

IT-Implementation of the EU Agenda for Adult Learning 2022-2023 Project

Call: ERASMUS-EDU-2021-AL-AGENDA-IBA — Implementing renewed priorities for the European Agenda for Adult Learning National Coordinators for the implementation of the Agenda

Needs analysis and specific objectives

The fact sheets and brief context analysis presented above are functional to justify the need to intervene with this project *at systemic level* on the problems specifically encountered by a substantial part of the Italian adult population. While the issue of functional illiteracy affects all Member States, in Italy the phenomenon takes on extremely critical proportions, that the pandemic crisis has further aggravated.

As known, low skills constitute not only an obstacle to employment, but also a limit to full participation in society, and this limitation became even more evident during the covid-19 pandemic, which required a rapid updating of skills (for example digital) for a whole range of tasks both of a professional nature and of daily life. In Italy, low-skilled adults in literacy represent 27.9% of the adult population (16-65 years) and do not belong to a specific target of the population, but correspond to individuals with different characteristics. Still based on the latest available PIAAC survey, it is estimated that the percentage of low-skilled adults aged between 29 and 64 is approximately 84% of the total low-skilled adults. Low-skilled individuals tend to be concentrated in the older age groups (31.8% are between 55 and 65 years of age. Moreover, percentage of low skilled found among young people are significant: 9,6% of low skilled are between 16 and 24 years old and almost 15% are between 25 and 34 years old. Regarding socio-demographic characteristics, the gender difference between low-skilled citizens is about 5 percentage points: 52.6% are men, 47.4% are women. If we look at the educational attainment, a variable that is generally the one most correlated with literacy, PIAAC data show that the large majority (75%) of people with low levels of competence in Italy have a low level of qualification but also that 20.9% of these people have a diploma and 4.1% even a degree. Analysing this target population by educational attainment and age group, we observe of course, the highest share of low skilled people in the older and less educated groups but also a significant percentage of low skilled among young adults who, despite possessing a diploma or higher, are low skilled, a phenomenon that seems to be specific to our country. This confirms the crucial role of life-long learning and upskilling/reskilling pathways to strengthen skills and/or prevent the deterioration of skills developed in the formal cycle of studies.

As regards the employment conditions of Italian low-skilled adults, it is observed that 50.7% are employed. About 39% of the low-skilled belong to the non-labour force and are in fact made up of retired people and women doing unpaid domestic work. Finally, PIAAC data confirm the low involvement in the training experiences of people who would need it most: the high skilled people who have had access to training exceed 56%, while only 14% of the Italian low skilled people have in any way benefited from training in a reference period of 12 months. Some projections have estimated that by 2022, the average literacy competence of the population aged 16-65 should have slightly increased, in most of the countries that participated in the first cycle of the Program for the International Adult Skills (PIAAC), and in Italy an average increase of 10 points in the scale is estimated.

The Project includes actions whose objectives are directly and indirectly linked to the need for Increasing adult participation in learning to meet the objectives of the European Skills Agenda and the Action Plan on the Pillar of Social Rights, including through motivation, outreach, guidance and

validation, etc. and this should concern all adults, notwithstanding their current position on the labour market (employed, self-employed, unemployed, and inactive).

Considering also the demographic and social aspects described above, working in favour of the development of skills for life is essential and, in a country that has paid relatively little attention to this aspect of Training, it is essential. To this end, specific actions are defined in WP3.

With regard to the overall issue of governance, the same was dealt with in the previous paragraph and is further and operationally declined in WP1 and WP2.

Complementarity with other actions and innovation

In addition to being based on the results of the two that preceded it (one of which is still in progress), the project design is also the result of a series of reflections gained as a result of various activities that, on the subject, have recently been carried out or are in progress. On the other hand, Inapp as a whole and the staff of the National Coordinator have gained considerable experience and have been able to manage several initiatives concerning adult learning. Among these it is worth mentioning:

- the EaSI Progress - EQUAL project, which through its investigations has made it possible to carry out a series of stock-taking reports on the implementation of the Upskilling Pathways Recommendation;
- the EaSI Value Chain Project – ongoing – focused on the basic digital skills of low skilled workers over 50;
- the TCR-IT project, supported by Cedefop, during which the implementation in Italy of Outreach actions aimed at the low skilled adult population is being analysed;
- the Project on Microcredentials in the Field of Education, supported by the EC and by the OECD, currently conducted by the Ministry of Education and in which it participates in the Scientific and Steering Committee Inapp and the National Coordinator;
- the first and second wave of the OECD PIAAC Survey, which in Italy is conducted by Inapp and which sees some of the staff members of this project involved.

