productive sector and compatible with the penitentiary rules. Well-prepared professionals capable to know and manage penitentiary constraints as well as individual features are required.

Survey (2023). For 75.3% of EU respondents well-qualified workforce in AEOs will be crucial for transformations that are expected by 2030.



Lesson learnt nr 3.



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3. The quality of the public ALE provision should be measured in terms of learning outcomes achieved by participants/1

- Public ALE provision is based upon «*replicability*» and «*repetition*» of what is being delivered. No «*skills forecasting*» is considered. Innovation in ALE provision is weak.

- Public ALE provision is based upon the number of participants and the number of certifications issued instead of skills forecasting and real learning outcomes expected and achieved by adults.

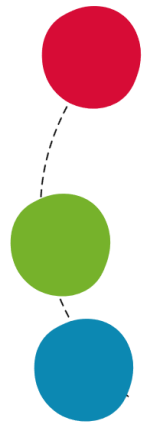


3. The quality of the public ALE provision should be measured in terms of learning outcomes achieved by participants /2

- Evidences from RegALE.

Good Practice from Flanders. «LEERWINKEL (Learning shop)». Young people and low skilled adults go to a Leerwinkel for free information and tailor-made coaching about education or training.

Study visit. Community education centres are of high interest, they are conceived in Ireland to be an ALE service of high quality. High level of personalisation and individualisation can guarantee individuals to reach the learning outcomes expected.



Lesson learnt nr 4.



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4. Civil Society Organisations (CSOs) play a key role in ALE/1

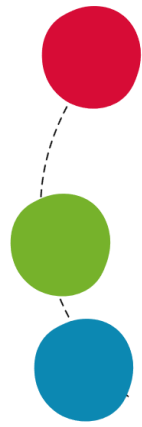
- The capacity of CSOs to reach a wide range of audiences (disadvantaged groups included) and improve equity in accessing learning opportunities of any kind (not only courses) is high.
- A substantial part of ALE provision is delivered by CSOs, they play an independent role, complementing or replacing tasks to be undertaken by public national, regional, local policies. Without CSOs no public measure works.

4. Civil Society Organisations (CSOs) play a key role in ALE/2

- Evidences from RegALE.

Piloting in Greece. There is a need to establish more coherent and concrete partnerships between local authorities and adult education providers.

Survey (2023). Challenges are in terms of facilitating CSOs as they are essential actors to deliver non formal ALE opportunities, especially for medium- and low-skilled adults.



Lesson learnt nr 5.



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5. Local networks are there, they take care of ALE provision (activities & services), are numerous and meaningful/1

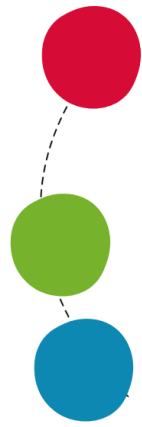
- It is possible to act on a local level to support networks made of public authorities, adult education organisations, CSOs. Reinforcement of networks could improve ALE culture and participation.
- AEOs act in local and sectoral «clusters» depending on the system they are working for (i.e. justice, health, agriculture, prison). «Silos» exist and operate in clusters of organisations working on a project-based approach.

5. Local networks are there, they take care of ALE provision (activities & services), are numerous and meaningful/2

- Evidences from RegALE.

Piloting in Lucca. It is based upon the necessity to structure a local network of services delivering information and guidance addressed to specific targets of populations such as NEETs, unemployed, elderly retired.

The German Good Practice «Alliance for Lifelong Learning Baden-Württemberg». The state government of Baden-Württemberg and around 40 partners from the adult education and vocational training sector closely link and coordinate their educational strategies and provisions.



Lesson learnt nr 6.



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6. CSOs need to improve their international processes/1

- International exchange among policy makers is discontinuous and not always aimed at peer learning and policy transfer processes.
- Nonetheless study visits were the crucial complementary element promoting mutual learning and internationalisation of CSOs and local and regional governments.



