

**INVITATION**  
**EACEA No 01/2019**  
**National Coordinators**  
**for the Implementation of the European Agenda for Adult Learning**

**Application Form**

**Detailed Description of the Activities**

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## D General information

Country	Italy
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Organisation name	INAPP- National Institute for the Analysis of Public Policies
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### D.1 Project summary

Summaries of successful applications will be published, as presented below, in project compendia or in other publications/communications of the Agency and/or the European Commission. You should therefore ensure that your text gives a concrete overview of the work to be undertaken including:

- a brief outline of your priority/priorities,
- the target groups,
- a brief overview of the main activities foreseen,
- reference to previous activities as National Coordinator, if relevant,
- concise description of the main achievements and expected impact.

#### Limit: 2000 characters

The 2020-2021 project on the implementation of the Agenda for Adult Learning differs from the previous ones since it mainly focuses on a limited number of priorities and lines of action. This is due, on the one hand, to the fact that some objectives have been partially achieved, especially in terms of knowledge of the phenomena related to adult learning, in the course of previous projects and, on the other hand, to the need to concentrate available resources on areas on which no other policies and devices have been activated in the meantime. There remains the need to strengthen governance in terms of the quality of relations between stakeholders and to increase their direct involvement in concrete support both for upskilling and reskilling of low skilled and low qualified adults and for achieving the objectives of the Agenda (especially those related to the accessibility and quality of the offer).

Great progress has been made in recent years, as also shown by the national report on the implementation of the Upskilling Pathways Recommendation: if there is a clear distinction between the responsibilities and competences of each institutional and social actor, signs of cooperation on the territories and regions are now visible. As well as the need to intervene to support the professional updating of educators and teachers involved in adult education. Also in this case, the project acts in support of reskilling campaigns already started and supported with institutional funds and with the ESF, including in the programs elements of knowledge on European policies in the field of Adult Learning and techniques to design and plan interventions to be carried out in partnership and on a local and transnational network, also with the contribution of EU programs.

The target groups of project activities are, therefore, policy makers (central/regional/local level) and teachers/educators/trainers, ensuring that interventions take place throughout the national territory. The main activities foreseen comprise actions 1) to reinforce governance and 2) activities of sensitization, training and upskilling of adult educators.

Concerning the first intervention area, it must be considered that there exists several agreements that formalize collaboration between schools, public employment services, social partners, interprofessional funds and local administrations. The activities plan to facilitate the consolidation of this form of governance, through the organization of moments of confrontation and exchange, support to the inter-institutional table for lifelong learning and to the different organizational infrastructures of a less institutional level, but no less useful and potentially effective.

As regards the second line of action, interventions will be carried out in 18 regions, with updating courses of around 70 hours for each of the over 400 adult educators coming from the CPIA, PES and training bodies (in fact, will be created groups of learning composed of 24 participants in each of the 18 regions involved).

In terms of main achievements and expected impact, a full understanding by relevant policy makers

of the Upskilling Pathways Recommendation messages, followed by a better use of existing funds (exp. ESF and Erasmus) and new investments on educators, teachers and trainers re-qualification is expected. More generally speaking, a better governance (more active and proactive) is also expected.

## D.2 Organisation of the National Coordinator

Please describe the general setting and responsibilities of the institution hosting the National coordinator for the implementation of the European Agenda for Adult Learning.

**Limit: 2000 characters**

As from December 1 2016, the Institute for the Development of Vocational Training of Workers (ISFOL –Istituto per la formazione professionale dei lavoratori), public research body established by Decree of the President of the Republic no. 478 of 30 June 1973, has been renamed National Institute for the Analysis of Public Policies (INAPP – Istituto Nazionale per l'Analisi delle Politiche Pubbliche).

INAPP is in charge of the analysis, monitoring and evaluation of all public policies having an impact on the labour market. Its mission is two-fold: building public assets such as databases accessible to all and implementing policy-oriented research aimed at analysing policy-relevant phenomena. INAPP has more than 200 researchers and full access to the most relevant national administrative databases for statistical analysis. It is one of the most important and recognized policy advisors in the country.

The new role that the Institute has acquired in the light of the Legislative Decree no. 150/2015, which redesigned the governance of labour policies in Italy, implies that INAPP is entrusted with the following functions, to be carried out under the surveillance of the Ministry of Labour and social policies:

"a) study, research, monitoring and evaluation, in coherence with the strategic guidelines established by the Ministry of Labour and Social Policies, on the outcomes of national and regional policies in the field of education and vocational education and training, apprenticeship training, education pathways with work-based components, continuing training, integration of disabled people in the labour market, social inclusion of most disadvantaged groups and measures against poverty, employment services and active employment policies;

b) study, research, monitoring and evaluation of employment policies and employment services; assessment of objectives' achievement by ANPAL as well of the level of expenditure linked to the delivery of services for unemployed people; study, monitoring and evaluation of other public policies directly or indirectly affecting the labour market;

c) study, research, monitoring and evaluation in the third sector field;

d) management of EU projects, also in cooperation with public institutions, universities or private bodies operating in the field of education, training and research."

INAPP is a member of the National Statistical System and cooperates with European and international institutions. It has experience in providing methodological and scientific assistance for the European Social Fund System Actions, manage as Intermediate Body a significative part of ESF National Operational Plan SPAO and it is the National Agency for the Erasmus+ European Programme (VET component). It also hosts the National Coordinator for the European Agenda of Adult Learning (who is also member of ET2020 Expert Group for Adult Learning), the EQAVET Reference and the Refernet point for Italy; it is in charge of contributing to the OCSE-PIAAC survey and co-operated to the OCSE Skills Strategy Diagnostic for Italy. It has managed several European initiatives and projects in the fields of employment and vocational education and training, e.g. the Employment initiative, Equal, as well as EQF, Europass and Euroguidance contact points; moreover, it provided technical assistance to the implementation of the National Operational Plan on Youth Guarantee. Together with Regions Lombardia, Lazio, PA of Trento and CEREQ – and including social partners and private Research Centers - is managing the E.QU.A.L. Project to accompany the implementation of Upskilling Pathways Recommendation in Italy.

### D.3 Skills and expertise of the team involved in the implementation of the activities

Please describe the profile and composition of the team and their relevant skills, expertise and competences in relation with the tasks to be performed.

Please state their role in the project and the planned number of days they will work. The total should be coherent with the total number of working days indicated in your budget.

