Education, Audiovisual and Culture Executive Agency

Erasmus+: Vocational Training Adult Education, Platforms

Invitation
EACEA No 02/2017

National Coordinators for the Implementation of the European Agenda for Adult Learning

Application Form

Detailed Description of the Activities

Part D – General information

Country	**ITALY**

Organisation name	**INAPP - Istituto per l'Analisi delle Politiche Pubbliche**

D.1. Summary of main objectives and activities

For successful applications, this section will be published, as presented below, in compendia, etc. You should therefore ensure that it gives a concrete overview of the work to be undertaken including:

- Concise description of the objectives and activities
- The target groups
- The impact envisaged
(limit 2000 characters)

The Implementation of EU Agenda for Adult Learning 2017-2019 Project, is based on the lessons learned from previous projects, which were focused on (1) dissemination and sensitisation of relevant stakeholders about main messages and priorities of the EU Agenda and (2) on evidence production, mainly through onfield 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 Pathwais Recommandation suggests to MS to activate an A.L. supply based on an articulated process involving validation, flexibilisation of training pathways and certification steps. Considering, on one side, the national legal framework and, on the other, the evidences emerged from several surveys, (national/international), it is important and urgent: to stimulate an increased engagement of entrepises 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 (central/regional/local level), teachers/educators/trainers, HR managers in Medium and Large Companies and Social partners, and - for what concerns specific cathegories 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 Recommandation messages, followed by a better use of existing funds (exp. ESF and Erasmus) and new investments on educators, teachers and trainers re-qualification.

D.2. Profile and composition of the team implementing the work plan

Please describe the profile and composition of the team, in particular complementary skills, expertise and competences in relation with the eligible activities mentioned in the Invitation (limit 2000 characters)

As in the previous project (2015-2017), the composition of the INAPP team is defined to guarantee the presence of multiple skills and experiences that ensure the achievement of the several objectives qualifying the project. It includes knowledge and skills related to policies and strategies for the Adult Learning at local and national level; research and analysis skills in the field of Adult Learning. The staff expertise guarantees a low level of services in outsourcing (on field surveys trough CAWI and or CAPI methodologies, PLA organisation, translations and printing of info material).

The working group includes:

• 1 Manager with experience in management and planning in the field of Lifelong Learning. The profile coincide with the National Coordinator who also is a reserach director and responsible for planning and development department in ISFOL;

• 3 senior researchers with specific expertise in the field of Adult Learning and CVET (2 policy analist, 1 social and education methodologists). They will be involved mainly – but not exclusively - in the WPs 4, 5
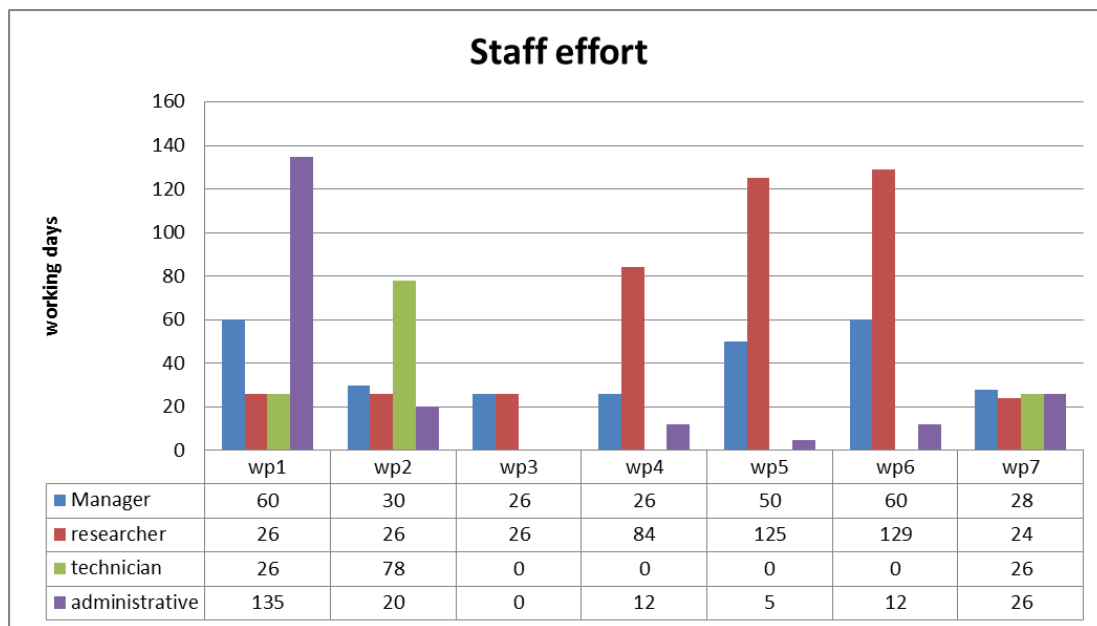
and 6;

• 1 persons with technical expertise for communication tools and channels;

• 3 persons with administrative expertise to support the team (as for the Manager, the administrative competences are required expecially in WP 1, but their support will be important for the implementation of all WPS foreseen).

Moreover, quite all (excluding Mme Balduini and Mr Volpi) of the staff members have been involved in the previous AL Agenda implementation IT projects, so, they can easily maintain and reinforce the existing relationships with the AL System major stakeholders.

Short profiles of staff members:

Name	Role in the project	Short profile (skills, expertise and competences)
C. Vitali	Project manager	Claudio has been involved from the 2012 in the implementation of all projects on Adult Learning Agenda as a researcher and from january 2017 as a project manager. He is actually the National Coordinator and has been named by the Ministry of Labour as a member of TWG EU 2020 focus on AL. Claudio will be responsible for all management and monitoring/evaluation activities and directly responsible for the survey foreseen in the WP 6.
S. Balduini	Researcher	Sveva is the past NA Erasmus+ (VET sector) National Agency Director. She has an important expertise on the implementation of the main EU policies and tools in VET field (EQUAVET, ECVET, EQF, Europass) and is fluent in french and english. She is actually the responsible of the INAPP Planning and Development Department.
G.Dal Miglio	Researcher	Guido has already worked with the Team in the previous project, being in charge to coordinate surveys on potential synergies between different sources of funding to sustain adult learning policies. During the actual project (2015-2017) is engaged in carrying out research activities on the role of entreprise in adult learning provision: giving that this activity will be exploited during the new project, Guido will be the researcher in charge to coordinate this new release (WP4).
S. Volpi	Researcher	Stefano is a Senior Researcher, specialized in Public Policies evaluation. He was the past Responsible for the ISFOL (actually INAPP) Department in charge of the evaluation of impact of ESF implementation in Italy.
M. Cioppa	Technician	Marco is in the staff from 2012 and has developped an important technical expertise for communication tools design and production and use of different communication channels.
D. Badiali	Administrative	Daniela is responsible for project financial management, in particular for issues concerning the processess of services outsourcing.
S.Coscia	Administrative	Past experience in 2014-2015 and 2015-2017 projects, Simona is in charge to monitor the respect of individual engagement on project activities, checking time sheets.
G.Cappellini	Administrative	Gabriella has been involved in all past projects (from 2012) becoming particularly familiar with financial rules. She is in charge to assist the P.M. during the progress and final report drafting and to co-operate with the external Auditor during the preparation of Report of Factual Findings on the Final Financial Report

Staff effort

	wp1	wp2	wp3	wp4	wp5	wp6	wp7
Manager	60	30	26	26	50	60	28
researcher	26	26	26	84	125	129	24
technician	26	78	0	0	0	0	26
administrative	135	20	0	12	5	12	26

Part E – Characteristics and implementation of the activities

In this section, you should describe your planned activities in particular with regard to the objectives, eligible activities and award criteria defined in the Invitation – *National Coordinators for the Implementation of the European Agenda for Adult Learning 2017.*

E.1. Summary of past activities and rationale & needs for the new activities proposed

Please make a short summary of the current state of play and explain, where appropriate, how your activity plan takes previous and current activities and experiences into account. In doing so, please bear in mind the list of eligible activities described in section 6.2 of the Invitation. (limit 1000 characters).