The implementation of these actions – together with others not expressly mentioned – has helped to stimulate attention to the different components of the theme of adult learning. The same activities carried out as a member of WG ET2020 on Adult Learning, have allowed to observe and analyze the phenomena and make recommendations to policymakers strongly characterized by a European vision and approach, being able to count on information and examples of intervention from abroad. Belonging to the international network of national coordinators has also allowed – and still allows - to exchange experiences and acquire skills and knowledge, otherwise difficult to acquire. PLAs are probably the mutual learning contexts that have contributed most to suggesting new perspectives at national level through which to read problems and identify innovative solutions (particularly useful have been those on skills validation and the training of educators for adults).

Logical links between the identified problems, needs and solutions proposed (logical frame concept)

Issue/problem	Project intervention
fragmented governance – poor dialogue between different members	<ul style="list-style-type: none"> ✓ facilitation to improve the quality of relationship among the diverse governance components ✓ support with data, analysis, recommendations to existing Network (formal/non formal)

	✓ support to draft the National Implementation Plan
lack of updated info on policies implementation	WP1-2-3: Support in monitoring the implementation of: ✓ National Strategic Plan on Skills for adult population; ✓ VET Recommendation and Osnabruck declaration; ✓ National Implementation Plan
Irrelevance of proposed activities	Close cooperation with NA (project planning and support in NIP drafting and monitoring)
Information gaps on specific policies – tools - measures	WP 2: Survey on MICRO-CREDENTIAL for its use in NFIL contexts (See WP3)
Scarce attention paid on Life for skills in national Curricula and VET Pathways	WP3: Collection of relevant practices, analysis and modelling interventions on skills for life as learning outcomes of VET Pathways for low skilled; Skills for life as a specific focus of communication activities

Communication, dissemination and visibility

The objectives of communication and dissemination activities concern:

- develop tailored dissemination and guidance tools for each WP1, WP2 and WP3
- proactively involving relevant stakeholders, line institutions, local authorities, social partners, training providers, Employers;
- to share and to discuss project results among the scientific community;
- support outreach activities of UP stakeholders

The communication activities targets operators through the institutional web pages and the channels used by the major stakeholders. Dissemination will build upon a diversified strategy, including the delivery of results and products to beneficiaries other than those who directly involved in the project activities. 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:

1. a project website, structured considering that many info can be made available also by EPALE;
 2. production of online newsletters, on a regular basis (every four months);
 3. participation in at least 6 national events to showcase interim and final project results;
 4. realization of a final conference, aimed in present the activities and results and outputs produced.
- A Communication Plan will be drafted during the first two months of project implementation. Policies recommended for the use of logo and disclaimer will be fully adopted.

Work plan

Work package	Main contents/activities	Duration
WP 001 Coordination Activities and Governance	The activities concern both project management issues and way of cooperation with stakeholders in order to ensure the coherence and effectiveness of all policies affecting adult skills, increase visibility and understanding of European policies and opportunities in the field, work with stakeholders to secure their commitment to increase adult participation in learning and on actions that are geared	M1 to M24

	towards widening flexibility and access and work with national authorities to ensure that adult learning provision is evidence-based, comprehensive, accessible and effective.	
WP 002 Implementation of Upskilling Pathways	The activities concern the support to the the implementation of Upskilling Pathways and will be complementary to national implementation plans.	M1 to M24
WP 003 Skills for Life	The national coordinator will develop activities aimed to valorise and increase the attention of the relevant stakeholders and policy makers on skills for life. It will imply to carry out a survey aimed to collect experiences on this this field and on this basis analyse their success factor to modelling and design training pathways to be adopted to train and teach low skilled adults on these specific competences.	M1 to M14
WP 004 Dissemination Strategy	Activities in this WP will be 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 and to ensure the largest dissemination and acquisition of knowledge about good practices in adult learning policymaking.	M1 to M18
WP 005 Activities at EU level	Participation in up to 3 meetings (online and/or face to face) per year organized by the Agency, the Commission or another National Coordinator.	M2 to M24

Work Package 1

Management and control on project activities implies activities aimed to reinforce an effective dialogue with all relevant stakeholders; ensure the regular workplan implementation, with particular attention to the timetable respect; 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); guarantee equity and transparency during the project implementation phases and to ensure an effective financial management avoiding any risk of waste of money.