*Please add lines as necessary.*

Name of staff member	Summary of relevant skills and experience	Role / tasks to be performed	Number of days / year* *Please consider that time effort will be different during the project implementation: the n. of days is calculated on a two years basis
Claudio Vitali	Claudio has been named by Ministry of Labour and Ministry of Education the NC from 2015, but has been in the staff of the team implementing the EU Agenda from 2012. He is also member of ET 2020 Expert Group for A.L. and project manager of E.QU.A.L. Project (EASI-Progress, aimed to implement the Upskilling Pathways Recommendation in Italy). He collaborated in drafting the national Report on Upskilling Pathways in Italy and is author of several surveys and communication outputs on adult learning (such as transnational Video-Reportage).	Project manager Trainer on EU policies and planning techniques Dissemination: speaker in national/transnational events	242
Sveva Balduini	Sveva is responsible of Planning and Development Department in INAPP. She acted as Director of the Erasmus + National Agency and has gained a significative and relevant experience during last three years of cooperation in Adult Learning Agenda projects as researcher and internal evaluator. 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.	Monitoring and evaluation, quality controller and cooperation in dissemination activities	96
Guido Dal Miglio	Guido has already worked with the Team in the previous project, being in charge to coordinate surveys on potential	Guido will be involved in research activities in WP3.	88

	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 enterprise in adult learning provision.		
Stefano Volpi	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.	Stefano will be involved in research activities in WP3.	86
Corrado Polli	Senior researcher, Corrado is responsible for Statistics Department of INAPP.	Corrado will be involved in WP3, both as expert in training (Units on research and need analysis techniques) and for didactical tools drafting (methodological contents)	66
Marco Cioppa	Marco is in the staff from 2012 and has developed an important technical expertise for communication tools design and production and use of different communication channels.	Marco will be particularly involved in communication activities. He will manage the contents selection and uploading contents on Epale Platform and Inapp Website	101
Manuela Amendola	Manuela has important experience in project management and research activities, being member of Inapp working group for PIAAC implementation in Italy from 2011. Moreover co-operated in E.Q.U.A.L. project Implementation (Upskilling Pathways).	Manuela will be involved in research activities in WP3 and in training activities (Units on EU Policies)	106
Alessandra Mereu	As member of Planning and Development Department in INAPP, Alessandra gained a 25 years experience in checks and controls of complex and articulated working programmes. She was also deeply involved in administrative and technical assistance for previous EC programmes and initiatives (such as LINGUA, PETRA, NOW and Leonardo da	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	106

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Daniela Badiali	Administrative, with past experience in 2014-2015, 2015-2017 and 2017-2019 projects	Daniela is responsible for project financial management, in particular for issues concerning the crossed controls within project activities and general Inapp administration.	40
Ubaldo Carrino	Administrative, with past experience in 2015-2017 and 2017-2019 project administrative/financial management (bid procedures)	Ubaldo will co-operate in project financial management, in particular for issues concerning the process of services outsourcing.	66
Simona Coscia	Administrative, with past experience in 2014-2015, 2015-2017 and 2017-2019 projects	Simona will be in charge to monitor the respect of individual engagement on project activities, checking time sheets.	80

## **E Characteristics and implementation of the activities**

### **Introductory remarks**

In this section you are invited to describe concretely the activities you intend to implement in order to respond to the objective and the priorities of this Invitation.

Your activity plan should be as clear and precise as possible and include detailed description of your national situation and needs, quantitative and qualitative targets where applicable, concrete measures for reaching those targets and a schedule of planned activities.

In line with the Section 3 of the Invitation (Work Packages), this section is organised in 4 work packages.



## Work Package 1– Coordination Activities and Governance (WP1)

In this Section, you are to describe the coordination mechanisms put in place in your country (e.g. committee, network, steering group...) that ensure 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.

Ultimately, coordination activities at national level should aim to:

- 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;
- Ensure that adult learning provision (including any funded by ESF) is evidence-based, comprehensive, accessible and effective; and,
- Secure 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, including Erasmus + National Agencies (when appropriate).

<p>Description of the national <b>current situation and needs to the WP1</b></p>	<p>To shortly summarize, Italy has about 13 million low educated adults, but the number of adults in potential need of upskilling might be higher, considering also individuals with low digital, literacy and numeracy skills. The participation of low-skilled individuals in education and training activities in Italy, a little and too slowly increasing in last 4 years, remain well below the European average.</p> <p>As explained in the national Report on implementation of Upskilling Pathways Recommendation, Italy has defined new legislation and launched initiatives for upskilling adults. Adult learning activities and policies are under direct responsibility of several institutional actors: in primis Ministries of Education and Labour and Regions. But many other stakeholders are involved and essential to guarantee a supply for education and upskilling for different typologies of low skilled and low qualified adults. Among these actors are to be considered Social partners, employers and interprofessional funds, associations coming from Third sectors, local administrations and other central Authorities (e.g. Health and Justice Ministries). The co-presence of these so different actors brings, as a consequence, difficulties in governance and coordination of a large number of initiatives launched and carried on. As explained in the mentioned Report, Italy decided not to define a specific target group to concentrate action and investment: on contrary, recognizing the education and upskilling opportunity as an</p>
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	<p>individual right, the attention is focused on low skilled and low qualified adults, irrespectively to their position in labour market, ethnic origin, age and gender.</p> <p>As a consequence of the large number of actors involved and of the lack of a comprehensive strategic vision and coordination mechanisms for adult upskilling, the provision of adult education and training is rather fragmented and territorially diversified. There is a wide regional differentiation in the provision of adult vocational educational and training services and in skill certification and recognition systems. In addition, there is very little interaction among the main pathways for adult upskilling, although in recent years there have been some initial experiences of Inter-institutional coordination.</p> <p>Besides the fragmentation of systems and initiatives for adult upskilling and the lack of visibility, participation of low-skilled individuals to training is hindered by lack of motivation. Outreach activities and training design, contents and methods have thus to be further tailored to these specific adult groups to reach and motivate them to participate. To this end, the competences of adult trainers and of PES operators become strategical in reaching out, motivating and retaining low-skilled participants in training and education.</p>
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Please group the same type of activities together, when possible.

Please add as many tables on activities as needed.

<b>Title of the activity</b>	Coordination mechanism between institutional and non institutional stakeholders
<b>Timeline</b> (starting month and end month)	1-24
<b>Description</b> of the activity (including aim, nature and number of participants)	The project has been defined in its fundamental components in full collaboration with the Central Authorities (Ministry of Labor and Ministry of Education, University and Research). This is due to the awareness gained over the years that the activation of a confrontation and dialogue after the editing of the proposal would not have favored, as it appears extremely necessary, the achievement of the goal of full institutional

