CREATE Project Report
Policy Assessment and Mapping of Policy Tools

27 August 2018

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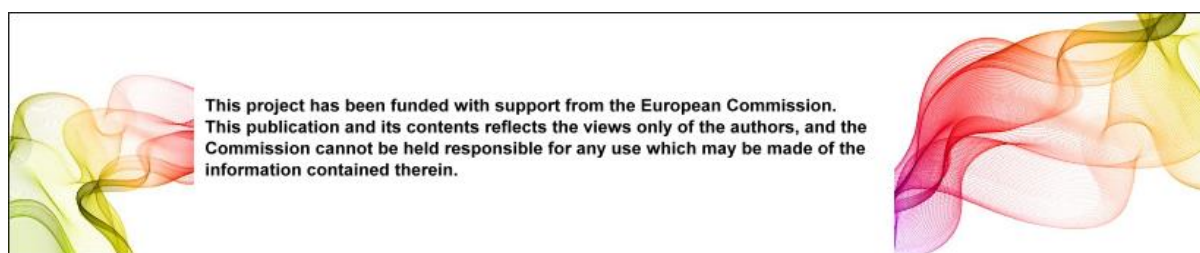
Section 1: CREATE Project Context and Background

There are many legislative actions favouring adult education in Europe. For example:

- European Parliament Resolutions and European Commission reports *Adult Learning*: *It's never too late to Learn (CEC 2006)* and the *Action Plan on Adult learning: It is always a good time to learn (CEC 2007)*.
- The Council's Resolution on a Renewed European Agenda for Adult Learning (*CEC 2011*) and the more recent Commission's Communication, *Rethinking Education : Country Analysis Part I* and *Rethinking Education: Investing in skills for better socio-economic outcomes (CEC 2012b)*. *Rethinking Education.* The latter reports from 2012 highlight the significance of adult learning as a response to economic challenges.
- The adoption of the *Economic and Employment policies of the Member States integrated guidelines for implementing the Europe 2020 strategy (CEC 2010)* and the Europe 2020 Strategy *(Council-of-Europe 2010)*.

Despite the financial resources available data suggests that EU regions face challenges in developing appropriate adult education (AE) policies, practice, and capacity to utilise funding available. In the period 2007-13 EU regions spent only 47.4% of allocated ESF (European Social Fund) funds for adult education and training with significant variation in funding uptake. The variation ranged from 12% uptake in Romania to 69% uptake in Latvia (McGregor and Sutherland 2014).

The Europe 2020 Strategy (Council-of-Europe 2010) aims to promote "… smart, sustainable, inclusive growth" with greater coordination of national and European policies. The Education & Training 2020 strategic framework presents four challenges for education and training systems by 2020:

- Making lifelong learning and mobility[1] a reality
- Improving the quality and efficiency[2] of education and training
- Promoting equity, social cohesion, and active citizenship
- Enhancing creativity and innovation, including entrepreneurship[3], at all levels of education and training

While each EU country is responsible for its own education and training system EU policy seeks to support national actions and help address common challenges. These challenges include ageing societies, skills deficits in the workforce, technological developments and global competition. The foreword of the Education and Training Monitor Report (CEC 2017) states "… quality education is the foundation for a Europe that is fairer, more inclusive, more resilient and more innovative than today". The Education and Training Monitor Report (CEC 2017) also states "... poor education policies can ... deepen social and economic gaps ... Europe must put education and training at the top of its political agenda".

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[1] http://ec.europa.eu/education/policy/higher-education/mobility-cbc_en

[2] http://ec.europa.eu/education/policy/multilingualism/rethinking-education_en

[3] http://ec.europa.eu/education/policy/strategic-framework/entrepreneurship_en

In the field of adult education, the ET2020 targets a 15% adult[4] engagement in adult learning by 2020. European adult learning participation rates vary greatly. Overall, participation rates stagnated and range from a low of 1.4% to a high of 31.6% (2012) across European countries. Participation rates are especially disappointing for low-skilled and older adults.

In 2016 the average participation was 10.8% with only 7 EU countries achieving the target rate. This constituted a slight increase on 2011 but the Education and Training Monitor report (CEC 2017) notes that "[A]s for adult participation in learning, there has been practically no progress since the 2015. At 10.8 %, the EU still seems far from the modest target of 15 % of adults participating in formal or non-formal education and training" (p.14).