WP1 includes mandatory activities, such as general and financial coordination and regular inputs to EPALE. Even if the project implementation responsibility remains on national Coordinator organisation, all the management activities will be realised according to inputs and guidelines established by the Labour and Education Ministries, Regions and social partners representatives. A quality plan, a risk assessment chart and a Monitoring Plan will be produced during the first two months. Narrative and financial reports represent the typical output of the WP.

Task No	Task Name	Description
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T1.1	Coordination mechanism between institutional and non-institutional stakeholders	<p>The project has been defined in its fundamental components in full collaboration with national Authorities. In fact, it is necessary to integrate the activities of the project into the more general policies and strategies of the country, (such as the National Plan for competences of Adult population, the Resilience and Recovery National Plan, the next National Implementation Plan on VET Recommendation and Osnabruck Declaration). The action of the National Coordinator and his staff will therefore be oriented to link the interventions in progress, considering among them:</p> <ul style="list-style-type: none"> - the action of the national networks already operating such as that of the Regional Research, Experimental and Development Centers and the CPIA Network (RIDAP); - the activity of the EDAFORUM network, which brings together Social Partners, the Third sector, Universities and local Administrations (Municipalities and Provinces); - the work programs of the RUIAP (network of universities that have specific lines of intervention on the subject of adult learning); - the projects funded with national and European resources (for example through EASI or Erasmus +), in order to avoid overlaps and dispersion of funding. <p>Naturally, it is necessary that all decisions and results achieved are put into transparency and enhanced through ad hoc communications during the meetings of the inter-institutional Table for Lifelong Learning (TIAP). It is an iterative activity, consisting of the frequent contacts between the coordinator and all the actors mentioned and which is based on often bilateral and impromptu contacts, but which necessarily involves periodic and more structured meetings. Another important activity concerns the Co-ordination with EPALE and regular inputs concerning national coordinator activities and their results.</p>
T1.2	Definition of management tools: Quality Plan, Risk assessment Plan and Monitoring Plan	<p>In the past projects have been realised and experimented tools like Quality Plan and Risk assessment Plan that supported, in a very effective way, the project management. For that reason, in the</p>

		new project such tools will be adapted and implemented again.
T1.3	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 fulfilment, implementation of activities linked to the outsourcing of services or activities and control of coherence and consistency of the expenses
T1.4	Interim and final Report (financial)	The collected administrative documentation will be the main source for the drafting of interim and final financial. The final Financial Report will be certified according to the procedures established. The external certification is the only cost subject to outsourcing procedures.

Deliverable No	Deliverable Name	Due Date	Description
D1.1	Quality Plan and Risk assessment Chart	2	This Plan will include: Mapping of areas of potential risk; Identification of suitable coping measures. Risk assessment will serve as an input for the elaboration of a Quality Management Plan based on the traditional PDCA (Plan-Do-Check-Act) model. Paper-e.version and in IT – ENG
D1.2	Monitoring Plan	2	Monitoring ensures that the project runs according to schedule and that expected outputs and results are on track and, in case of deviations, that preventive/corrective measures are timely adopted. Evaluation is constantly fed by Monitoring and assesses whether the project has indeed achieved the expected results and met the expected quality standards; it appraises its potential impact and supports the learning process for a better programming of future actions. M&E also respond to transparency and accountability. In terms of outputs all along project implementation, The Plan will be drafted on Paper and e.version and in IT - ENG
D1.3	Report of Factual Findings on the Final Financial Report	26	Paper-e.version IT - ENG

Work Package 2

Considering that National Coordinators are requested to support the implementation of Upskilling Pathways, this role can be usefully interpreted by supporting policy-makers and all stakeholders in

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the design phases of specific policies and measures capable of accompanying the "three step strategy" and intervening on its cross-cutting dimensions of governance and evaluation. It is quite clear that it is necessary increase the focus on the country's upcoming commitments with respect to the latest European policies and which have an impact on the possibility of effectively implementing the strategy suggested by the UP Recommendation (VET Recommendation, EU Skills Agenda and Osnabruck Declaration), accompany the implementation of the national strategy defined in the National Plan for the development of the skills of the adult (2021-2023), which provides for specific interventions precisely in relation to some objectives of the Recommendation (i.e. skills assessment; provision of a tailored, flexible and quality learning offer; and validation and recognition of acquired skills) and support decision-makers, including through the production of data and information, in identifying the priorities - and related measures - that will feed the National Implementation Plan. Particular attention is paid to the observation, study and modelling of operational solutions of activities that - directly or indirectly - concern outreach, guidance, training of staff to deliver basic skills, or appropriate use of digital technologies.