	<p>involvement and corresponsabilization.</p> <p>In fact, it is necessary to integrate the activities of the project into the more general policies and strategies of the country, (among these it is important to remember the Plan for the Guarantee of the skills of the adult population), also considering that the numerous interventions and the substantial investments being made in the adult learning sector require support in terms of rationalization and coordination to increase their effectiveness.</p> <p>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"><li>- the action of the national networks already operating such as that of the Regional Research, Experimental and Development Centers and the CPIA Network;</li><li>- the activity of the EDAFORUM network, which brings together Social Partners, the Third sector, Universities and local Administrations (Municipalities and Provinces);</li><li>- the work programs of the RUIAP (network of Universities that have specific lines of intervention on the subject of adult learning);</li><li>- the projects funded with national and European resources (for example through EASI or Erasmus +), in order to avoid overlaps and dispersion of funding.</li></ul> <p>Naturally, it is necessary that, on the one hand, a permanent group of control, direction and monitoring of the project be established, between INAPP, Ministry of Education and Ministry of Labor (Steering Committee) and, on the other, 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 which, coordinated by the Presidency of the Council of Ministers, includes representatives of the two Ministries mentioned, of the Regions and which is extended from time to time to other relevant stakeholders.</p> <p>It is an iterative activity, consisting of the</p>
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	<p>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.</p> <p>It is foreseen to organize at least 7 meetings (<i>de visu</i>) according to the following timetable:</p> <p>1<sup>st</sup> meeting month 2 (02/2020) 2<sup>nd</sup> meeting month 6 (06/2020) 3<sup>rd</sup> meeting month 9 (09/2020) 4<sup>th</sup> meeting month 14 (02/2021) 5<sup>th</sup> meeting month 17 (05/2021) 6<sup>th</sup> meeting month 22 (10/2021) 7<sup>th</sup> meeting month 25 (01/2022 - to agree on final report conclusions before submission)</p> <p>Usually, the S.C. plenary sessions will be 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.</p> <p>All the meetings work and results will be fully traceable (Invitation, Agenda, list of participants and discussion records and minutes).</p> <p>Another important activity concerns the Co-ordination with EPALE and regular inputs concerning national coordinator activities and their results.</p> <p>INDIRE has been entrusted by Ministries of education and labour for 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.</p> <p>The use of call-conference facilities - integrated by meetings in Florence and Rome (at least twice per year) - will allow the requested continuity in cooperation. It has to be highlighted that the related costs of these four meetings are not considered in the budget of this project, because of the</p>
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	frequency of the contacts between Inapp and Indire.
<b>Target group</b>	<ul style="list-style-type: none"> <li>– Policy makers at central and regional level, coming from relevant sectors of labour, education and vocational training and responsible for the planning of Adult learning policies and ESF Management Authority (different Directorates);</li> <li>– Representatives from Regional School Offices (local departments of the Ministry of Education);</li> <li>– Universities and Research centres;</li> <li>– ANPAL (National Agency for Active Labour Policies);</li> <li>– INDIRE (Erasmus+ NA and Epale Manager for Italy);</li> <li>– European Commission</li> <li>– EACEA</li> </ul>
Expected <b>achievements</b> (including quantitative and qualitative indicators)	<p>At least 7 meetings of National Steering Committee</p> <p>Relevant AL issues considered in Planning Documents (ex. ESF Operational Plans – national – regional)</p> <p>Set up of new priorities in the political Agenda of the main relevant stakeholders and Policy makers</p> <p>New Calls for projects on AL open to relevant stakeholders (ESF, national Funds, specific-national- priorities for KA2 in Erasmus+)</p> <p>At least one steering Committee Meeting with a specific focus on Upskilling Pathways Recommendation in preparation of foreseen monitoring and evaluation</p> <p>Upskilling Pathways implementation monitoring is a key argument foreseen during all events organized/participated by N.C.</p> <p>Executive implementation steps are planned with institutional Stakeholders</p> <p>Information and data produced are reliable and the availability is guaranteed</p> <p>Direct references in legislative or strategical plans texts</p>
Expected <b>impact</b> (including impact on the direct target group and/or the reach to relevant policymakers and key stakeholders)	The project intervenes in a programming phase of new strategies (for example, the one defined as a "National Plan for the Guarantee of skills for adults", promoted by the Ministry of Education, but currently being discussed on the national inter-institutional

	<p>Table for Lifelong Learning) and in preparation for the operational Programs for the next programming period of the ESF (2021-2027). Through strong investment in supporting coordination between the actions of the main stakeholders, it is expected to be able to strengthen the attention on adult upskilling and reskilling, with particular reference to low skilled and low qualified ones.</p> <p>Through the project action and the continuous interactions with the central administrations, an important contribution to the preparation of the foreseen evaluation report of the results of the application of the Recommendation on Upskilling Pathways (as in the current project, during which it was possible to significantly contribute to the preparation of the Implementation Report of the Recommendation) presented by the two competent Ministries. The strengthening of relations between stakeholders will respond, among other things, also to the requests that Italy has received from the OECD in the Report on the National Skills Strategy and relating to the need to take concrete action on the issue of the quality of the governance.</p>
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<b>Title of the activity</b>	Mechanisms for proper project management
<b>Timeline</b> (starting month and end month)	1-24
<b>Description</b> of the activity (including aim, nature and number of participants)	<p>Management and control on project activities implies activities aimed to:</p> <ol style="list-style-type: none"> <li>1. ensure the regular workplan implementation, with particular attention to the timetable respect;</li> <li>2. 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);</li> <li>3. guarantee equity and transparency during the project implementation phases;</li> <li>4. ensure an effective financial management avoiding any risk of waste of money.</li> </ol>

	<p>In concrete terms, many of the actions carried out during the implementation of the previous projects will be maintained and replicated.</p> <p><i>Definition of management tools: Quality Plan and Risk assessment Plan</i></p> <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 new project such tools will be adapted and implemented again. In the <i>new Quality plan</i> 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 <i>new Risk assessment plan</i> 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.</p> <p><i>Administrative checks and control</i></p> <p>Project manager and two administrative profiles are engaged in verification and internal validation of all administrative processes, paying particular attention to:</p> <ul style="list-style-type: none"> <li>• regular staff time sheets fulfillment;</li> <li>• implementation of activities linked to the outsourcing of services or activities, according to specific program and national rules;</li> <li>• control of coherence and consistency of the expenses (particularly in the case of travels costs, objective and destination).</li> </ul> <p><i>Interim and final Report (financial)</i></p> <p>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 (). The external</p>
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	certification and the printing of the report represents the only cost subject to outsourcing procedures.
<b>Target group</b>	<ul style="list-style-type: none"> <li>– Policy makers at central and regional level, coming from relevant sectors of labour, education and vocational training and responsible for the planning of Adult learning policies and ESF Management Authority (different Directorates);</li> <li>– European Commission</li> <li>– EACEA</li> <li>– ANPAL (National Agency for Active Labour Policies);</li> <li>– INDIRE (Erasmus+ NA and Epale Manager for Italy).</li> </ul>
Expected <b>achievements</b> (including quantitative and qualitative indicators)	<p>Quality Plan</p> <p>Risk assessment Chart</p> <p>Monitoring Plan</p>
Expected <b>impact</b> (including impact on the direct target group and/or the reach to relevant policymakers and key stakeholders)	<p>Since this is an activity line designed to ensure the correct implementation of the Project, no particular impacts are expected on external stakeholders or policymakers. However, it is true that only by keeping the planned activities and the assigned budget under control can the expected overall results be achieved and, therefore, the correct implementation of this action line is, in any case, of strategic value.</p>

If applicable, please indicate tasks of this work package that will be subcontracted

*Please add lines as necessary*

Brief description of the task that will be subcontracted	Name of subcontractor (if already known)
External auditor for Report of Factual Findings on the Final Financial Report Type I	Not known (subject to tender)



## Work Package 2 –Activities at EU level (WP 2)

In this Section, you are to describe your involvement in **transnational cooperation** with other participating countries, including joint conferences or workshops, study visits, or peer learning activities, aiming at acquiring knowledge about good practice in adult learning policymaking at EU level.