Past activities: lesson learned and inputs received for the new application

Concerning mandatory activities, management options and tools adopted during the last projects has showed to be effective and capable to ensure the needed level of project transparency and accountability (see also the evaluation received during the Progress Report Assessment). In particular, tools as *Quality and Risk Assessment Charts,* expressly conceived for this Action, has been very useful to monitor and assess the project implementation processes. The organisational project infrastructure - consisting in a multilevel management architecture, (internal permanent project team plus a national steering committee involving government and agencies, social partners, providers, civil society, cultural institutions) at national, regional and local levels) - showed its utility in activities design and evaluation, and to sustain dissemination and research actions foreseen in the Project Plan. For that reason, these tools and management structures will be maintaned and updated in terms of contents (of tools) and membership of internal project Team, also in the new project framework.

Concerning ancillary activities, on the basis of the actual - very positive - experience, periodical N.C. meetings in Brussels and coordination with EPALE represent *not only* mandatory activities *but also one of*

the most important preconditions for a smooth project implementation. Such actions are described in WP1, while those related to participation and active contribution to regular thematic meetings , or peer learning activities, are included in a separate, specific WP. When ensuring the fullfillment of this obligation, it has been considered that PLAs - not formally so-called - had been implemented within the previous project editions, but limited and adressed on stakeholders coming from the same national Region. This is why the IT Application foresees a devoted Wp also in order to underline the decision to play a very active role, through the organization in Italy of two national PLAs with participants coming also from abroad (specific agreement on that has been taken with French Belgian Colleagues).

For what concerns new planned activities, the previous project allowed to check the level of implementation of the Adult learning National reform, expecially where this new national Law mentioned solutions to be implemented to accompany the supply of individual training paths for adults. Relevance of this Law and the issues contained in the Upskilling Pathways Recommandation, has been presented during the NC AL held in Brussels. For that reason, the actions of the new projects are aimed to reinforce the consciousness of main Actors (practitioner Level, i.e. teachers, trainers and counsellors) about the potential effectiveness of integrated approach suggested by the mentioned Recommendation and to help Policy makers to take their decisions on the basis of evidences from the ground level, thanks to the surveys and experimentations carried out during the project lifetime (see WPs 5 and 6). Moreover, it remains extremely important to contribute to the increasing of the employers commitment, to ensure more opportunities of basic skills learning at the workplace, expecially for workers 50-55 years aged (wp4).

E.2. Objectives

Please define the concrete objectives of the activity plan and describe the changes envisaged in relation with the specific needs identified in E.1.(limit 3000 characters).

Considering the aim and the specific objectives of the Call, specific needs to be adressed are summarized as follows.

The Call suggested to consider the need to increase adult learning provision in basic skills or key competences for a specified sub-group. **In Italy** this issue seems to be particularly important and relevant for **adult workers, expecially for those 50-55 years aged**, who are very often involved in short refreshing and/or requalification paths (continuous training) that, however, are not focused on basic skills. This evidence emerged quite clearly from the interviews carried out during the projet 2015-2017 with Manager of Interprofessional Funds (the bilateral bodies in charge to finance CVET provision in Italy). Assuming this objective and considering this target group is also relevant to another issue mentioned in the Call: the one of "*Engage employers",* working with a group of employers to embed basic skills acquisition in workplace learning.

For that reason, **one of the specific objective of this project is to raise consciousness among entreprises on the importance to invest in literacy and numeracy skills of their employees**. The first activity will be a collection and analysis of existing practices of training provision involving modules on basic skills, followed by an intensive communication campaign (WP4).
Concerning the offer of additional second-chance opportunities (in the form of flexible tailored provision leading to a recognised EQF level qualification), it is evident that meaningful efforts and investments are actually considered and implemented in Italy. The mentioned Adult learning Reform is exactly "in line" with this objective, providing the most important pre-conditions to increase the access of adult learners (thus, reduction of accession barriers, implementation of assessment procedures to validate adult learners competences, increased use of NT and personalized training pathways supply). During the project 2015-2017, two different surveys have been carried out (on "Individual training agreements" and on territorial networks between actors involved at different level on adult learning issues). These experiences, (still ongoing), produced a large amount of information on the new established Education System for adult learners.

What it is immediately evident is that the effectiveness of the new AL System can be improved only once that a methodology for its evaluation will be established and the assessment exercise will be started.

A second surveys result was that the implementation of the mentioned Reform made evident the need to reflect on the new roles requested and played by the teachers and Centre manager: they have become counsellors, administrators, technicians, computer programmers, multimedia manager and/or networks facilitators. This implies the need to rethink or - at least - to update quickly the contents of the curricula of these educators and, at the same time, to make important investments on national plans for their requalification pathways.

Concerning the first "challenge", the new project can contribute in organizing an experimentation on the application of the **methodology of Peer Evaluation** applied to, at least, the first two steps of the process recalled in Upskilling Pathways (competences assessment and validation and design and implementation of individualized training pathways). *The specific objective is to test the effectiveness and sustainability of adoption of this methodological approach*, organizing and implementing short pilot evaluation exercises of adult learning centers activities, in three Regions (WP5). The results of the experimentation will be analysed and discussed by Policy makers and experts before their dissemination. Concerning the evolution and changes of educators role, a survey will be realised by means of questionnaires distributed in at least 100 CPIA and 100 Training centres providing VET to adult learners target. The focus will be on professional role changes and related implications on quality of teaching (WP6). It is the case to underline that tese activities are relevant also with respect to the Call specific objectives on *Quality* issues (notably those of "*quality assurance, including monitoring and impact assessment, in the adult-learning Sector*" and "*assessing and raising the competences of a specified sub-group of adult education staff*").

E.3. Planned activities and methodology

Please define the activities and methods proposed for achieving the objectives and explain how this will ensure that they are reached in the most cost effective way. The activities mentioned should be included in the list of mandatory and eligible activities mentioned in section 6.2 of the invitation. (limit 2000 characters).

The work plan is articulated in three transversal WPs and other four WPs, each one focused on specific self-consistent activities, all relevant with the project main aim and specific objectives (details are presented in the Section G of the application form).