6. CSOs need to improve their international processes /2

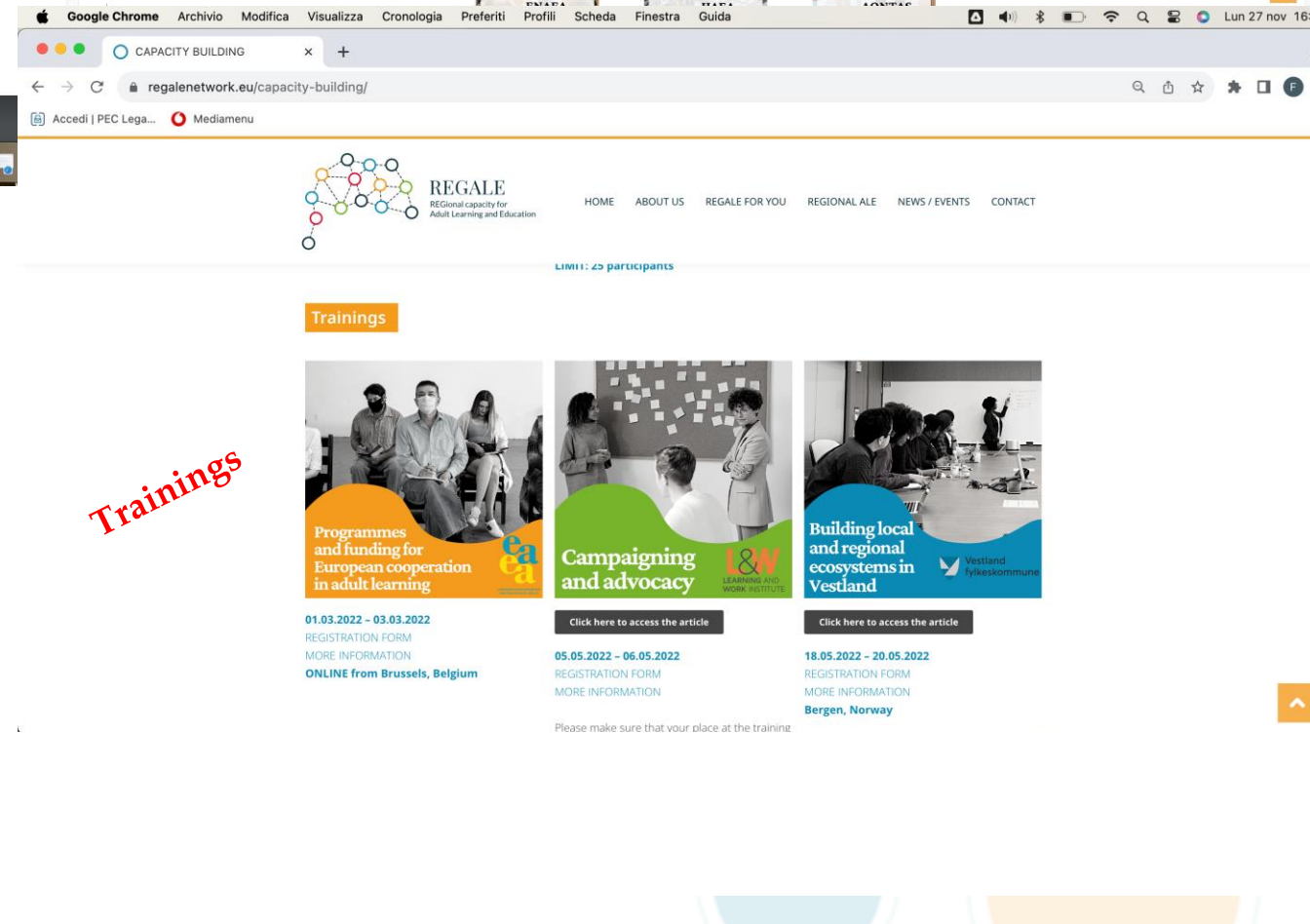