Among other activities, you should foresee:

The participation in coordination meetings organised by the Agency or the Commission and events such as PLAs, thematic workshops or other activities organised by the Commission, by the Agency or National Coordinators over the 2 year period (up to a total of 6 meetings/events over the 2 year period) (1 person authorised)

<b>Title of the activity</b>	Participation in up to 6 meetings, including coordination meetings and other thematic events
<b>Timeline</b> (starting month and end month)	To be decided
<b>Description</b> of the activity (including aim, nature and number of participants)	Meeting of National Coordinators or other thematic events, such as Peer Learning Activities and workshops to be decided by the Commission and Agency based on the work plans and interest of the Coordinators

Please mention any other activity at EU level that you want to organise or participate in (including study visits).

<b>Title of the activity</b>	Transnational cooperation – STUDY VISIT IN FRANCE
<b>Timeline</b> (starting month and end month)	7
<b>Description</b> of the activity (including aim, nature and number of participants)	<p>The study visit has two objectives:</p> <ol style="list-style-type: none"> <li>1. the first is to observe the practices concerned with the of updating educators of adults engaged both in institutional contexts and in informal and non-formal contexts;</li> <li>2. the second is to collect information and stimula on individualized upskilling and reskilling paths for low skilled and low qualified adults. Of particular interest is the application of the individual voucher (<i>compte personnel</i>) for unemployed adults.</li> </ol> <p>The cooperation with the French coordinator, with whom frequent, but distant, contacts</p>

	<p>are already underway for mutual learning on WBL issues, will facilitate the meeting with some stakeholders that are believed to be particularly relevant. Furthermore, it will be possible to count on relations with the Colleagues of the Expert Group and will also count on the cooperation with the CEREQ with which Inapp is managing the E.QU.A.L. project under the EAsI Program – Progress.</p>
<p><b>Target group</b></p>	<p>As far as this activity is concerned, by target group is meant the typology of interlocutors that will be met during the study visit:</p> <ul style="list-style-type: none"> <li>- Policy makers at central and regional level, coming from relevant sectors of labour, education and vocational training;</li> <li>- Representatives of third sector associations;</li> <li>- Social Partners;</li> <li>- Experts from Public and private Research centres</li> <li>- Teachers active in Adult learning processes (from School System);</li> <li>- Trainers from private and third sector AL Centres and Agencies;</li> <li>- Public and private employment centres;</li> <li>- Experts of staff training and Human Resources Management in enterprises;</li> <li>- Guidance and counselling services operators.</li> </ul>
<p>Expected <b>achievements</b>(including quantitative and qualitative indicators)</p>	<ul style="list-style-type: none"> <li>- Realization of a three days study visit at transnational level;</li> <li>- Collection of documents and literature on experiences of adult educators upskilling/reskilling pathways offered in France;</li> <li>- Collection of documents and literature on the implementation of individual voucher (especially for adults unemployed and low skilled and low qualified);</li> <li>- Draft of a short report to be used during WP3 activities as didactical material.</li> </ul>
<p>Expected <b>impact</b>(including impact on the direct target group and/or the reach to relevant policymakers and key stakeholders)</p>	<p>Better knowledge by NC and its staff on the French VET Reform, with specific reference on adult learning relevant components;</p> <p>This knowledge will be circulated to stimulate new ideas or experimentations by Italian policymakers or administrator and to support lessons and discussions between learners beneficiaries of the upskilling/reskilling</p>

	modules foreseen in WP3.
<b>Title of the activity</b>	Transnational co-operation STUDY VISIT POLAND
<b>Timeline</b> (starting month and end month)	7
<b>Description</b> of the activity (including aim, nature and number of participants)	<p>The choice to organize a study visit in Poland derives from the talks with the Polish Coordinator during which a common interest emerged regarding the strategies of upskilling and reskilling low skilled and low qualified adults in rural contexts. This is a territory on which it is extremely difficult and expensive to intervene since some learning opportunities, certainly present in large urban centers, are not present in the inland, rural and mountain areas.</p> <p>In terms of hypotheses, these are areas in which the role of the community as an educating subject assumes particular importance and, therefore, the use of network strategies should be particularly frequent.</p> <p>The visit, therefore, even if of short duration, should guarantee the possibility of visiting projects and experiences of educational support for adults in these areas, listening above all to the voice of practitioners rather than that of central and regional institutions.</p>
<b>Target group</b>	<p>With reference to this activity, by target group we mean the type of interlocutors that we intend to meet during the study visit:</p> <ul style="list-style-type: none"> <li>- Teachers active in Adult learning processes (from School System);</li> <li>- Trainers from private and third sector AL Centres and Agencies;</li> <li>- Public and private employment centres;</li> <li>- Guidance and counselling services operators;</li> <li>- Representatives of third sector associations;</li> <li>- Social Partners;</li> <li>- Policy makers at local level, coming from relevant sectors of labour, education, welfare and vocational training.</li> </ul>
Expected <b>achievements</b> (including quantitative	- Realization of a three days study visit at transnational level;

and qualitative indicators)	<ul style="list-style-type: none"> <li>- Collection of documents and literature on experiences of upskilling/reskilling pathways offered in rural/internal areas in Poland (specific legislative and/or planning Acts; contents and didactical methodologies, with particular focus of attention on use of TIC and ODL; typology of Actors/professional involved);</li> <li>- Draft of a short report to be used during WP3 activities as didactical material.</li> </ul>
Expected <b>impact</b> (including impact on the direct target group and/or the reach to relevant policymakers and key stakeholders)	<p>Better knowledge by NC and its staff on the Polish strategies and schemes designed to cope with specific needs of adult low skilled and low qualified living in rural and internal areas.</p> <p>This knowledge will be circulated to stimulate new ideas or experimentations by Italian policymakers or administrator <i>at local level</i> and to support lessons and discussions between learners beneficiaries of the upskilling/reskilling modules foreseen in WP3. Collected material could be interesting also to stimulate applications for funding of transnational pilot projects to be prepared during activities foreseen in WP3.</p>

If applicable, please indicate tasks of this work package that will be subcontracted

*Please add lines as necessary*

Brief description of the task that will be subcontracted	Name of subcontractor (if already known)
Not applicable	

### Work Package 3 –Implementation of the priorities defined in the European Agenda for Adult Learning (WP 3)

In this Section, you are to choose activities to support the implementation of **at least one** of the priorities defined in the European Agenda for Adult Learning and updated in the ET2020 Joint Report of 2015 (i.e. "Supply and take up", "Flexibility and access" and/or "Quality").