Task No	Task Name	Description
T2.1	Support to the National Authority to draft the National Implementation Plan	Officially from January 2022, but already started, this task implies a support to the future governmental task force in charge to define the contents of NIP (Priorities and specific measures). The concrete support will be represented by: <ul style="list-style-type: none"> - Continuous and updated feeding of data and info on state of art of implementation of specific measures and policies, in order to better understand where will be needed a more effective (public) intervention; - Drafting of measures, under control of above-mentioned task force, respecting the formats that will be established by DGVT as discussed in ACVT; - Preparing policy briefs on each of six cluster of reforms outlined in VET Recommendation.
T2.2	Micro-credential: samples and practices collection and analysis	A new initiative launched in the Skills Agenda is linked to the need to explore how micro-credentials (MC) can relate to qualifications frameworks. In Italy, MC, although not defined by this term, represent an approach and a measure already present in the rules governing the National System of Certification of Competences Micro-qualifications, as well as qualifications, will be subject to the NFQ referral process. Through the survey " <i>Micro-credential: samples and practices collection and analysis</i> " we will focus on the production of info and data concerning the implementation of this approach and tool above all: <ol style="list-style-type: none"> 1. in the field of continuous training of workers,; 2. as part of the <i>processes of upskilling and reskilling</i> of adults in active labour policies; 3. in the field of initial and adult education, with a view to strengthening the provision of supplementary and complementary learning opportunities.
T2.3	Support to the national authorities in monitoring implementation of VET Recommendation, Osnabruck Declaration and	Continuous support will be guaranteed to the Interinstitutional Table for Lifelong Learning and its Members in the realization of the monitoring tasks related to the implementation of VET Recommendation, Osnabruck Declaration and National strategic

	National strategic plan for the development of the skills of the adult population 2021-2023	<p>plan for the development of the skills of the adult population 2021-2023.</p> <p>In particular, brief reports and factsheets will be produced on demand on the main topics subject to this monitoring, such as:</p> <ul style="list-style-type: none"> - adult participation rate trends; - the dimension and characteristics of transnational adult mobility (data and analysis, in cooperation with na Erasmus+); - application of the subjective right to training in enterprises; - stocktaking on implementation of territorial networks (as organizational substructures for the LLL full implementation); - the size and characteristics of the relevant training offer to accompany green and digital transitions. <p>The activity is iterative and will continue for the duration of the project.</p>
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Deliverable No	Deliverable Name	Due Date (month)	Description
D2.1	Survey on use of micro-credentials in NFIL contexts	18	The Survey will be carried out by the Inapp research staff assisted by an external expert in charge of carrying out the field investigations. The report that will be drafted in e-format (IT/EN)

Work Package 3

Also in Italy, as in the rest of Europe (and the World...) the pandemic crisis has highlighted the need to acquire more and more resilience and adaptation to changes and challenges that arise unexpectedly and that impact not only on the lives of individuals but on an entire citizenship. It is necessary to intervene for the continuous development of those Skills for life that have guaranteed to cope in an emergency situation with the need to ensure the survival of democratic systems, to respond to collective needs with individual commitment and to manage sudden changes in their status (work, economic, health). There is still a need, even if the crisis seems to progressively decrease its severity, to invest precisely in those skills that appear not to be at the center of the educational and training offer of citizens and whose development appears confined almost exclusively in NFIL contexts. The purpose of this WP is precisely to engage with local learning centres, associations, social partners organization, schools and training providers for adult learners, libraries, ("*the wider community and civil society*") through action-research, to identify possible effective, modular and personalized models and training paths for the development of some Skills for life, the acquisition of which is estimated to be a priority (Financial, Media and environmental Literacy).