OECD Rank % GDP spent on Education	Country	% GDP spent on Education (Year)
55	Ireland	5.32 (2013)
57	Latvia	5.29 (2014)
79	Germany	4.95 (2014)
90	Croatia	4.58 (2013)
100	Spain	4.27 (2014)
104	Czech Republic	4.09 (2013)
106	Italy	4.08 (2014)
110	*Greece*	*3.97* (2005)
133	*Macedonia*	*3.29* (2002)
140	*Romania*	*3.13* (2014)

The European Agenda for Adult Learning highlights the need to increase participation in adult learning of all kinds (formal, non-formal and informal learning) whether to acquire new work skills, for active citizenship, or for personal development and fulfilment[5]. The European Commission has placed emphasis on Member States making their adult learning policies more effective, more efficient (in particular as regards funding and cost-sharing mechanisms) and more coherent across policy fields.

The CREATE (Competitive Regions and Employability of Adults through Education) Project responds to this call. The CREATE project application document (March 2017) states

> The overall objective of CREATE is to enhance the performance and efficiency of Adult Education (AE) by intervening at systemic level at the nexus between overarching EU Policy (EU2020) and implementation on the ground, i.e. regions tasked with policy formulation and implementation of education programmes. The EU recognises the need to act at local level to better coordinate and plan policies, including the various sources of funding that at times may generate confusion, i.e. Erasmus+, European Social Fund, and the European Regional Development Fund.

This report, CREATE Project Output 2 - Policy Assessment and Mapping of Policy Tools, is based on an online respondent survey distributed by the project partners. The purpose of the report is to "… define, identify and take stock of the 'policy tools' available within the regions and territories represented by the CREATE Partnership" (CREATE Project application March 2017). The Policy Assessment and Mapping of Policy Tools Report will provide a basis for the "…the classification and identification of policy tools, means and measures from real-life case scenarios" (CREATE Project application March 2017). The report will inform the development of the "… Tool Box (IO3) to be

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[4] Aged 25–64 years

[5] EAEA website at https://eaea.org/our-work/influencing-policy/monitoring-policies/european-agenda-for-adult-learning/ [Accessed July 27, 2018]

made available to all regional/local policy makers across EU for Adult Education" (CREATE Project application March 2017).

Adult learning policies are anchored in a variety of policy fields, and programmes take place in a variety of education and training institutions. Adult learning programmes are delivered by public agencies, by non-profit organizations and community organisations usually with public subsidies, and by private agencies with and without public subsidies. Adult learning policies are not confined only to policymaking of government education departments and ministries. Adult learning policies can range of over social protection, employment, and local development department and ministries and others.

The percentage (%) gross domestic product (GDP) spent on Education provides a numeric means of comparing the emphasis on education in each country. In 2016 general government expenditure on education in the EU-28 amounted to 4.7 % of GDP. As a percentage of GDP, the highest amounts were reported by Iceland (7.1 % of GDP), Denmark (6.9 %), followed by Sweden (6.6 % of GDP) and Belgium (6.4 % of GDP). (Source http://ec.europa.eu/eurostat/statistics-explained/index.php/Government_expenditure_on_education).

The CREATE Project partners represent a mid to lower % GNP spent on education ranging from Ireland 5.32% and 55th on the OECD list to Romania 3.13% and 140th on the OECD list.

The CREATE Project: Background

introduction
The overall objective of the CREATE (Competitive Regions Employability of Adults through Education) Erasmus+ project is to enhance the performance and efficiency of Adult Education (AE) by identifying and disseminating the tools that exploit good practice in adult education policy making, implementation, and effectiveness. The EU recognises the need to act at local level to enhance coordination and planning of adult education policy, practice and funding (CEC 2012a) to achieve higher participation. Better coordination and planning will counter a mismatch between policy and reality at local level (CEC 2011). The outcome of the CREATE project will be an openly accessible CREATE virtual toolbox containing tools to enhance adult education policy making, implementation and evaluation. The development of this toolbox is be a step to empower regional and local authorities with policy instruments to better shape policies and programmes for adult education, thereby better tackling the challenges of EU society and economy.

The CREATE project outputs are:

CREATE Platform & Virtual Community	O1 – CREATE OER Platform in 7 language	(End date: 31-10-2019)
Policy Assessment and Mapping of Policy Tools	O2 – Policy Assessment and Mapping of Policy Tools	(End date: 30-09-2018)
CREATE Tool Box	O3 – CREATE Tool Box End date: 31-06-2019 and O4 – Implementation Package CREATE Tool Box	(End date: 31-10-2019)

CREATE project target groups

The direct target group of the CREATE project are the 29 local and regional authorities in 9 countries (P5 Adriatic Ionian Euroregion represents 26 regional/local authorities from 6 countries) who were invited to participate in the project. Thereafter, the CREATE project target group are local and regional authorities across the EU tasked with development and implementation of adult education policies and programmes to achieve EU targets for balanced socio-economic development. Other target groups are the providers, users, and adult education communities of practice identified as stakeholders in adult education policy formulation and implementation.