For each of the priorities you decide to address, you are to start from the current state of play and identification of your national needs. Activities are to be as concrete as possible, describing the means of implementation.

If part of the activities envisaged under this work package are to be subcontracted, please fill-in the last table at the end of the Section as far as possible.

#### **3.1. Supply and take up**

Objective:

- Increase the **supply** of high-quality adult learning provision, especially in literacy, numeracy and digital skills
- Increase **take-up** through effective outreach, guidance and motivation strategies which target the groups most in need

Description of the **your national current situation and needs for priority 3.1.**

"Supply and take up"

(please indicate the current rates of participation and/or supply)

#### **Examples of what could be envisaged:**

*Supply:*

- *Increase the supply of the adult learning offer for a specified sub-group;*
- *Improve adults' basic skills in line with the Recommendation "Upskilling Pathways": raise adult literacy, numeracy or digital skills for those who lack them;*
- *Improve flexible tailored learning (e.g. design or adaptation of opportunities to have them formally recognised as formal qualifications).*

*Outreach, guidance and support measures:*

- *Assess and develop current levels of awareness and motivation among low-qualified learners and methods to reach out to specific target groups;*
- *Develop guidance and/or mentoring services to support learners' or assess the results of existing services.*

<b>Title of the activity</b>	
<b>Timeline</b> (starting month and end month)	
<b>Description</b> of the activity (including aim,	

nature and number of participants)	
<b>Target group</b>	
Expected <b>achievements</b> (including quantitative and qualitative indicators)	
Expected <b>impact</b> (including impact on the direct target group and/or the reach to relevant policymakers and key stakeholders)	

### **3.2. Flexibility and access**

Objective:

- Widen access by increasing the availability of workplace-based learning and making effective use of Information and Communication Technologies;
- Put in place procedures to identify and assess the skills of low qualified adults, and providing sufficient second-chance opportunities leading to a recognised EQF qualification for those without EQF level 4 qualifications.

Description of the your **national current situation and needs for the priority 3.2.**

"Flexibility and access"

#### **Examples of what could be envisaged:**

- *Measures to engage a specified additional proportion of employers in providing workplace-based learning, or*
- *Work with a group of employers to embed basic skills acquisition in workplace learning.*
- *Work with Public Employment Services, e.g. on establishing more structured cooperation on adult upskilling*
- *Improve procedures to assess and validate non-formal learning, including prior experiential learning*
- *Design programmes that lead to an EQF qualification e.g. with basic skills embedded*

<b>Title of the activity</b>	
<b>Timeline</b> (starting month and end month)	

<b>Description</b> of the activity (including aim, nature and number of participants)	
<b>Target group</b>	
Expected <b>achievements</b> (including quantitative and qualitative indicators)	
Expected <b>impact</b> (including impact on the direct target group and/or the reach to relevant policymakers and key stakeholders)	

### **3.3. Quality**

Objective:

- improve quality assurance, including monitoring and impact assessment,
- improve initial and continuing education of adult educators,
- collect the necessary data on needs to effectively target and design provision

Description of the your national **current situation and needs for priority 3.3.**

"Quality"

The choice to intervene on this priority was adopted during several meetings with the Ministry of Labor and the Ministry of Education, during which the various options available to accompany the improvement and the adequacy of the educational offer for low skilled and low qualified adults, have been carefully examined.

*A latere* of the intervention necessary to improve the system's governance, it appeared necessary to intervene directly on one of the fundamental pillars on which the quality of any training and educational action is based, that is, the upskilling and the reskilling of the adult educators - coming both from the school system and from the organizations of VET providers – and of the PES operators.

The intervention proposed in the project is aimed at integrating the existing policies concerning the on service training through the direct provision of upskilling modules addressing these practitioners. The strategy

	<p>agreed with the National Authorities is in fact based on the maximum use of the existing networks and organizational infrastructures enchainning the entire action on them.</p> <p>Over the last few years, the most important reform of the adult education system (LAU 263) has provided that for its accompaniment, massive interventions to train and upskill teachers were activated, both in terms of the number of teachers involved and in terms of financial.</p> <p>A national network was also established called the Network of Research, Experimental and Development Regional Centers, whose Members are the Adult Learning Centers (CPIA) which, in agreement with research institutions and universities, is also working to define the new professional contents of the teachers.</p> <p>It was noted that the current offer for teachers' reskilling needs to be integrated with modules that, on the one hand, encourage the acquisition of knowledge on the main European policies on Adult Learning (among these it is worth remembering, in addition to the European Agenda, the Upskilling Pathways Recommendation and the main funding schemes to improve the quality of European human capital), on the other hand, in acquiring technicality and practical skills on participative project planning and design, would stimulate the establishment of territorial and transnational networks pursuing, among other things, also fund raising objectives.</p> <p>Given the "project dimension", the action was designed to involve a significant number of beneficiaries in each Italian Region who, once trained, will in turn be able to transfer the contents of the learning into their organizations.</p> <p>The contents and the selection methods of the participants will be the object of comparison and joint analysis within the Steering Committee, while the actual provision remains the direct responsibility of the National Coordinator and the INAPP staff. No part of the action will be outsourced and the seemingly huge costs will only be concentrated to cover the travel expenses</p>
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	necessary to carry out the lessons provided in each Region.
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**Examples of what could be envisaged:**

- *Increase of the quality of adult learning;*
- *Improve knowledge base (study, research);*
- *Assess and raise the competences of adult education staff;*
- *Effectively use ICT in adult learning so as to widen access and improve quality of provision;*
- *Set up an evaluation procedure e.g. for basic skills provision.*

<b>Title of the activity</b>	<i>Improve knowledge base (study, research)</i>
<b>Timeline</b> (starting month and end month)	1-6
<b>Description</b> of the activity (including aim, nature and number of participants)	<p>Full knowledge of policymaking at European level on the main issues concerning lifelong learning - and more specifically adult learning - is a precondition for defining educational and training intervention programs consistent with the strategies and potentially sustainable even with European resources. Despite the amount of resources available, access to them appears extremely difficult on the part of educational institutions and training agencies which, to be able to benefit from them, often depend on external resources who make their own technical expertise available but who - certainly - do not succeed - and probably they are relatively interested - to transmit it. This determines the need for updating needs by school managers, managers of training agencies, teachers and administrative managers of these organizations and institutions with respect to areas such as:</p> <ul style="list-style-type: none"> <li>- Policymaking at European level (relevant regulations and Recommendations and existing support devices);</li> <li>- Programming and participatory planning techniques, especially in a framework of transnational and multi-disciplinary partnerships.</li> </ul> <p>This activity, preparatory to the updating action described above, provides for the mapping and identification of European projects, promoted by schools and training agencies, which can be considered as benchmarks with respect to criteria of pertinence, relevance, internal and external</p>