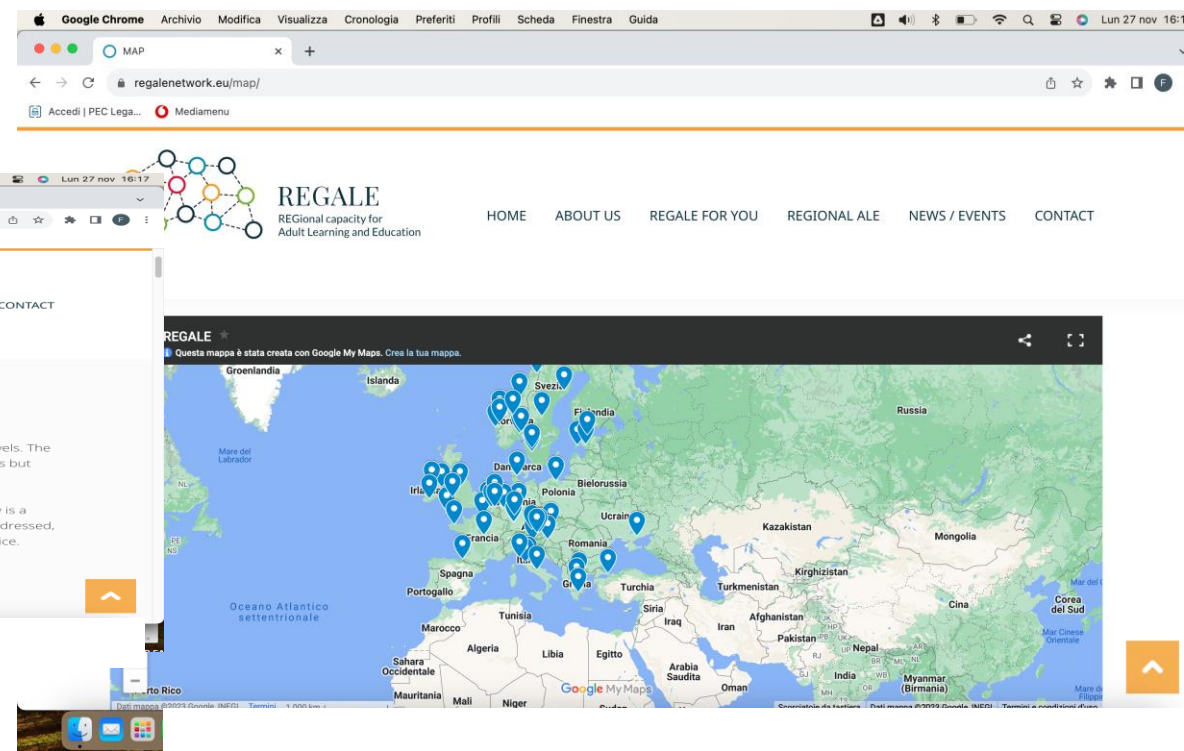
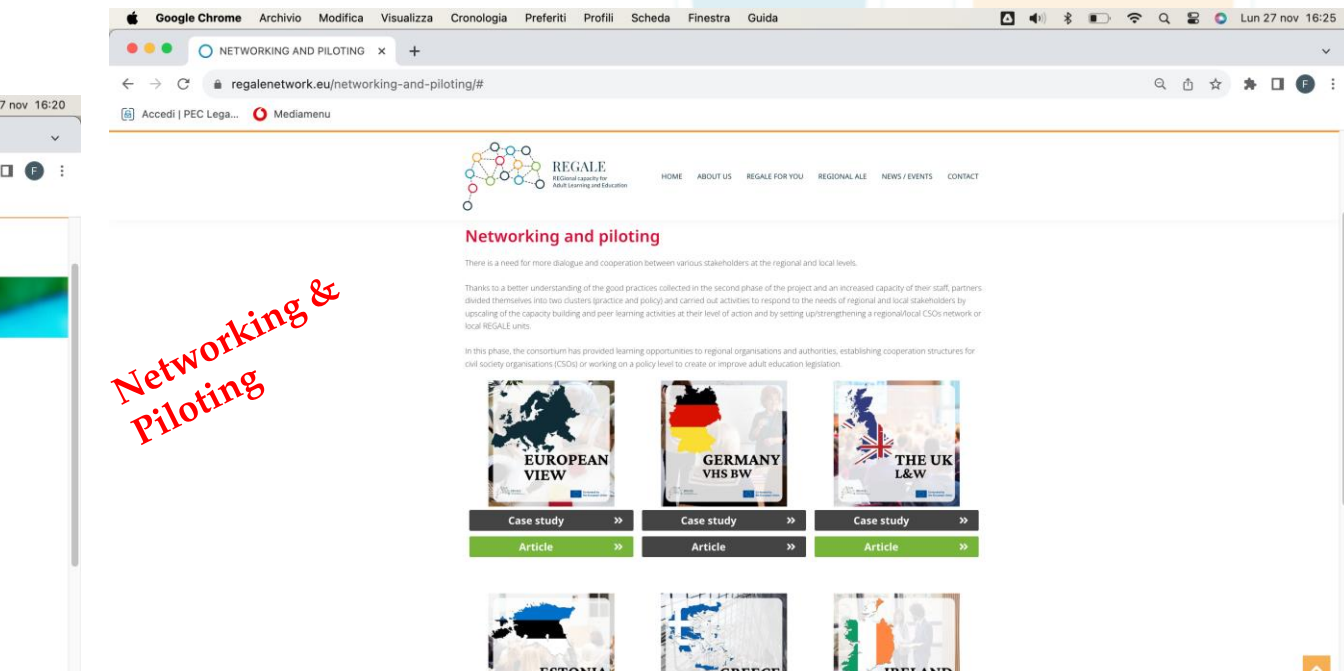