The CREATE project partners

The CREATE project partners are:

Ministerium für Kultus, Jugend und Sport Baden-Württemberg	Germany	P.2.
Vüsocina Education	Czech Republic	P.3.
Vidzemes Planosanas Regions	Latvia	P.4.
Jadransko Euroregija	Croatia	P.5.
Maynooth University	Ireland	P.6.
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Internet Web Solutions SL	Spain	P.9.

Gap Analysis Survey & Report

The CRAETE Project seeks to create an EU wide toolbox for adult education policy making, implementation, effectiveness, and financial efficiency. At present, there is no classification taxonomy appropriate for an EU wide toolbox for adult education policy making, implementation, effectiveness, and financial efficiency. Such a toolbox would provide resources that could enhance policy making and implementation effectiveness. Such a resource could assist in addressing the regional disparities in adult education delivery and impact across Europe. The key element of the gap analysis report is to document current tools in use based on recommendations from policy makers and practitioners in the project countries. This gap report will be basis for the next project stage - to propose a classification methodology for such policy tools and networks across different policy settings, countries and adult education dimensions.

The process for preparing and pilot testing the CREATE gap analysis survey is outlined in the O2 Methodology Report and the analysis of collected data is detailed following.

Section 2: CREATE Gap Analysis Survey Findings

Introduction

The following section documents the reposes from adult education policy makers and practioners invited to respond to a fourteen (14) question online survey. Project partners jointly prepared and pilot-tested the survey as part of the intellectual output two (O2) work-package. When finalised the partners prepared an introductory message and distributed it to their target group. Details of the survey questions and their review are outlined in the CREATE Project O2 methodology document available from the project partners.

In the report tables following the survey respondents are classified P1 to P9 as per the CREATE project partners listing prepared by the project lead partner. The CREATE project partners are;

P.1.	Niedersächischer Bund für freie Erwachsenenbildung e.V. (CREATE Project Leader)	Germany
P.2.	Ministerium für Kultus, Jugend und Sport Baden-Württemberg	Germany
P.3.	Vysocina Education	Czech Republic
P.4.	Vidzemes Planosanas Regions	Latvia
P.5.	Jadransko Euroregija	Croatia
P.6.	Maynooth University	Ireland
P.7.	Institut De Haute Formation Aux Politiques Communautaires	Belgium
P.8.	IDP Sas Di Giancarlo Costantino (Italian Development Partners)	Italy
P.9.	Internet Web Solutions SL	Spain

The body of this report presents data as provided by respondents to the project partner CREATE online survey. The report is therefore a summary of the range of sources that respondents identified as tools and networks/platforms to assist adult education policy makers and programme implementers optimise their effectiveness. The report summarises, in the order in which respondents completed the survey, the survey content.

Question 1 (Q.1.) Who are the Respondents?

The CREATE Project O2 survey was targeted at adult education policy makers and adult education practioners familiar with policy-making, implementation, effectiveness, and financial efficiency issues. It is expected that these persons will be users of various adult education tools. This survey asks them for their recommendations. Table 1. numerates the number of valid respondents from each project partner (P.1-9) totalling 129 responses.

Table 1. Valid Responses per Project Partner

Partner Code	# Responses	Partner Country/Region
P.1. & P.2.	26	Germany
P.3.	16	Czech Republic
P.4.	10	Latvia
P.5.	13	Croatia
P.6.	30	Ireland
P.7.	8	Adriatic Ionian Euroregion (AIE, Jadransko Jonska Euroregija) comprising Italy, Croatia, Albania, Montenegro, Bosnia Herzegovina and Greece.
P.8.	16	Italy
P.9.	10	Spain
Total	129	Nine project partners, seven countries + one pan European partner

26 responses came from two states in Germany (Partner (P) 1 and 2), 16 responses from the Czech Republic partner (P.3.), 10 responses from the Latvian partner (P.4.), 13 from the Croatian partner (P.5.), 30 responses from the Irish partner (P.6.), 8 from the Adriatic Ionian Euroregion partner (P.7., comprising Italy, Croatia, Albania, Montenegro, Bosnia Herzegovina and Greece), and 1 from a pan European partner (IHF). 16 responses came from the Italian partner (P.8.) and 10 responses came from the Spanish partner (P.9.).