WP1 includes mandatory activities, such as general and financial coordination, regular inputs to EPALE and participation in up to 2 meetings per year, organised by the Agency. Even if the project implementation responsability remains on national Coordinator organisation, all the management activities will be realised according to inputs and guidelines established by the National Steering Committe, whose members are the Labour and Education Ministries, Regions and social partners representatives. A quality plan and and a risk assessment chart will be produced during the first two months. The Steering Committee sessions will be organised at least 4 times, but extraordinary sessions could be easily scheduled, if needed. Narrative and finacial reports represent the tipical output of the WP.

WP2 is focused on dissemination and capitalisation activities, according to a multichannel strategy that will be detailed in a Dissemination Plan. The activities include web site update and maintanance, periodical project newletter, 2 info brochures on project contents (on Upskilling pathways and on the use of peer review methodology to ensure quality in training and education provision for Adults). It has to be taken into account that communication and sensitisation objectives will be also reached during the on field activities foreseen in WP4, 5, 6 and 7.

WP3 includes activities relevant to the project monitoring (regular implementation and conformity to the calendar and workplan) and evaluation objectives (quality of activities and related outputs, achievement of objectives). At the end of the 3rd month, will be finalized both Monitoring and Evaluation Plans, containing KPI and source and methods of verification. The foreseen activities cover the entire project

implementation period (26 month), producing interim and final Reports.

WP4 summarizes fieldwork and desk analysis activities to cope with the *the need to increase adult learning provision in basic skills or key competences* for **adult workers, expecially for those 50-55 years aged**. In order to raise consciousness among entreprises about the importance to invest in literacy and numeracy skills of their employees, the WP4 activities foresee a collection and analysis of existing practices of training provision involving modules on basic skills, followed by an intensive communication campaign.

WP5 focuses on the effectivenes and quality of the learning opportunities provision, expecially delivered by school system (CPIA) and by privat providers (mainly coming from third sector and training agencies). Existing experiences, according to the results of research activities carried out during the 2015-2017 project implementation, have highlighted that the quality and effectiveness of this provision, especially in the schools context, can be improved in its effectiveness through a rapid adoption of a methodology for its evaluation, thus allowing the start up of the needed assessment execrcise. According to the agreement with the Ministry of Education, an experimentation on application of the **methodology of Peer Evaluation,** (also in line with the EQAVET recommandations), applied to at least the first two steps of the process recalled in Upskilling Pathways, (competences assessment and validation and design and implementation of individualized training pathways), will be piloted by INAPP research team, involving at least schools and training agencies from three Regions (Lombardia, Umbria e Sicilia).

WP6 will concern the realisation of a survey by interviews (using CAPI and CAWI methodologies) to cope with the need to reflect on the new roles requested and played by the teachers and Adult learning Centres Manager. According to the recent Law, they are requested to act as counsellors, administrators, technicians, computer programmers, multimedia manager and/or networks facilitators. These new roles imply the need to update - and maybe redesign - the contents of the curricula of these educators and, at the same time, to make important investments on national plans for their requalification pathways. The action is clearly linked with a PLA foreseen in WP7: during this event a presentation of the Survey results will launch and stimulate a debate beetween experts, teachers and trainers and policy makers.

WP7 activities implies actions dedicated to the organisation, 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 will be organized (participation will be open to Members of the NC network) to share knowledge, experiences and surveys results. The choosen issues are "The new role of Adult Educator: competencies and skills needs" and "Competencies validation effective processes and tools as starting point for Upskilling (suggested) Pathways implementation". As far as locations are concerned, even if t.b.c., Florence and Milan could be the selected ones.

PART F - Impact

F.1. Target groups

Please describe the target groups and how they will be reached (limit 2000 characters).

Project activities will be addressed to different direct and indirect target group, as described in the table below:

WP/OBJECTIVE	TARGET GROUPS
Wp2 - Governance improvement	− Policy makers at central and regional level, coming from relevant sectors of labour, education and vocational training; − Representatives of third sector associations; − Social Partners; − Experts from Public and private Research centres.
WP2 - Upskilling Pathways dissemination	− Ministry of Education responsible for the planning of Adult learning policies and ESF Management Authority (different Directorates); − Representatives from Regional School Offices (local departments of the Ministry of Education); − Teachers active in Adult learning processes (from School System); − Trainers from private and third sector AL Centres and Agencies; − Experts from Universities and Research centres; − Policy makers at central and regional level, coming from relevant sectors of labour, education and vocational training; − Representatives of third sector associations and Social Partners; − Experts from Public and private Research centres; − Fondi Interprofessionali Managers; − Public and private employment centres; − Experts of staff training and Human Resources Management in enterprises; − Guidance and counselling services operators.
WP4- Survey on the level and quality of entreprises engagement in basic skills education and training supply to the adults employed	− Ministry of labour; − Regional Authorities; − Social Partners; − Fondi Interprofessionali Managers; − PMI and large Entreprises HR Responsibles; − Adults employed, with poor basic skills (particularly 50- 55 years aged and foreigners).
WP5 – Survey on the implementation of the Peer Review Methodology to evaluate quality in Adult Learning public and private supply	− Ministry of Education (central and Regional level) responsible for the planning of Adult learning policies; − Representatives from Regional School Offices (local departments of the Ministry of Education); − Regional Authorities (non School VET sector); − Teachers active in Adult learning processes (from School System); − Trainers from private and third sector AL Centres and Agencies; − Guidance and counselling services operators; − Experts from Universities and Research centres.
WP6 - Survey on the new roles and competencies of adult educators	− Ministry of Education (central and Regional level) responsible for the planning of Adult learning policies; − Representatives from Regional School Offices (local departments of the Ministry of Education); − Regional Authorities (non School VET sector); − Teachers active in Adult learning processes (from School System); − Trainers from private and third sector AL Centres and Agencies; − Guidance and counselling services operators; − Experts from Universities and Research centres.
WP7 - PLA organised under the national initiative	− Colleagues from the AL NC network; − Policy makers at central and regional level, coming from relevant sectors of labour, education and vocational training;

	− Representatives from Regional School Offices (local departments of the Ministry of Education); − Teachers active in Adult learning processes (from School System); − Trainers from private and third sector AL Centres and Agencies; − Experts from Universities and Research centres; − Representatives of third sector associations and Social Partners; − Public and private employment centres; − Experts of staff training and Human Resources Management in enterprises; − Ministry of Education (central and Regional level) responsible for the planning of Adult learning policies; − Guidance and counselling services operators; − Adult learners (migrants, young adults); − Guidance and counselling services operators.

In general, the activities in this project will contribute to raise the awareness of Adult Learning importance, as well as to the implementation of the Commission's strategy in relation to the objectives of the European Agenda and to those indicated in the Recommandation Upskilling Pathways.

To meet this goal, networking activities and involvement of key stakeholders are envisaged. With quite all of these latter, INAPP already shared the actions of the previous projects. As can be noticed from the work plan and work packages, the project as a whole involves a permanent exchange with those actors, both in the early stages of the surveys, and in the assessment and validation of the results.

Through interviews (face to face or by CATI or CAWI), focus groups animation, short training activities (WP5), we expect direct contact with 124 CPIA (in average, these CPIA coordinate no less than 10 to 12 other school institutions and are linked with several training agencies locally actives).