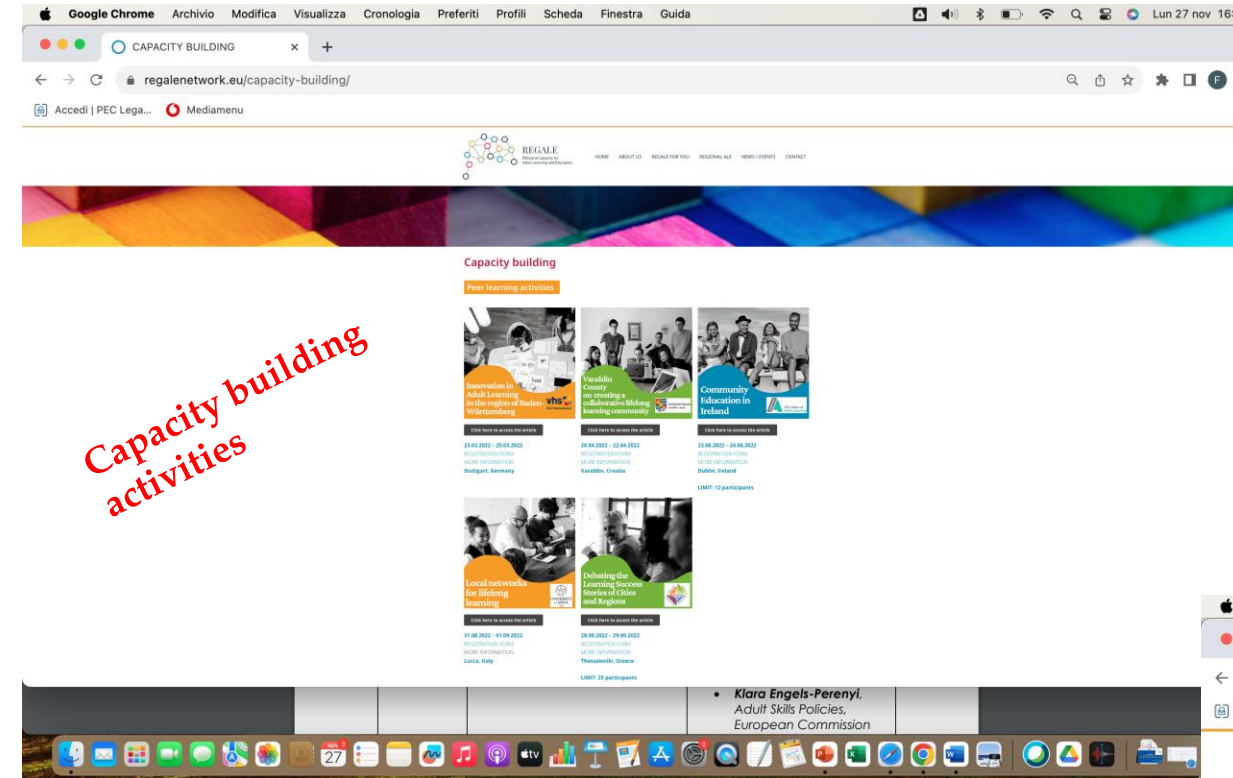
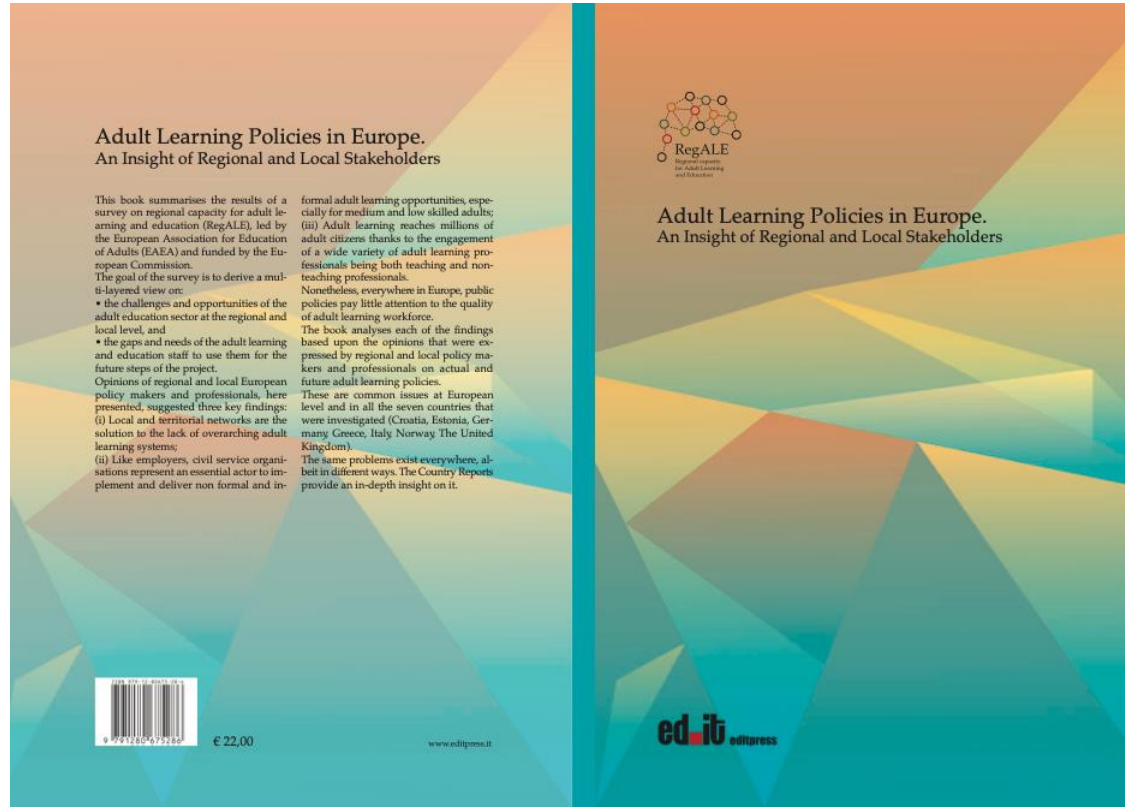
- Evidences from RegALE.