Part 1 of the survey: Profile of Respondents

The first section of the survey asked 3 questions to profile the breadth and depth of respondent organisations / agencies work while protecting anonymity. As the reader will see in the following descriptive report the 129 survey respondents represent a wide range of roles, sectors, and levels of engagement within the adult education horizon for the 7 project partner countries and one pan European region.

Question 2 (Q.2.) asked respondents "At what level does your organisation/agency operate?"
54 of the 129 respondents said their priority level of operation was at a local level, 29 at a sub-national level, 26 at a national level, and, 4 at a European level. This totals to 113 respondents. One respondent stated their priority operation level was an Extra EU level, and one other stated it was at an International level. This leaves 14 non-respondents.

Table 2. **Operational Level of Survey Respondents**

Respondent Priority Level of Operation	Number of Respondents	% of Respondents
Local Level	54	47.0
Sub-National Level	29	25.2
National Level	26	22.6
European Level	4	3.5
Extra EU / International	2	1.7
Total	115	89.1
Non-Responses	14	10.9

 It is important to note that organisations generally operate at a number of different levels. While respondents provided this detail it is not provided here and respondents were classified according to their predominant operational level.

However, it is important to note the complexity of levels at which respondents worked. These included inter-regional and inter-national levels for a number of respondents, global and regional levels, sector specific and region within-a-country/micro local levels. Therefore, this survey collected data from active agencies operating at all levels of adult education policy making, implementation and impact determination. 14 respondents, or 10.9%, did not respond to this question.

Question 3 (Q.3) asked respondents about their primary role?

Respondents replied:

Table 3. Survey Respondents Primary Role

Respondent Priority Role	Number of Respondents	% of Respondents
Provider of Adult Education programmes	47	41.6
Active in Adult Education policy formulation	31	27.4
Higher Education /University	16	14.2
Provider of Adult Education funding	7	6.2
Conducts research in Adult Education	1	0.9
Other – These included agencies supporting VET policy, support services for other adult education organisations, providing management and consulting services, providing career guidance services, and a local development agency	11	9.7
Total	113	87.6
Non-Responses	16	12.4

Over 40%, 47, of respondents reported their primary role as providers of adult education programmes. Therefore, they are practitioner organisations. 31 respondents, or 27%, are active in policy making as their primary role. 7 respondents, or 6.2%, self-identified as providers of adult education funding. 16 respondents (14%) identified higher education/university as their primary role. 1 respondent noted their primary role is conducting research in adult education. 11 respondents (10%) noted other primary roles including supporting vocational education and training (VET) policy, support services for other adult education organisations, providing management and consulting services, providing career guidance services, and local development. 16 respondents, or 12.4%, did not respond to this question.

It is important to note that organisations generally act in a range of different roles. This detail was provided by respondents but is not provided here for brevity purposes. As for Q.3. respondents were classified according to their predominant primary role.

Question 4 (Q.4.) asked what sector does the Organisation / Agency work in?

Table 4. What Sector does the Organisation / Agency work in?

Respondent Sector of Operation	Number of Respondents	% of Respondents
Public Sector	89	47.0
Private Sector	13	25.2
NGO	22	22.6
Other - EU agency, social co-operative, Catholic/ church/ private agency	4	3.5
Total	128	99.2
Non-Responses	1	0.8

Over 40%, (47), respondents reported their primary role as providers of adult education programmes. Therefore, they are practitioner organisations/agencies. 31 respondents, or 27%, are active in policy making as their primary role. 7 respondents (6.2%), self-identified as providers of adult education funding. 16 respondents (14%) identified higher education/university as their

primary role, and 1 respondent noted conducting research in adult education was their primary role. 11 respondents (10%) noted other primary roles including supporting vocational education and training (VET) policy, support services for other adult education organisations, providing management and consulting services, providing career guidance services, and a local development agency as primary roles. There was only 1 respondent who did not respond to this question.