In fact, thanks to the adopted methodology, to carry out the 3 foreseen Surveys (action-research approach) and the two addititional PLAs, it is expected an important effect on the improvement of the consciousness of direct and indirect target groups on: 1) innovative contents of the AL Education System reforms, 2) existing opportunities to increase the quality of education and training supply for adults and 3) importance of investments on basic skills increase among the employed and unemployed people.

F.2. Expected impact of the planned work

Please propose a strategy to measure the impact of your activity plan by filling in the table below: "Activity plan framework form". It should indicate
- *the overall objectives (priorities for the period),*
- *the specific objectives (those selected to achieve the overall ones),*
- *expected results (what is expected to achieve) and activities (how to achieve the desired results) of your plan.*
- *It should also define both quantitative and qualitative key indicators (short and long term), and sources to be used for measuring the objectives' achievements.*

The expected results and the activities have to be enumerated and detailed by work package in the three columns.

This table should provide an overall overview of your impact strategy. Additionally, please provide further detailed information in each of the work packages (section G).

F.3 ACTIVITY PLAN FRAMEWORK FORM

	Summary of Objectives/Activities	**Key Indicators** **(quantitative and qualitative)**	**Means/Source of verification**
Overall Objectives	What are the overall broader objectives (priorities) by which the National Coordinator contributes to the general objectives of the invitation?	What are the key indicators related to the overall objectives?	How will the information on the indicators be collected?
	Objective 1 Ensure the coherence and effectiveness of all policies affecting adult learning, including broader social and economic policies, through effective coordination between all relevant ministries, agencies, stakeholders, social partners, businesses, non-governmental organisations and civil society organisations, also by securing the commitment of all relevant actors and stakeholders to implementing the European Agenda for Adult Learning at national and regional level and to tackling adult skills deficits	Relevant AL issues considered in Planning Documents (ex. ESF Operational Plans – national – regional) New Calls for projects on AL open to relevant stakeholders (ESF, national Funds, specific-national- priorities for KA2 in Erasmus+)	Legislative and administrative literature O.J. Ministries and Regions websites
	Objective 2 Ensure that adult learning provision (including any funded by ESF) is evidence-based, comprehensive, accessible and effective	Data produced are reliable and the availability is guaranteed	Interim and final surveys reports Database of interviews (CATI/CAWI) distributed in Open Data format
	Objective 3 Supporting national debates and dialogue on adult learning policies, and in particular on ways to implement the Recommendation on Upskilling Pathways: New opportunities for Adults.	Upskilling Pathways implementation monitoring is a key argument foreseen during all events organized/participated by N.C. Info on Recommendation on Upskilling Pathways: New opportunities for Adults is clearly identified in Communication Plan of IT Project	National/regional Conferences and seminaires Agenda and proceedings Project Progress and Final Narrative Report Press reviews

Specific objectives	What specific objective do you intend to achieve to contribute to the overall objectives?	Which indicators clearly show that the specific objectives are achieved?	What are the sources of information that exist or can be collected? What are the methods required to get this information?
	Specific Objective 1 Increased opportunities for meetings and exchange activities among relevant stakeholders increased consciousness on relevance of adult learning policies and on growing importance of new investments on these issues	Participation rate to the events organised to project activities presentation	Minutes of meetings List of participants duly signed
	Specific objective 2 **2.1** Design and realization of quantitative-qualitative surveys on main issues and criticalities in the field of Adult Learning System and policies to deliver recommandation evidence-based to Policy Makers	(2.1) Surveys designed and carried out allowed to formulate lists of clear and sustainable recommandations to Policy makers	Surveys Reports published on project website Final narrative and Financial Report EPALE Platform
	2.2 Direct involvment of all stakeholders in data production and phoenomena analysis	(2.2) Executive Surveys design is planned with institutional Stakeholders and fieldwork methodologies foresee their contributions (as co-organizers or – more directly – as interviewed or member of panels/focus groups)	Minutes of Steering Committee meetings Surveys Reports Audio-video recorded interviews (channeled by project website)
	Specific Objective 3 Effective implementation of the AL Agenda priorities and follow-up of Upskilling Pathways Recommandation main messages stimulated	Meetings (individual and in group) with relevant stakeholders with specific focus on Upskilling Pathways Recommandation	Minutes of meetings List of participants duly signed

Expected results	The results are the outputs envisaged to achieve the specific objectives. What are the expected results?	What are the indicators to measure whether and to what extent the expected results are achieved?	What are the sources of information for these indicators?
	SO 1 – Results		
	Increased consciousness on relevance of adult learning policies and on growing importance of new investments on these issues-	No less than two meetings /year of the National Steering Committee	Tracks of website n. of downloads
		No less than three meetings/year with Regional departments of Ministry of Education	Minutes of meetings List of participants duly signed
	SO 2 - Results		
	Policy making and design more and more evidence based	Direct references to data collected and surveys results in legislative or strategical plans texts	Changes in legislative relevant framework National/regional Policy Planning documents (i.e. ESF National or regional Operational Plans Project website) Press review
	SO 3 – Results		
	Adoption of policy measures (introduction of new procedures to implement validation, flexibilisation of training pathways and certification of competences); increased investments focused un issues mentioned in Upskilling Pathways Recommandation	Set up of new priorities in the political Agenda of the main relevant stakeholders and Policy makers	Call for projects on specific issues set up in the Upskilling Pathways Recommandation (ESF and Erasmus+)
Activities	What are the key activities to be carried out and in what sequence in order to produce the expected results?	What are the means required to implement these activities, e. g. personnel, training, supplies, operational facilities, etc.	What are the sources of information about activity progress? Indicate also when progress will first be measured.

SO 1 – Activities Organisation of two meeting /year of the National Steering Committee Organisation of three meeting/year with Regional departments of Ministry of education Delivery of regular inputs to EPALE - Electronic Platform for Adult Learning in Europe – giving details of national coordinator activities and their results participation in up to 2 meetings per year organised by the Agency participation in and active contribution to regular thematic meetings or peer learning activities –a minimum of two per year- which may take place in Brussels or in a Member State.	N.C. Staff with competences in networking and facilitation of groups Financial Coverage for travels Communication material	Progress report (narrative/financial) (the delivery date will be established in Agreement with EACEA) Monitoring Reports (4 in two years - periodicity: months 7, 13, 19 and 23)
SO 2 – Activities **1. Survey on basic skills provision in entreprise**: main activities **(see WP4)** 1.1 Design panel of interviewed/observed subjects 1.2 Questionnaire design and distribution 1.3 Best practices selection 1.4 Report drafting 1.5 Discussion in steering Committee of main survey results 1.6 Report Dissemination	N.C. Staff with competences in research on field and facilitation of groups Financial Coverage for travels Technical support for on field activities concerning Survey on basic skills provision in entreprise Translation services IT-ENG Report WP4	**FOR ALL ACTIVITIES** Progress report (narrative/financial) (the delivery date will be established in Agreement with EACEA) Monitoring Reports (4 in two years - periodicity: months 7, 13, 19 and 23) EPALE Platform