Peer learning activities. The local municipality in Italy hosting one of the study visits set up a cooperation with a VET organisation in Belgium to develop common training activities. Cooperation started in 2022 and goes on.

Peer learning activities. I learnt a different approach to adult education: What is corporate in my ALE culture is not relevant to adult education. Not in the country I visited.

Where to find the lessons learnt from RegALE

<https://regalenetwork.eu/>

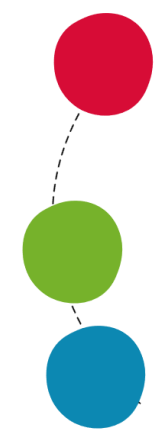


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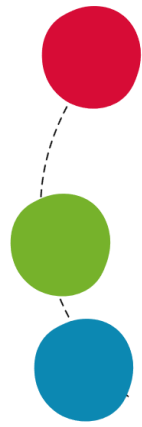
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Lessons Learnt from RegALE. What have we learnt from the EU Survey, Good practices, Peer Learning Activities, Piloting?

Francesca Torlone, University of Florence



Back up



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RegALE EU Survey



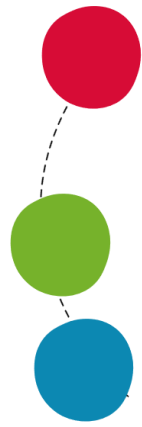
Aims. Investigating modalities through which more dialogue and cooperation can be promoted between various public and private stakeholders, CSO, at regional and local level to boost ALE culture, activities and services in EU communities, cities, regions

Partners.

EAEA (BE)
EARLALL (BE)
University of Siena (IT)
Varaždin County (HR)
ENAEA (ET)
VHS-Baden-Württemberg (DE)
HAEA (EL)
AONTAS (IE)
Vestland County Council (NO)
Boras Municipality (SE)
Learning and Work Institute (UK)