	<p>coherence, administrative management, quality of outputs and sustainability, importance of impacts.</p> <p>From a first selection of 20 practices, that will in any case briefly described, at least 10 of them will be selected with respect to which to carry out in-depth studies. These case studies will be developed starting from in loco visits, interviews to the main actors involved, identification of role- models and deliverables produced.</p>
<b>Target group</b>	<ul style="list-style-type: none"> <li>-Policy makers at central and regional level, coming from relevant sectors of labour, education and vocational training;</li> <li>-Teachers active in Adult learning processes (from School System);</li> <li>-Trainers from private and third sector AL Centres and Agencies;</li> <li>-Representatives of third sector associations and Social Partners;</li> <li>-Public and private employment centres;</li> <li>-Guidance and counselling services operators.</li> </ul>
Expected <b>achievements</b> (including quantitative and qualitative indicators)	<p>The process of elaboration of the 10 case studies allows the creation of a report (docufilm), usable:</p> <ul style="list-style-type: none"> <li>- for the purpose of dissemination and awareness of the opportunities offered by the main national and EU programs (but also of other Donors, such as EEA or private Foundations);</li> <li>- as teaching material to support the upskilling intervention addressing the adult educators and the trainers, as described below.</li> </ul>
Expected <b>impact</b> (including impact on the direct target group and/or the reach to relevant policymakers and key stakeholders)	<p>Benchmarks definition for the planning and programming of innovative interventions, in a European dimension and in a transnational implementation framework.</p>
<b>Title of the activity</b>	<p>Upskilling training path design (modules and didactical units definition, engineering of sharing contents platform, first contents feeding of platform )</p>
<b>Timeline</b> (starting month and end month)	<p>3-9</p>

<p><b>Description</b> of the activity (including aim, nature and number of participants)</p>	<p>The activity is preparatory to the upskilling action foreseen in the following phase and the objective is that of detailed didactic planning with particular attention to the contents of each module and teaching unit, each to be declined in terms of LO and tests to assess learning .</p> <p>The didactic program, validated within the Steering Committee extended to representatives of the Regions and of CRRSeS, includes the creation of 36 hours of in front teaching and 18 hours in FAD (individual work).</p> <p>It is assumed that the teaching modules cover the following contents:</p> <ul style="list-style-type: none"> <li>•EU Policies (lifelong learning, Adult lrearning, social inclusion, social rights, welfare and employment);</li> <li>•EU tools (actual and next generation of EU programmes and ESF): access, management and administrative rules;</li> <li>•Participative planning and project design techniques: PCM and project management principles, logical framework approach;</li> <li>•Project work: from an idea to a complete application ready to be submitted.</li> </ul> <p>Once defined, for each Module/Unit a relevant didactical material will be prepared, consisting in case studies, samples from literature, relevant statistics and figures, documents and legal texts selection, exercises and learning tests, ppt presentations, ecc,).</p>
<p><b>Target group</b></p>	<ul style="list-style-type: none"> <li>–Policy makers at central and regional level, coming from relevant sectors of labour, education and vocational training;</li> <li>–Teachers active in Adult learning processes (from School System);</li> <li>–Trainers from private and third sector AL Centres and Agencies;</li> <li>–Representatives of third sector associations and Social Partners;</li> <li>–Public and private employment centres;</li> <li>–Guidance and counselling services operators.</li> </ul>
<p>Expected <b>achievements</b>(including quantitative</p>	<p>Curriculum (contents and didactical methodologies) for upskilling – reskilling</p>

and qualitative indicators)	educators and trainers on EU policies and participative project and planning design Original didactical material and tools produced Platform for ODL engineered
Expected <b>impact</b> (including impact on the direct target group and/or the reach to relevant policymakers and key stakeholders)	Not applicable

<b>Title of the activity</b>	Upskilling modules for adult educators in 18 Regions
<b>Timeline</b> (starting month and end month)	9-23
<b>Description</b> of the activity (including aim, nature and number of participants)	<p>According with indications received from national Authorities no less than 430 adult educators coming from CRRoS (Regional Centers for Educational Research, experimentation and development) – a network of Adult Learning Centers belonging to the Ministry of Education, Public Employment Services and from accredited training providers, will be selected to form classes in 18 Regions.</p> <p>Two experienced trainers from INAPP (of which one is the national coordinator and project manager – always present – and one selected according to specific content of the module/unit) will be in charge to provide training and ensure individual support during the distance learning periods.</p> <p>Didactical methods will alternate theoretical lessons and experts lectures, laboratories and workshops, flipped classroom, experiential learning, autonomous and individual research)</p> <p>Goal Oriented Planning Project and Metaplan techniques will be used as a basis for teaching management.</p> <p>In each of the 18 Region selected will be realized 3 modules (6 Units), of two days each (12 hours). Considering the fact that the training activity cannot negatively impact on institutional activities of adult educators involved, the three modules will be deployed not consecutively.</p> <p>Lessons will be video recorded, thus allowing</p>

	<p>the creation of a virtual library and for feeding a reportage of the action.</p> <p>Between second and third module, a distance learning activity will take place, to allow participants to make individual work, with the assistance of INAPP experts, using the contents sharing platform.</p> <p>The calendar will be as follows:</p> <p>Lazio, Lombardia, Toscana, Sicilia, E.Romagna, Umbria from October 2020 to January 2021;</p> <p>Abruzzo, Molise, Basilicata, Piemonte, Campania, Liguria, Sardegna from March to July 2021;</p> <p>Veneto, Marche, Friuli, Calabria, Puglia from September to November 2021</p>
<p><b>Target group</b></p>	<ul style="list-style-type: none"> <li>- Policy makers at central and regional level, coming from relevant sectors of labour, education and vocational training;</li> <li>- Teachers active in Adult learning processes (from School System);</li> <li>- Trainers from private and third sector AL Centres and Agencies;</li> <li>- Representatives of third sector associations and Social Partners;</li> <li>- Public and private employment centres;</li> <li>- Guidance and counselling services operators.</li> </ul>
<p>Expected <b>achievements</b> (including quantitative and qualitative indicators)</p>	<p>No less than 24 beneficiaries involved in each of the 18 Regions (more than 430 in total)</p> <p>Training hours delivered (in class room): 648</p> <p>Training hours delivered (in individual distance learning setting): 270</p> <p>Project works realized by learners ("ready to submit projects"): no less than 36</p> <p>No less than 36 "ready for application" projects under different funding umbrella (such as Erasmus +, Horizon, PRIN, ESF and/or new generation of EU programs or SIE)</p>
<p>Expected <b>impact</b> (including impact on the direct target group and/or the reach to relevant policymakers and key stakeholders)</p>	<p>Creation of a regional task force of adult educators to activate cascade effects in their own schools or organisations;</p> <p>Enlargement of social capital of participants</p>

	<p>involved to facilitate the creation or reinforcement of territorial networks;</p> <p>Better awareness of the EU strategies and action, to be used during the institutional activity as educator or trainer or PES officer;</p> <p>Increase of quality of applications and candidatures from schools and VET provider sector, reducing the dependency from external Consultants.</p>
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If applicable, please indicate tasks of this work package that will be subcontracted

*Please add lines as necessary*

Brief description of the task that will be subcontracted	Name of subcontractor (if already known)
Purchase of didactical material for participants to upskilling modules	Not known (subject to a tender)
technical support for content sharing management platform, case studies collection and reportage shooting and post production	Not known (subject to a tender)

## Work Package 4–Dissemination Strategy (WP 4)

Please explain in this Section your **communication plan** and how you intend to **increase the visibility of your activities** linked to the implementation of the EAAL. Describe how awareness raising activities have supported national debates and dialogue on adult learning policies.