2. Implementation of peer review methodology to evaluate quality in adult learning public and private supply: main activities (see WP5) 2.1 – definition of areas to be observed and considered in pilot application of Peer review methodology 2.2 – definition of Adult Learning Centres and training Agencies to involved in Pilot experimentation 2.3 - Training of teachers and trainers for implementation of the Peer Review methodology 2.4 - pilot experimentation of the Peer Review approach 2.5 – Report drafting on the experience: Swot analysis and recommandations to policy makers **3. Survey on new role of Adult Educators:** main activities **(see WP6)** 3.1 – Questionnaire design and submitting to a panel of interviewed/observed subjects 3.2 - collection of samples of requalification pathways for teachers/trainers 3.3 - study visits in three Countries 3.4 - evidences analysis (quantitative-qualitative) and Report drafting	N.C. Staff with competences in research on field and facilitation of groups Financial Coverage for travels Technical support for training sessions on Peer Review methodology management N.C. Staff with competences in research on field and facilitation of groups Financial Coverage for travels Technical support for on field research activities (CATI and CAWI) on AL Educators Translation services IT-ENG Report WP6	
SO 3 – Activities Implementation of a communication Plan Direct involvment of stakeholders and Policy makers in all Surveys and PLAs design and implementation	N.C. Staff with competences in networking and facilitation of groups	Progress report (narrative/financial) (the delivery date will be established in

	phases Production and distribution of no less than 2000 copies of a brochure on Upskilling Pathways: New opportunities for Adults.	Financial Coverage for travels Communication material Services for printing of Brochure on Upskilling pathways in Italy	Agreement with EACEA) Monitoring Reports (4 in two years - periodicity: months 7, 13, 19 and 23) EPALE Platform

PART G - Activity plan and work packages

G.1. Work packages description

*Please complete the table below to describe the planned activities and deliverables. Create by copy/paste as many tables as required. Please note that each activity should ensure the implementation of all **mandatory activities and eligible activities**, as indicated in section 6.2 "Eligible activities" of the Invitation.*

Mandatory activities are:
- *Coordination: establishment of a coordination mechanism (e.g. committee, network, steering group…) that ensures effective implementation of the Agenda through cooperation between all stakeholders relevant for adult learning, including government and agencies, social partners, providers, civil society, cultural institutions, etc. at national, regional and local levels;*
- *regular inputs to EPALE - Electronic Platform for Adult Learning in Europe – giving details of national coordinator activities and their results;*
- *participation in up to 2 meetings per year organised by the Agency (in total 4 meetings).*
- *participation in up to 2 thematic workshops or peer learning activities organised by the Commission, by the Agency or by another National Coordinator*

The activity title of Work Package Nr 1 should be "Coordination between all stakeholders relevant for adult learning"

Work Package Nr	1				
Activity title:	*COORDINATION BETWEEN ALL STAKEHOLDERS RELEVANT FOR ADULT LEARNING*				
Start Month number	1	**End Month number**	26	**Duration in number of months**	26
Description of activity and related sub-activities	The WP implies activities carried out to: 1. reinforce an effective dialogue with all relevant stakeholders; 2. ensure the regular workplan implementation, with particular attention to the timetable respect; 3. guarantee the due conformity to the specific administrative rules established in the Call and, in parallel, respect to those coming from national legislation (especially concerning outsourcing of services); 4. guarantee equity and transparency during the project implementation phases; 5. ensure an effective financial management avoiding any risk of waste of money. *Sub-activity 1 – Consolidation of the existing steering committee.* The previous projects have been carried out under a coordination of a National Steering Committee with the participation of representatives from the Ministry of Labour, the Ministry of Education, the National Agencies for the Erasmus + Programme and the Coordination of the Regions, Provinces and Municipalities. This organisational substructure will be maintained, also considering that several actions will concern policy issues and will have an impact on policies design. It is therefore important to have the opportunity to count on a step by step exchange with the main institutional actors. *Sub-activity 2 – Definition of management tools: Quality Plan and Risk assessment*				

Plan

In the past projects have been realised and experimented tools like Quality Plan and Risk assessment Plan that supported, in an very effective way, the project management. For that reason in the new project such tools will be adapted and implemented again. In the *new Quality plan* will be defined, according to the extension and dimension of outputs and outcomes foreseen in the project, steps, duties and milestones for checks. In the *new Risk assessment plan* will be identified all potential critical project components, in order to early set up relevant and coherent strategies to totally avoid or reduce implementation risks. During the project evaluation process, in fact, some circumstances or context elements might be changed and it is absolutely important - in such a case - to cope with a contingent new situation.

Sub-activity 3 – Periodical meeting of steering committee

It is foreseen to organize four meetings (*de visu*) according to the following timetable:

1st meeting month 2
2nd meeting month 10
3rd meeting month 16
4th meeting month 25

Usually, the S.C. plenary sessions are organized in order to present the actual state of implementation, the available deliverables, the emerging criticalities (if there are any) and the conclusions concerning the re/planning of the next phase.
All the meetings work and results are fully traceable (Invitation, Agenda, list of participants and discussion records and minutes).

Sub-activity 4 – Administrative checks and control

Project manager and two administrative profiles are engaged in verification and internal validation of all administrative processes, paying particular attention to:
- regular staff time sheets fulfillment;
- implementation of activities linked to the outsourcing of services or activities, according to specific program and national rules;
- control of coherence and consistency of the expenses (particularly in the case of travels costs, objective and destination).

Sub-activity 5 – Interim and final Report (financial)
The collected administrative documentation will be the main source for the drafting of interim and final financial reports (the other source is the annual financial statement of INAPP to check general costs). The final Financial Report will be certified according to the procedures established (Report of Factual Findings on the Final Financial Report Type I). The external certification and the printing of the report represents the only cost subject to oursourcing procedures.

Sub-activity – Co-ordination with EPALE and regular inputs concerning national coordinator activities and their results
INDIRE has been entrusted by Ministries of education and labour for the The Epale platform management. INAPP (and previously ISfOL) and Indire have a long (twenty years) and consolidate partnership. Particularly interesting is the coordination activities on issues as Project planning, seminars co-organized on common interests and priorities.

| | The use of videoconference facilities - integrated by four meeting in Florence and Rome (twice per Year) - will allow the requested continuity in cooperation. It has to be highlighted that only two out of these four meetings are considered in the budget of this project.

Sub-activity 6 - Participation in up to 2 meetings per year organised by the Commission and/or EACEA.

National Coordinator will actively participate to the meetings organized twice per year by the EC or by the EACEA, presenting - if requested and possible – available project outcomes and results. |
|---|---|
| **Deliverables: outputs / results / achievements** | • Minutes of the 4 Steering National Committee sessions
• Interim narrative report
• Final narrative and financial Reports
• Quality Plan
• Risk Assessment Plan
• Factual Findings on the Final Financial Report - Type I |
| **Estimated person/days (including concrete distribution of tasks)** | The Staff effort calculated for this WP is as follows:

PROFILE	TASKS	N. OF PERSON/DAYS
PROJECT MANAGER	Operational management, participation at brussels meeting, management of relationship with INDIRE for Epal feeding.	60
RESEARCHER/S	Drafting preparatory documents for each steering committee session, drafting narrative parts of project interim and final report.	26
TECHNICIAN		26
ADMINISTRATIVE	Organizational issues, minutes drafting, financial and administrative monitoring and reporting.	135

G.2.Tasks that will be subcontracted .