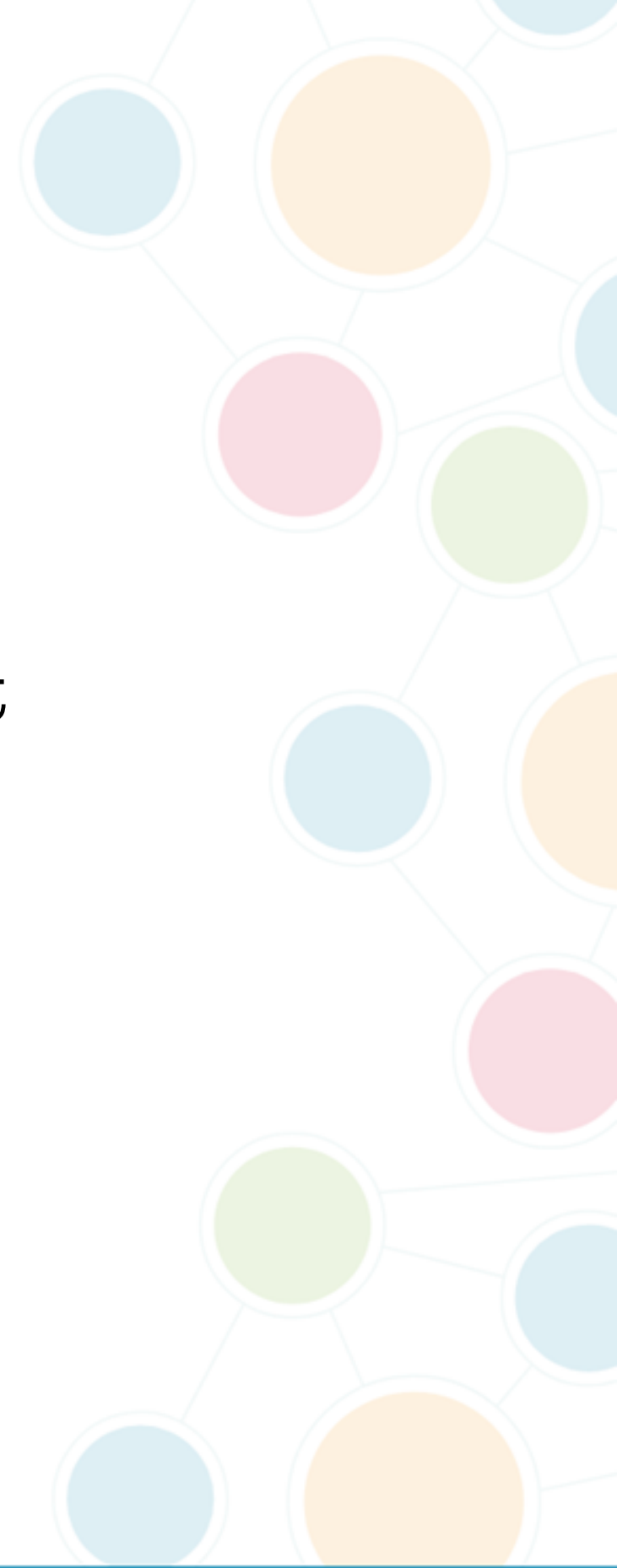
Countries.

Austria, Belgium, Bulgaria, **Croatia**, Estonia, Finland, **Germany**, **Greece**, Hungary, Iceland, **Ireland**, **Italy**, Latvia, The Netherlands, Portugal, **Norway**, Slovakia, Spain, **Sweden**, Switzerland, **United Kingdom**



Policy recommendations as a result of the project

Raffaella Kihrer, EAEA



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Polymakers: Governance

1. Strengthen ALE policy at all levels, while also giving autonomy to local authorities
2. Promote the creation of national plans for ALE
3. Promote policy coherence for ALE
4. Promote convergence and a holistic understanding of ALE
5. Build and support cooperation structures

Policymakers: Financing

1. Understand long-term, sustainable funding as an investment
2. Develop financial incentives for participation
3. Create spaces for experimentation through policymaking
4. Improve access to EU funding for regional cooperation

Polycymakers: Inclusion and Quality

1. Promote the public provision of ALE
2. Encourage capacity-building for ALE in local authorities
3. Promote good working conditions for adult educators and initial and continuous training of adult educators
4. Promote the development and implementation of quality assurance mechanisms for ALE
5. Ensure the inclusion of learners from disadvantaged backgrounds
6. Recognise the role of civil society organisations
7. Encourage employers to invest in training of their workforce

ALE Providers and Stakeholders: Governance and Financing

1. Promote horizontal, democratic, and transparent decision-making
2. Empower educators and other ALE practitioners
3. Promote the professional development of ALE staff
4. Diversify funding sources and prioritise long-term funding instruments
5. Develop a European perspective within the organisation
6. Foster an international perspective

ALE Providers and Stakeholders: Cooperation

1. Map and reach out to key stakeholders in ALE
2. Cooperate with research institutes and universities
3. Join specialised European and international networks for advocacy and innovation
4. Engage in European and international exchange and mobility

ALE Providers and Stakeholders: Awareness and Visibility

1. Engage in advocacy and awareness-raising
2. Promote the joy of learning in adulthood
3. Make success stories of ALE visible

Roundtable:

How do policy or strategies impact implementation of cooperation between public authorities, CSOs and Education providers on learning territories at the regional level?



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Moderated by Naomi Phillips

- Naomi Phillips is Deputy Chief Executive and Director of Policy and Research at Learning and Work Institute (L&W), an independent policy, research and development organisation dedicated to lifelong learning, employment and inclusion. Naomi has a background in policy and advocacy, working for leading UK charities, as well as central and local government.





Andrea Bernert-Bürkle, Head of EU Projects, VHS Baden-Württemberg

Andrea Bernert-Bürkle is head of the EU project unit of the Volkshochschulverband Baden-Württemberg, the regional association of 161 adult education centres and 190 guidance offices. She mainly manages initiatives related to the integration of immigrants in Germany and Europe, in particular programs promoting a fast access to the labour market. Moreover, she supports projects in the field of career guidance like the ERASMUS+ partnership Lifelong Guidance 5.0.