The identification and effective dissemination of **good and inspiring practices** are among the most important tasks of the National Coordinator, since it makes it possible to give recognition to good projects and inspire others. The National coordinator is therefore requested to devote adequate resources to this important task.

Further, regular input in EPALE – Electronic Platform for Adult Learning in Europe- are to be ensured, in particular passing information to the EPALE NSS on national developments, stakeholders, events, and priorities and develop common activities. Please, also indicate for each activity the **means of communication** you intend to use to implement the above communication and dissemination strategy: website of NC and other websites, EPALE, Social Media (Facebook, twitter, etc.), Folders/Brochures/Newsletters, Radio/TV/Newspaper campaigns, Fairs/Lifelong learning days, etc.

<p><b>Overall communication plan</b></p>	<p>Considering the success of the info campaigns carried out in the recent past, as also outlined by the EACEA evaluations, communication strategy and used channels and tools will not change in the next two years. Activities will be, therefore, aimed:</p> <ul style="list-style-type: none"> <li>• to guarantee the active participation at stakeholder meetings, conferences or seminars, especially at regional level;</li> <li>• to awareness raising, supporting national debates and dialogue on adult learning policies, and in particular on ways to implement the Recommendation on Upskilling Pathways;</li> <li>• to ensure the largest dissemination and acquisition of knowledge about good practices in adult learning policymaking.</li> </ul> <p>As in the past projects, dissemination will be built upon a diversified strategy.</p> <p>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 actions and outputs are foreseen:</p> <ol style="list-style-type: none"> <li>1. a project website, structured taking on</li> </ol>
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	<p>account that many info can be made available also by EPAL Platform;</p> <ol style="list-style-type: none"> <li>2. production of online newsletters to be distributed in the AL Centers and employment services, on a regular basis (every four months);</li> <li>3. production of a info brochure on EU and national AL policies, including practical examples of implementation of the three steps strategy contained in the Recommendation Upskilling Pathways;</li> <li>4. realization of Interviews video recorded with experts on the main relevant themes;</li> <li>5. participation in at least 4 national events to showcase interim and final project results;</li> <li>6. drafting and dissemination of the project Final Report;</li> <li>7. realization of launch and final project conference, respectively aimed in present the activities foreseen and results and outputs produced.</li> </ol> <p>A Communication Plan will be drafted during the first two months of project implementation.</p> <p>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..</p> <p>Policies recommended for the use of logo and disclaimer will be fully adopted.</p>
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<b>Title of the activity</b>	Communication plan drafting
<b>Timeline</b> (starting month and end month)	1-2
<b>Description</b> of the activity (including aim, nature and number of participants)	A draft version of Communication plan will be prepared on the basis of the last two communication Plans drafted for previous projects. As a matter of fact, the structure and contents of these documents has proven to be effective to plan the dissemination and sensitization. This draft version will be submitted to the approval of the steering



	<p>committee and if necessary amended following the indication received. The communication plan is completed by formats and a timetable including delays for newsletters, brochures and launch and final conferences. Concerning the seminars and conferences at national/regional level foreseen - to be attended as speaker - it will be not possible to define the relevant places and dates, but an indication will be nevertheless included (two per year).</p> <p>The Communication Plan will include also the definition of project graphical logo and a description of the website architecture.</p>
<b>Target group</b>	<ul style="list-style-type: none"> <li>- Policy makers at central and regional level, coming from relevant sectors of labour, education and vocational training;</li> <li>- Representatives of third sector associations;</li> <li>- Social Partners;</li> <li>- Epale managers;</li> <li>- INDIRE and ANPAL.</li> </ul>
<b>Means of communication</b>	Communication plan will be uploaded on project website (clearly identified section of INAPP website).
Expected <b>achievements</b> (including quantitative and qualitative indicators)	Communication Plan
Expected <b>impact</b> (including impact on the direct target group and/or the reach to relevant policymakers and key stakeholders)	No direct impact is expected from the communication Plan drafting activity, but its preparation represent one more opportunity to involve practically the institutional stakeholders in discussing and contribute in a concrete way to the project implementation.

<b>Title of the activity</b>	Full use of existing websites/Platforms (Epale)
<b>Timeline</b> (starting month and end month)	1-24
<b>Description</b> of the activity (including aim, nature and number of participants)	Regular input in EPALE – Electronic Platform for Adult Learning in Europe- will be ensured, as in the past projects, in particular passing information to the EPALE NSS on national developments, stakeholders, events, and priorities and develop common activities.

	Following specific agreements, project news and achievement will be uploaded also on available websites (EDAFORUM, Ministry of Education, RUIAP).
<b>Target group</b>	<ul style="list-style-type: none"> <li>- Policy makers at central and regional level, coming from relevant sectors of labour, education and vocational training;</li> <li>- Representatives of third sector associations;</li> <li>- Social Partners;</li> <li>- Epale managers;</li> <li>- INDIRE and ANPAL.</li> </ul>
<b>Means of communication</b>	Websites - Internet
Expected <b>achievements</b> (including quantitative and qualitative indicators)	<p>Project website</p> <p>At least 4 articles for EPALE Platform</p> <p>The websites maintenance allows for the opportunity to check the state of art of the project implementation. Moreover, is one of the preferred channel used by practitioners to be updated on te project activities and results</p> <p>The effectiveness will be measured using google Analytics to count the number of access to the most important sections (Outputs, Results, News)</p>
Expected <b>impact</b> (including impact on the direct target group and/or the reach to relevant policymakers and key stakeholders)	Large dissemination on project activities, outputs and results. It is expecially useful for practitioners given that institutional stakeholders will be constantly involved in the activities.