Please consult the rules applicable to subcontracting as laid down in the Invitation.

N° days (where appropriate)	Brief description of task
5	External auditors for the preparation of the Report of Factual Findings on the Final Financial Report - Type I Contract not exceeding 60.000 - bid offering best value for money
Not appropriate	Final Report printing Contract not exceeding 60.000 - bid offering best value for money

Work Package Nr	2				
Activity title:	*DISSEMINATION*				
Start Month number	1	**End Month number**	26	**Duration in number of months**	26

Description of activity and related sub-activities	Objectives of the WP are in line with the ones suggested in the Call. Activities are, therefore, aimed: • to guarantee the active participation at stakeholder meetings, conferences or seminars, especially at regional level; • to awareness raising, supporting national debates and dialogue on adult learning policies, and in particular on ways to implement the Recommendation on Upskilling Pathways; • to ensure the largest dissemination and acquisition of knowledge about good practices in adult learning policymaking. As in the past projects, dissemination will be built upon a diversified strategy that is an integral part of the proposed methodology and synergies already mentioned. The dissemination activities, carried out throughout the project life cycle, include the delivery of results and products to beneficiaries other than those who will be directly involved in the project activities. This is to facilitate the transfer to similar organizations (the so-called " horizontal mainstreaming") or to institutional bodies that can incorporate these results into the planning of their mainstream education and training activities ("vertical mainstreaming"), so as to ensure visibility, transferability and dissemination of the results. The following activities and outputs are foreseen: 1. a project website completely reengineered, given that many of the elements previously channeled by the actual one can be made available on EPALE Platform; 2. production of an online newsletter distributed in the AL Centers and employment services, on a regular basis (every four months); 3. production of a info brochure on Upskilling pathways implementation in Italy, including practical examples on relevant messages contained in the Recommandation; 4. participation in at least 3 national events to showcase interim and final project results; 5. participation in national events organized by other Member States (2 events in total, involving 1 staff person per event); 6. drafting and dissemination of the project Final Report. A Communication Plan will be drafted during the first two months of project implementation. The communication campaign targets operators through the institutional web pages and the channels used by the major stakeholders, such as: employment services; the Permanent Territorial Centers for Adult Education; Trade Unions and employers organizations; guidance centers; Regions; accredited training providers, etc.. Policies recommended for the use of logo and disclaimer will be fully adopted.

Deliverables: outputs / results / achievements	• a project Communication Plan • website (re-engineering and maintenance); • 6 online newsletters; • active participation in national and international events (2 international – t.b.c. in DE and FR); • one info brochure on Upskilling Pathways.
Estimated person/days (including concrete distribution of tasks)	The Staff effort calculated for this WP is as follows: <table><tr><th>PROFILE</th><th>TASKS</th><th>N. OF PERSON/DAYS</th></tr><tr><td>PROJECT MANAGER</td><td>Operational and scientific management.</td><td>30</td></tr><tr><td>RESEARCHER/S</td><td>Communication strategy, speeches at the foreseen events, communication contents definition.</td><td>26</td></tr><tr><td>TECHNICIAN</td><td>Contents treatment, web maintenance.</td><td>78</td></tr><tr><td>ADMINISTRATIVE</td><td>Administrative procedures and relevant financial reporting.</td><td>20</td></tr></table>

G.2.Tasks that will be subcontracted .

Please consult the rules applicable to subcontracting as laid down in the Invitation.

N° days (where appropriate)	Brief description of task
	Printing material: brochure on Upskilling Pathways Contract not exceeding 60.000 - bid offering best value for money

Work Package Nr	3				
Activity title:	*PROJECT MONITORING AND EVALUATION*				
Start Month number	1	**End Month number**	26	**Duration in number of months**	26
Description of activity and related sub-activities	The monitoring and evaluation activities are presented in this WP, (instead, for instance, to present them in the Management and Coordination one), to underline the crithical importance we give to both these issues. As a matter of fact, on going and final monitoring and evaluation of the project play a crucial role in a pluriannual initiative, allowing adjustements and ongoing fine-tuning, design of complementary – if needed – actions and prevention and coping with unforeseen events. Project manager is directly involved in this action, together with two senior researchers, in all different sub activities. *Sub-activity 1 – Design of monitoring and evaluation plans* These documents represent guidelines to practically carry out the evaluation and monitoring activities. Both Plans will offer a complete overview of: • KPI that will be adopted to measure conformity (monitoring) and quality of				

	implementation (evaluation);
	• *Evaluand* definition (in the case of evaluation Plan);
	• Typology of tools (mainly formats to collect and record data and reports basic structures);
	• Timetables with clear idendentification of milestones.
	Subactivity 2 – Implementation of monitoring plan
	Project manager and 1 researcher will collect data from administrative sources and from interviews to collegues that are in charge of the management of single wp's. Such activity is conducted at 6th, 12th, 18th and 22nd month and will produce four reports to be presented during the steering committee meeting, used for interim report drafting and for dissemination purposes.
	Sub-activity 3 – Implementation of evaluation plan
	The staff engaged and timetable for evaluation activities are the same. Being the objective different, the sources considered are mainly outcomes and deliverables (desk analysis) and interviews with privileged witnesses met during the implementation of the WPs activities. The output of evaluation exercise are three interim Reports and a final one that will be annexed to the final administrative and narrative Report.
Deliverables: outputs / results / achievements	• Monitoring Plan • Evaluation Plan • Four monitoring reports (the second annexed to the progress narrative Report to EACEA) • Four evaluation reports (the second annexed to the progress Report to EACEA and the fourth annexed to Final Administrative and Narrative report)
Estimated person/days (including concrete distribution of tasks)	The Staff effort calculated for this WP is as follows:

The Staff effort calculated for this WP is as follows:

PROFILE	TASKS	N. OF PERSON/DAYS
PROJECT MANAGER	Scientific management Decision taking evidence-based	26
RESEARCHER/S	Monitoring and evaluation plans and tools design, timetable planning, collection of data , interviews and reports drafting.	26

G.2. Tasks that will be subcontracted .

Please consult the rules applicable to subcontracting as laid down in the Invitation.