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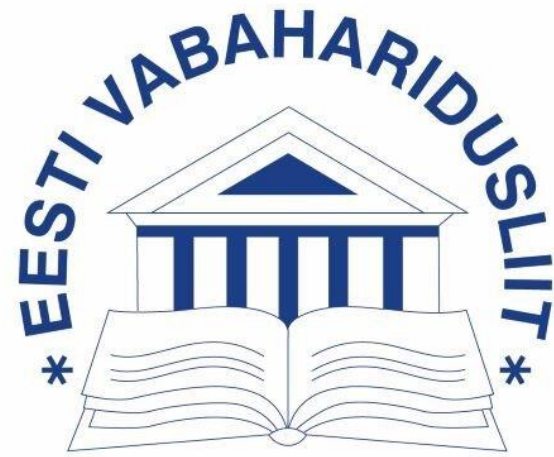


Mr. Sulev Lääne and Margit Dүүna, Chairman of the Board of Estonian Non-Formal Adult Education Association

Margit Dүүna is Chairman of the Board of Estonian Non-Formal Adult Education Association. She is the member of Member of the Council for Adult Education, Ministry of Education and Research of Estonia and Member of the Advisory Board for Continuing Education of the Estonian Quality Agency for Education. Margit is also a qualified trainer, level 7.



Sulev Lääne is Lecturer in Governance and Project Manager Of Tallinn University, the President at NGO Polis, which brings together the knowledge and skills of policy-makers, academics and practitioners, while respecting the rule of law, good governance, science and other key principles.



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Dr Kate Smyth – Strategic Communications Officer, AONTAS



Kate's work at AONTAS – Ireland's National Adult Learning Organisation – focusses on telling impactful stories to different audiences about adult education. She writes and edits news stories and opinions pieces for and with the AONTAS team, and is involved in responses to new education policy in Ireland. She has a PhD in English, studied psychology, and also writes fiction.





Dr. George A. Koulaouzides, Assistant Professor of Adult Education at the Hellenic Open University

George Koulaouzides is an Assistant Professor of Adult Education at the Hellenic Open University, specializing in biographical learning and transformative learning and education. He is committed to advancing adult learning in Europe and globally and to bringing in the perspective of countries and regions with disadvantaged financial and structural situations in adult education provision. He is a Vice President of the European Adult Education Association.



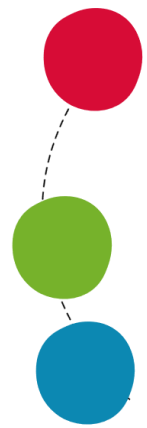


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Miguel Fernandez Diaz, Adult Skills Policies, European Commission



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Education for all ...



1.46 million participants

Work – Profession



- Non-formal VET (e. g. business administration)
- IT training
- Vocational fast-tracks

School exams – Second chance



- Secondary school
- Abitur (University access)