Task No	Task Name	Description
T3.1	Realization of a Survey on “Skills for life: samples and practices collection, analysis and modelling”	A survey is planned aimed at the realization of a stock-taking report on what is being achieved in Italy in the field of training and education on skills for life. Relevant experiences will be collected on the themes of financial literacy , media literacy and environmental literacy . It is planned to collect no less than 10 practices for each theme, which will serve as a basis for proposing models of training intervention to be offered to low skills adults. It is considered appropriate to extend the age group of potential beneficiaries to 74 years, since - compared to this content - it is necessary to take advantage of the opportunities arising from intergenerational learning. <i>If an agreement is reached, the theme may be the subject of one of the PLAs provided for in the wp5 work plan, against which Italy is a candidate to organize the event.</i>

Deliverable No	Deliverable Name	Due Date (month)	Description
D3.1	Skills for life: samples and practices collection, analysis and modelling	M21	The Survey will be carried out by the Inapp research staff supported by an external contractor (company) in charge of carrying out the field investigations. The research report will be carried out in electronic format in Italian and English.

Work Package 4

As requested by the Call, the WP's objectives are essentially:

1. Elaborate a communication plan intended to ensure the visibility of the activities of the National Coordinator linked to the implementation of the European Skills Agenda;
2. Regular dissemination of results and outcomes through national platforms, websites, newsletters, etc.;
3. Regularly input information to EPAL - Electronic Platform for Adult Learning in Europe;
4. identification and effective dissemination of good and inspiring practices, including those gained through European cooperation 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, Skills Agenda, Recommendation on VET and Osnabruck Declaration;
 - 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. 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.

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.

Task No	Task Name	Description
T4.1	Communication plan	A draft version of Communication plan will be prepared based on the last communication Plans drafted for previous projects. The communication plan is completed by formats and a timetable including delays for newsletters, brochures and launch and final conferences. The Communication Plan will include also the description of the website architecture. Communication plan will be uploaded on project website (clearly identified section of INAPP website).
T4.2	Project website	First, It should be said that will be ensured the regular input in EPALE – Electronic Platform for Adult Learning in Europe-, as in the past projects. Following specific agreements, project news and achievement will be uploaded also on available websites (EDAFORUM, Ministry of Education, RUIAP, RIDAP). A specific area of the Inapp Website, clearly identified to facilitate the users surfing, will be engineered and implemented.
T4.3	Production of project newsletters	As in the past projects, also in the new one it will be produced at least 6 newsletter (three per year), disseminated via website and during conferences and seminars.
T4.4	participation in at least 6 national events to showcase interim and final project results;	It is believed that in the next two years the participation in seminars and conferences organized by third parties can be scheduled up to three interventions per year. However, it is necessary to provide territorial coverage that includes at least one of the two island Regions. Particular attention will be focus on seminars and conference that will be scheduled to respect a regional balance. In hypothetical terms it is assumed to participate in events that will be organized in the major and most reachable cities of Tuscany, Lombardy, Trento, Sardinia, Campania and, of course, in Lazio (Florence, Milan, Rome, Cagliari, Trento and Naples).
T4.5	realization of a final project conference, aimed in present the activities and results and outputs produced	The goal of the final conference is twofold: on the one hand to take stock of the project's achievements, allowing participants to express their evaluations and suggestions on possible improvements to bring to the proposed solutions and to the implementation processes put in place; on the other hand, start a discussion on the immediate future, starting above all from the use that can be made of the project results in the absence of specific funding such as that used during its implementation.

Deliverable No	Deliverable Name	Due Date (month)	Description
D4.1	Communication Plan	2	IT-ENG – e-version See T4.1

D4.2	Project website	2-24	IT with abstracts in ENG. All outputs will be uploaded in both languages (IT-ENG).
D4.3	Project newsletters (6 Issues – three per year)	4 – 9 – 12 – 16 – 20 - 24	Periodic magazine of the project.

Work Package 5

Participation in up to 3 meetings (online and/or face to face) per year organised by the Agency, the Commission or another National Coordinator, which will include thematic meetings and/or peer learning activities that may take place in Brussels or in a Member State.

Task No	Task Name	Description
T5.1	Attendance to international meetings, event, seminars, PLA	Participation in up to 3 meetings (online and/or face to face) per year organised by the Agency, the Commission or another National Coordinator