N° days (where appropriate)	Brief description of task
-	Not foreseen

Work Package Nr	4				
Activity title:	*SURVEY ON BASIC SKILLS PROVISION IN ENTREPRISE*				
Start Month number	**11**	**End Month number**	**22**	**Duration in number of months**	**12**

Description of activity and related sub-activities	The objective is to sensitize the economic actors on the importance of investments on supply of educational and training paths focused on basic skills. WP 4 summarizes fieldwork and desk analysis activities to cope with the need to increase adult learning provision on basic skills or key competences for adult workers, expecially for those 50-55 years aged. In order to raise consciousness among entreprises about the importance to invest in literacy and numeracy skills of their employees, the WP4 activities foresee a collection and analysis of existing practices of training provision involving modules on basic skills, followed by an intensive communication campaign. Actually, a similar action has been realised within the previous project, by interviewing the managers of Fondi Interprofessionali (Interprofessional Funds) and a restricted number of businessmen. Very probably, it was the more complex activity to be implemented, due to the difficulty encountered in persuading these actors on the fact that a larger investment on the training of the employees might have improved the company performances. Nevertheless, it appears necessary to persevere on this issue by partly changing the panel of the interviewed, so as to collect additional points of view. The second aspect that will be changed with respect to the previous project, is represented by the collection of examples of training courses including modules on basic skills, in order to use these practices as models to be adopted and reproduced. The survey implies the realisation of 4 subactivties, as described below. *Sub-activity 1 - Design panel of interviewed/observed subjects* With the support of representatives of Social Parts and by using the databases already developped by INAPP within its own research activities, will be selected at least 20 companies and 5 training agencies working on CVET. These organisations represent the working contexts within which will be identified the subjects to be interviewed. The selection will be based considering the sector and activities of the companies, giving priority to the ones concerned with engineering, building, culture, transport, credit and ICT. As far as training agencies are concerned, they will be selected considering the level of coverage of their interventions with respect to sectors and territories. *Sub-activity 2 - Questionnaire design and distribution* Contents of 2 different questionnaires will be defined. The questionnaires will be submitted to companies and training agencies. With the technical support of subcontractualised experts, will be defined the modalities to be followed to submit the questionnaires and the possible – if the case - replacement of some of the names previously selected. A part of the interviews will be in any case realised "de visu" so as to be video recorded. *Sub-activity 3 - Collection and selection of best practices*

	In addition to the interviews, a few examples (at least 20) of training courses provided by the training agencies to the companies and including modules concerned with the development of basic skills, will be collected and summarized in descriptive sheets. The so resulting Catalogue of good practices will be uploaded on the EPALE platform. ***Sub-activity 4 - Report drafting*** The survey, realised through an action-research approach, does not allow the adoption of a quantitative approach to the results. However, it will be possible, in the final report, to highlight both common elements and strongly different and specific ones, on the base of which to identify key messages and new argumentations to promote the awareness of businessmen about the importance and convenience to invest on the basic skills of the employees. The IT-ENG versions of the Survey Report will be channeled by project WEBSITE and uploaded on EPALE Platform.
Deliverables: outputs / results / achievements	• Final Report (IT-ENG versions) • 20 individual interviews with HR managers • 20 individual interviews with trainers working in the sector of CVET • At least 6 Interviews videorecorded and published on project website • At least 20 best practices collected and synthetized uploaded on EPALE Platform
Estimated person/days (including concrete distribution of tasks)	The Staff effort calculated for this WP is as follows: _(see table below)_

The Staff effort calculated for this WP is as follows:

PROFILE	TASKS	N. OF PERSON/DAYS
PROJECT MANAGER	operational and scientific management	26
RESEARCHER/S	survey tools - key issues for F.G. and key questions for in depth interviews - definition, realisation of interviews, focus group organisation, management and animation, report draft	84
ADMINISTRATIVE	administrative procedures and relevant financial reporting	12

G.2.Tasks that will be subcontracted .

Please consult the rules applicable to subcontracting as laid down in the Invitation.

N° days (where appropriate)	Brief description of task
Not appr.	Technical support for on field research activities (sample definition, interviews, database engineering) Contract not exceeding 60.000 - bid offering best value for money
Not appr.	Translation Survey report (WP4) €18.00 x 150 pages it/eng Contract not exceeding 60.000 - bid offering best value for money

Work Package Nr	5				
Activity title:	*IMPLEMENTATION OF PEER REVIEW METHODOLOGY TO EVALUATE QUALITY IN ADULT LEARNING PUBLIC AND PRIVATE SUPPLY*				
Start Month number	**2**	**End Month number**	**16**	**Duration in number of months**	

Description of activity and related sub-activities	WP 5 focuses on the effectivenes and quality of the learning opportunities supply, expecially delivered by school system (CPIA) and by privat providers (mainly coming from third sector and training agencies). Existing experiences, according to the results of research activities carried out during the 2015-2017 project implementation, have highlighted that the quality and effectiveness of this provision, especially in the schools context, can be improved in its effectiveness by a quick adoption of a methodology for its evaluation, thus allowing the start up of the needed assessment exercise. According to the agreement with the Ministry of Education, an experimentation on the application of the methodology of Peer Evaluation (also in line with the EQAVET experiences and recommandations) applied to at least the first two steps of the process recalled in Upskilling Pathways, (competences assessment and validation and design and implementation of individualized training pathways), will be piloted by INAPP research team, involving at least schools and training agencies from three Regions (Lombardia, Umbria e Sicilia). *Sub-activity 1 – Definition of areas to be observed and considered in pilot application of Peer review methodology* This activity is particularly relevant and critical, since it is necessary to clearly define the processes, the services and the performances that will be targeted in the self-assessment and Peer Evaluation steps, during the experimentation phase. In fact, it is not possible nor useful to consider all the activities that are regularly realised inside the CPIA and the Training agencies, since these ones are organisations characterised by extremely consolidated processes, in respect to which each innovating element must be carefully introduced and based on clearly defined needs. In hypothetical terms, the selected processes may concern the competences assessment and validation and the design and implementation of individualized training pathways. *Sub-activity 2 – Definition of Adult Learning Centres and training Agencies to involved in Pilot experimentation* It is assumed as useful to realise the experimentation in 2 CPIA and 1 training agency located in each one of the 3 Regions involved: Lombardia, Sicilia and Umbria. As far as CPIA are concerned, the selection will be made upon agreement with the Regional School Directorates and The Ministry of Education. Once that the CPIA have been identified, will be selected also the training agencies, choosing among the ones with which these CPIA have been already in contact in the recent past. *Sub-activity 3 - Training of teachers and trainers for implementation of the Peer Review methodology* The staff of the National Coordinator, in cooperation with trainers specialised in the implementation of the Peer review methodology, will manage short training modules to which will participate teachers and trainers of the CPIA and the training agencies

selected. These teachers and trainers, in fact, will be asked to develop – within their respective organisations - the self-assessment procedures foreseen by the methodology. The training activitiy will be articulated in modules of a total duration of 24 hours.

Sub-activity 4 - Pilot experimentation of the Peer Review approach
In the 9 organisations selected will be implemented the assessment action, following the methodological approach chosen and the tools specifically designed. The results of the experimentation will be assessed Peers selected amongst the ones listed in a National register realised with the support of the National EQAVET reference point.

Sub-activity 5 – Report drafting on the experience: Swot analysis and recommandations to policy makers
The experimentation results will be described in a Report including all documents collected during the implementation. This report represents the document of reference to implement a reasoning shared between the Steering Committee members and, most of all, with the Ministry of Education that, in this way, will have the opportunity to decide "if" and "how" to extend the adoption of this specific methodology to all the 124 CPIA existing on the national territory.