Basic skills



- Literacy
- Math

Politics – Society – Environment



Culture – Creativity



- Ceramics etc.
- Music

Health

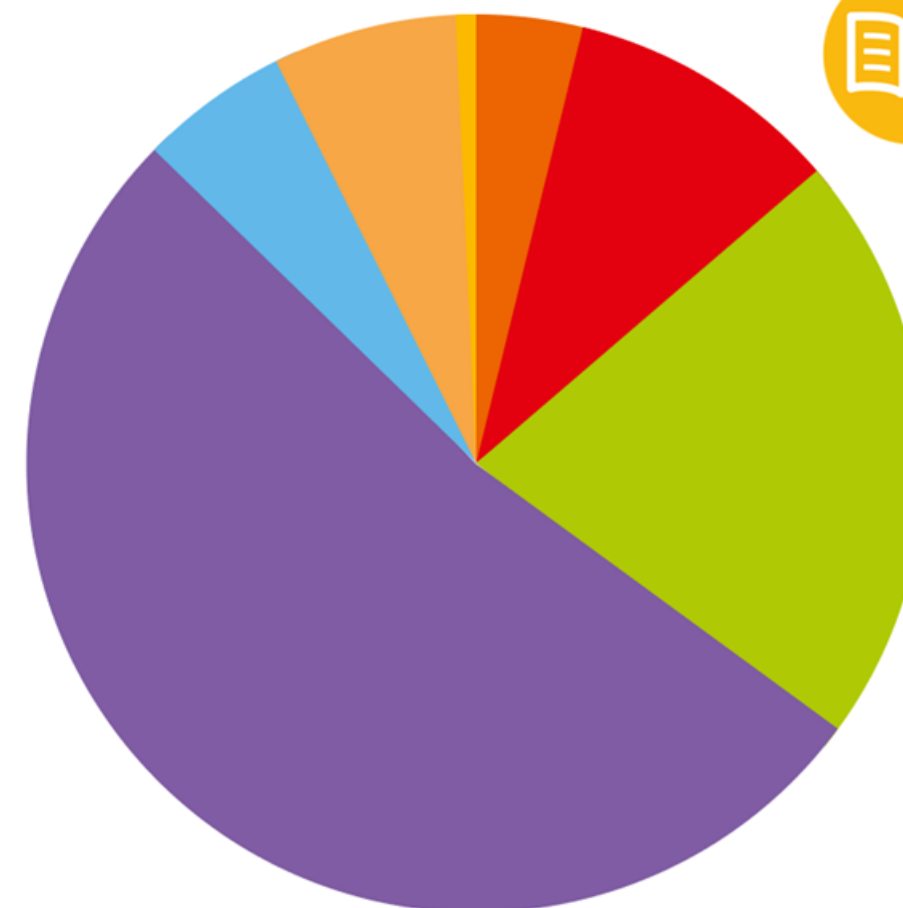


- Nutrition and cooking
- Sports (e. g. Yoga)

Languages – Integration



- German for immigrants
- First orientation
- More than 60 languages



lessons in %

aus der Jahresstatistik 2022



www.vabaharidus.ee

Vabadus õppida!



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PUT YOURSELF ON THE MAP

#PutYourselfOnTheMap
#NEAAL



Rialtas na hÉireann
Government of Ireland

SOLAS
learning works

AONTAS
The Voice of
Adult Learning



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**IFELONG
EARNING
WEEK**
2023

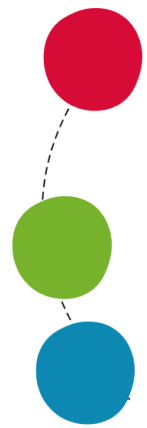


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Miguel Fernandez Diaz, Adult Skills Policies, European Commission

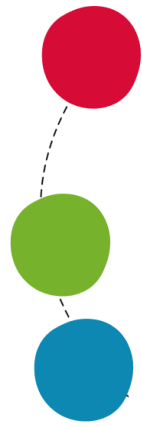


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Closure



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Cooperation is key

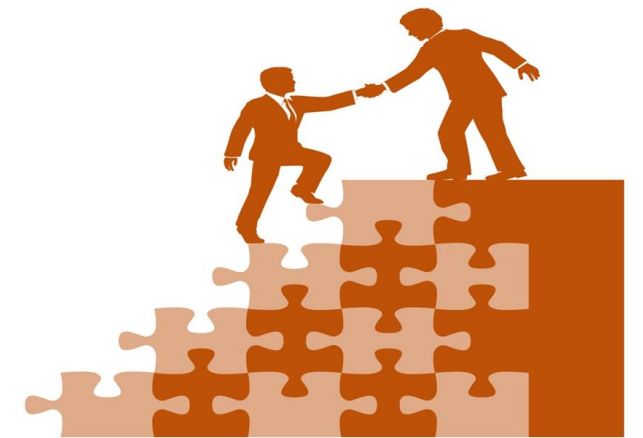
- Regional Cooperation
- Need for cooperation for initiatives in ALE to thrive
- Lifelong learning and tools presented



Wider benefits of building a learning city

Major building blocks of a learning city

Fundamental conditions for building a learning city



MENTORING



Evaluation



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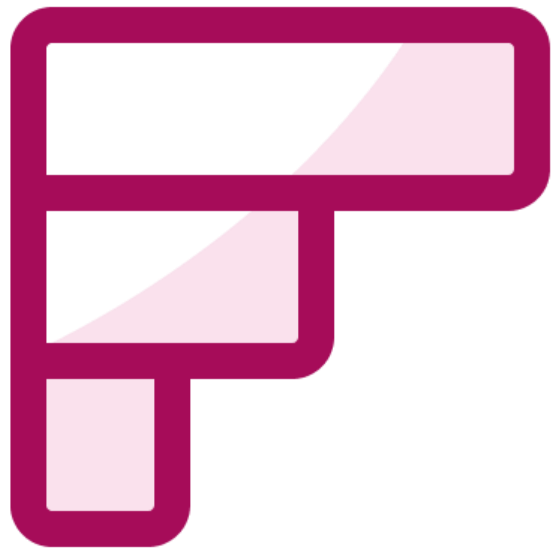


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Did you learn anything new or interesting in this session? If so, please describe in a few works

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How would you rank these aspects of the conference, from best to worst?

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What would you rate this conference out of 5?