<b>Title of the activity</b>	Newsletters – Brochures – Video-interviews
<b>Timeline</b> (starting month and end month)	1-24
<b>Description</b> of the activity (including aim, nature and number of participants)	<p>As in the past projects, also in the new one it will be produced at least 6 newsletter (three per year) and two brochures (one per year), both disseminated on website and during conferences and seminars.</p> <p>Moreover, at least 8 video interview with experts, adult learners and teachers/trainers will be collected and uploaded on INAPP website and Epale, to launch and to provoque debates and attention on specific</p>

	focuses (as the role of educators, learning in enterprise, guidance, counselling and outreach experiences, skills assessment methodologies and flexibilization of upskilling pathways, new policies or strategies at national or EU level, etc.)
<b>Target group</b>	<ul style="list-style-type: none"> <li>- Policy makers at central and regional level, coming from relevant sectors of labour, education and vocational training;</li> <li>- Representatives of third sector associations;</li> <li>- Social Partners;</li> <li>- Epale managers;</li> <li>- INDIRE and ANPAL.</li> </ul>
<b>Means of communication</b>	Website (INAPP and EPALE)
Expected <b>achievements</b> (including quantitative and qualitative indicators)	<p>6 newsletters Two brochures 8 interviews videorecorded</p> <p>The interest on contents of these outputs will be measured using Google Analytics to count the number of access to the specific Internet page.</p>
Expected <b>impact</b> (including impact on the direct target group and/or the reach to relevant policymakers and key stakeholders)	Large dissemination on project activities, outputs and results.

<b>Title of the activity</b>	WP3 Launch National Conference
<b>Timeline</b> (starting month and end month)	4
<b>Description</b> of the activity (including aim, nature and number of participants)	<p>WP3 activities need not only to be shared and discussed, but to be effective must obtain a full commitment by all the actors involved. A massive campaign of upskilling and reskilling of adult educators, working in different contexts (schools, training providers, PES) represents an important investment in terms of financial resources and staff effort of the Project: this is the reason that justifies a national launch conference, involving at least 100 participants coming from institutions but also from the organisations that will benefit of the intervention. In order to facilitate and to guarantee the attendance of teachers and trainers from these organisations, a financial</p>

	<p>contribution to cover the travel expenses for participation is foreseen. The launch conference will be held in Rome at Auditorium of Inapp premises in April-May 2020.</p> <p>Contents of upskilling /reskilling pathway, co-designed and agreed by the steering Committee, will be presented, discussed and, if needed amended according the conference indications.</p>
<b>Target group</b>	<ul style="list-style-type: none"> <li>- Policy makers at central and regional level, coming from relevant sectors of labour, education and vocational training;</li> <li>- Representatives of third sector associations;</li> <li>- Social Partners;</li> <li>- Experts from Public and private Research centres and Universities</li> <li>- Representatives from Regional School Offices (local departments of the Ministry of Education);</li> <li>- Teachers active in Adult learning processes (from School System);</li> <li>- Trainers from private and third sector AL Centres and Agencies;</li> <li>- Public and private employment centres;</li> <li>- Experts of staff training and Human Resources Management in enterprises;</li> <li>- Guidance and counselling services operators.</li> </ul>
<b>Means of communication</b>	Lectures, speeches, round tables
Expected <b>achievements</b> (including quantitative and qualitative indicators)	<p>Launch Conference with estimated attendance of at least 80 participants.</p> <p>The aim is not only the one to present the objectives and the activities of the project but also to discuss with selected participants and in small sub-groups the contents of the upskilling path for educators foreseen in WP3.</p>
Expected <b>impact</b> (including impact on the direct target group and/or the reach to relevant policymakers and key stakeholders)	Not measurable

<b>Title of the activity</b>	Final National Conference
<b>Timeline</b> (starting month and end month)	24
<b>Description</b> of the activity (including aim,	The goal of the final conference is twofold:

nature and number of participants)	<p>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.</p> <p>It is, therefore, a conference that substantially offers an opportunity for accountability and that also represents an opportunity to measure the sustainability and commitment of each of the participants in continuing the educational support for the most fragile adult population from the point of view of the skills possessed.</p> <p>For these reasons, after a brief presentation of the results of the project and of the processes that made them possible, the articulation of the event implies a succession of round tables and group work. The hoped-for presence of the European Commission would make it possible to frame the subsequent actions in line with relevance and consistency with European strategies, also considering that 2021 coincides with the year in which the new programming of the ESI and the ESF funds begins.</p>
<b>Target group</b>	<ul style="list-style-type: none"> <li>– Policy makers at central and regional level, coming from relevant sectors of labour, education and vocational training;</li> <li>– EC Representative</li> <li>– Representatives of third sector associations;</li> <li>– Social Partners;</li> <li>– Experts from Public and private Research centres and Universities</li> <li>– Teachers active in Adult learning processes (from School System);</li> <li>– Trainers from private and third sector AL Centres and Agencies;</li> <li>– Public and private employment centres.</li> </ul>
<b>Means of communication</b>	Lectures, speeches, round tables
Expected <b>achievements</b> (including quantitative and qualitative indicators)	<p>Dissemination of project results and creation of opportunities to verify its sustainability and continuation.</p> <p>At least 100 participants to the Final</p>

	<p>Conference are expected</p> <p>Minutes and recordings of the Conference (open to a large number of participants thanks to availability also in webstreaming) will be made available through the project website.</p>
Expected <b>impact</b> (including impact on the direct target group and/or the reach to relevant policymakers and key stakeholders)	Conference ends with lists of clear and sustainable recommendations to Policy makers.

<b>Title of the activity</b>	Participation to relevant events/conferences/seminars
<b>Timeline</b> (starting month and end month)	1-24
<b>Description</b> of the activity (including aim, nature and number of participants)	<p>The intense communication activity carried out in the last few years determines the receipt of a large number of requests for participation in seminars and conferences that different stakeholders organize at National, regional and sectoral level. Since the presence in the Regions and the dialogue with the actors of the school world, of the employment services and of the training agencies is assured after the upskilling interventions that will be carried out in the 18 selected Regions, it is believed that in the next two years the participation in seminars and conferences organized by third parties can be reduced to two interventions per year. However, it is necessary to provide territorial coverage that includes at least one of the two island Regions (probably Sardinia, which is the least frequented Region in the last 4 years).</p>
<b>Target group</b>	TBD
<b>Means of communication</b>	Lectures and/or project outputs exhibition
Expected <b>achievements</b> (including quantitative and qualitative indicators)	Realization of at least 4 interventions at as many regional / national events, of which at least one is in an island region.
Expected <b>impact</b> (including impact on the direct target group and/or the reach to relevant policymakers and key stakeholders)	Contribution to the dissemination of key messages deriving from analysis and research and from national and European policies towards stakeholders not directly involved in upskilling actions (especially social parts, universities, local

	administrations and third sector).
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If applicable, please indicate tasks of this work package that will be subcontracted

*Please add lines as necessary*

Brief description of the task that will be subcontracted	Name of subcontractor (if already known)
Logistic organisation of the launch conference	Not known (subject to a tender)
Logistic organisation of the final conference	Not known (subject to a tender)