Deliverables: outputs / results / achievements	Implementation of Peer Review methodology to evaluate quality in adult learning public and private supply
Estimated person/days (including concrete distribution of tasks)	The Staff effort calculated for this WP is as follows: <table><tr><td>**PROFILE**</td><td>**TASKS**</td><td>**N. OF PERSON/DAYS**</td></tr><tr><td>PROJECT MANAGER</td><td></td><td>50</td></tr><tr><td>RESEARCHER/S</td><td></td><td>125</td></tr><tr><td>TECHNICIAN</td><td></td><td>0</td></tr><tr><td>ADMINISTRATIVE</td><td></td><td>5</td></tr></table>

G.2.Tasks that will be subcontracted .

Please consult the rules applicable to subcontracting as laid down in the Invitation.

N° days (where appropriate)	Brief description of task
	Technical support for training sessions management Contract not exceeding 60.000 - bid offering best value for money

Work Package Nr	6			
Activity title:	*SURVEY ON NEW ROLES AND COMPETENCIES OF ADULT EDUCATORS (IN THE FRAMEWORK OF ADULT LEARNING SYSTEM REFORM AND UPSKILLING PATHWAYS RECOMMENDATION)*			
Start Month number	4	**End Month number**	20	**Duration in number of months**	17

Description of activity and related sub-activities	WP 6 foresees the realisation of a Survey (using CAPI and CAWI methodologies) to cope with the need to reflect and collect the opinions and suggestion from "ground level" on the new roles requested and played by the teachers and Adult learning Centres Manager. According to the recent Law, they are requested to act as counsellors, administrators, technicians, computer programmers, multimedia manager and/or networks facilitators. These new roles imply the need to update - and maybe redesign - the contents of the curricula of these educators and, at the same time, to make important investments on national plans for their requalification pathways. The action is clearly linked with a PLA foreseen in WP7: during this event a presentation of the Survey results will launch and stimulate a debate beetween experts, teachers, trainers and policy makers. *Sub-activity 1 - Questionnaire design and submitting to a panel of interviewed/observed subjects* The questionnaire will be distributed to around 100 CPIA and 100 training agencies and will be structured so as to collect information on: • the new tasks requested to teachers and trainers; • adequacy of the competences held with respect to this new tasks; • identification of skills and competences perceived as lacking. The questionnaire will be distributed through the technical support of an organisation expert in the use of CATI and CAWI methods. It is assumed that may be collected around 300-400 questionnaires, fully filled in. *Sub-activity 2 - Collection of samples of requalification pathways for teachers/trainers* To the same organisations involved in the survey will be asked to send the training programmes realised concerning the requalification and refreshing of teachers and trainers. In this way, it will be possible to create a database including not less than 100 descriptive sheets regarding this training offer. The database will be available on the EPALE platform. *Sub-activity 3 - Study visits in three Countries* To enrich the whole of information collected through the survey realised at national level, will be also realised at least 3 study visits in France, Poland and Norway, by asking the cooperation of the local National coordinators. The study visits will be useful to observe and take notice of experiences and practices concerned with the requalification of educators working with the Adults. Further, in that occasion, it will be also possible to submit to a restricted number of teachers and trainers the questions included in the questionnaire used to make the national survey, through the realisation of a focus group in each country involved. In this way, teachers and trainers involved will answer the questions not individually, but collectively, participating to the focus group.

	Sub-activity 4 - Evidences analysis (quantitative-qualitative) and Report drafting The expected large number of questionnaires collected will make possible to adopt a quantitative approach when analysing the results. It means that it will be possible to highlight specific concentrations or dispersions in the answers obtained. It is necessary to underline that the aim is the one of designing the new features requested to the educators working with the Adults in a country, that is Italy, where the system of the Adult Learning offer is facing relevant and meaningful changes and that has not yet clearly defined the most proper training path that a new generation of teachers and trainers should/could follow. The survey results will be the base to start up the realisation of the Peer learning activity of the PLA described in the following WP7.
Deliverables: outputs / results/ achievements	• Survey Final Report • 3 case studies collected during study visits abroad • Database including requalification and/or refreshing training modules for teachers and trainers • Dataset from onfield work (300 up to 400 questionnaires fullfilled) • Audio-video recorded interviews (channeled by project website)
Estimated person/days (including concrete distribution of tasks)	The Staff effort calculated for this WP is as follows: | PROFILE	TASKS	N. OF PERSON/DAYS
---	---	---
PROJECT MANAGER		60
RESEARCHER/S		129
TECHNICIAN		0
ADMINISTRATIVE		12	

G.2.Tasks that will be subcontracted .

Please consult the rules applicable to subcontracting as laid down in the Invitation.

N° days (where appropriate)	Brief description of task
Not appr.	Technical support for on field research activities (sample definition, interviews, database engineering) Contract not exceeding 60.000 - bid offering best value for money
Not appr.	Translation Survey report (WP4) €18.00 x 150 pages it/eng Contract not exceeding 60.000 - bid offering best value for money

Work Package Nr	7		
Activity title:	***PEER LEARNING ACTIVITIES (COMPULSORY AND ADDITIONAL EVENTS)***		
Start Month number	4	**End Month number** 26	**Duration in number of months** 23

Description of activity and related sub-activities	The Call clearly set up as priority the increase of transnational cooperation among the Adult Learning N.C., including joint conferences or workshops, study visits or peer learning activities: WP 7 activities will concern the organisation, management and participation of and to Peer Learning Activities. While ensuring the participation to those foreseen as compulsory (two per year, on issues and locations to be defined by Commission and EACEA), two additional PLAs will be organized (participation will be open to Members of the NC network) to share knowledge, experiences and surveys results. The choosen issues are "*The new role of Adult Educator: competences and skills needs*" and "*Competences validation effective processes and tools as starting point for Upskilling (suggested) Pathways implementation*". Following the agreement with Belgian (French) N.C., during the planning phase of this proposal, it is possible in this phase to foresee its confirmed participation to the PLA on validation. University of Florence (prof. Federighi) has shown its interest in co-organizing the second PLA on new Educators role (and consequent training needs). As far for locations are concerned, even if t.b.c., Florence and Milan could be the selected ones.
Deliverables: outputs / results / achievements	• Webstreaming of two PLAs organised in Italy • PLAs proceedings audio video recorded
Estimated person/days (including concrete distribution of tasks)	The Staff effort calculated for this WP is as follows: {table below}

PROFILE	TASKS	N. OF PERSON/DAYS
PROJECT MANAGER		28
RESEARCHER/S		24
TECHNICIAN		26
ADMINISTRATIVE		26

G.2.Tasks that will be subcontracted .

Please consult the rules applicable to subcontracting as laid down in the Invitation.

N° days (where appropriate)	Brief description of task
Not appr.	PLA in Milan organisation (videorecorded proceedings, room hiring, catering for 100 partecipants) Contract not exceeding 60.000 - bid offering best value for money
Not appr.	PLA in Florence organisation (videorecorded proceedings, room hiring, catering for 100 partecipants) Contract not exceeding 60.000 - bid offering best value for money

PART H - BUDGET

General instructions

- Please use the excel tables enclosed
- Before completing this section, please read the Instructions for completing the Application Package carefully. The budget should cover the entire period of the grant relating to the basic amount. The budget should be coherent with the work plan as described above.
- All amounts should be provided in euro.
- Please adhere strictly to the format provided in the tables and check the figures provided carefully.