 Part 2 of the survey: Respondent Recommendations

The basic purpose of the CREATE Project survey was to gather a list of the tools and networks that respondent organisations/agencies use, or, are aware of for adult education policy making, programme planning, programme implementation, programme effectiveness, and, programme financial efficiency. The first question in Part 2, question 5 (Q.5.), asks respondents if they are aware of, or, do they use, any tools or resources that assists their organisation in a range of tasks. These tasks were

- a) Adult education policy making
- b) Adult education programme planning
- c) Adult education programme implementation
- d) Adult education programme effectiveness
- e) Adult education programme financial efficiency

Table 5. Respondent Awareness of or use of Tools or Resources in Adult Education Policy and Implementation

Task	Aware of or use tools for this task		% Responses (n = 129)	Aware of or use tools for this task	
	# Yes	# No		% Yes	% No
Adult Education Policy Making	48	69	90.7	41.0	59.0
Adult Education programme planning	58	61	92.2	48.7	51.3
Adult Education programme implementation	57	61	91.5	48.3	51.7
Adult Education programme effectiveness	32	80	86.8	28.6	71.4
Adult Education programme financial efficiency	21	86	82.9	19.6	80.4
Total Responses	216	357		Av. % Yes 37.3%	Av. % No 62.7%

The response rate to this question was relatively high. 82.9 to 92.2% of respondents completed this question. Table 5 shows that only 19.6% of respondents reported awareness of tools for programme financial efficiency, but 48.7% of respondents were aware of tools for programme planning. On average, across the 5 tasks, 37.3% of respondents reported that they were aware of tools to assist them in their tasks, and 62.7%, almost one in every three respondents, were not aware. Having ascertained a 1 in 3 use or awareness of tools to assist them in adult education policy making, programme planning, programme implementation, programme effectiveness, and, programme financial efficiency the survey progressed to determining what tools respondents recommended.

The reader will note in the following report that the majority of tools reported by respondents are actually website information sources. The report concludes that in reality respondents are not aware of or do not extensively use adult education policy making or implementation tools.

Question 6 (Q.6.) Recommendations of tools for adult education policy making

The following is a screen shot of the online survey – Question 6. Question six (Q.6.) asked respondents to recommend up to 2 tools, in order of usefulness, that their organisation uses for policy making**.**

 The recommendations provided in response to this question were complex and multi-faceted providing both explicit and implicit information valuable to the CREATE project. The reader should note that:
1. This question focuses on tools for policy making in adult education.
2. The question asks respondents to rate the tool as being very effective or effective.
3. The survey provides space for a comment on the reason for recommending this tool.

In reviewing the respondent' responses the report writers noted overlap between the 2 recommendations, that some tools recommended in this section, (i.e. tools for policy making in adult education), are also recommended in other sections (programme planning, programme implementation, etc.), and that tools recommended by one respondent as a first recommendation were recommended by another respondent as their second recommendation. This does not cause difficulties for analysis, as the purpose of the survey was to list tools respondents recommend. Offering first and second recommendation was a means of asking respondents to be critically reflective in the tools they recommended.

It was noted that some recommendations were repeated. Multiple recommendations of the same reference arising from question 6.a. (1st Recommendation) are summarised in a composite table of frequent mentions (Table 6.0.) following. Table 6.a. and table 6.b. summarise the first and second recommendations made by respondents in relation to tools for adult education policy making.

In answering most respondents made reference to web sites that respondents perceived as valuable tools for adult education policy making, specific tools were generally not noted, and respondents predominately provided general resource recommendations.

Table 6.0. Summary of Multiple Recommendations to Question 6.

Project Partner Code. Country/Region	
P.1. & P.2. Germany	Respondents from Germany made 21 recommendations. The following were noted multiple times; • Bündnis für Lebenslanges Lernen (BLLL) was mentioned four times. BLLL (www.blll-bw.de), or the Alliance for Lifelong Learning, is an alliance of 40 Baden-Württemberg umbrella organizations, individual institutions, and departments concerned with general, vocational and scientific training. • The Training Alliance or Ausbildungsbündnis in Baden-Württemberg was mentioned 3 times with more specific links to references Together for vocational training (https://wm.baden-wuerttemberg.de/de/arbeit/berufliche-ausbildung/ausbildungsbuendnis/) & Professional Alliance in Baden-Wurttemberg (https://wm.baden-wuerttemberg.de/fileadmin/redaktion/m-wm/intern/Publikationen/Arbeit/Fachkraefteallianz_BW_Ziele__Bilanz_und_Massnahmen_2015.pdf). • The Ministry of Social Affairs and Inclusion website of the European Social Fund (ESF) in Baden-Württemberg or Internetseite des Europäischen Sozialfonds (ESF) in Baden-Württemberg (www.esf-bw.de/esf/grusswort/) organize ESF funding, during the period 2014 to 2020, in Baden-Württemberg to support people in education, work and social integration. ESF-BW was mentioned three times
P.3. Czech Republic	Czech Republic respondents provided 10 recommendations with some weblinks provided, but none were noted more than once.
P.4. Latvia	Latvian respondents provided 10 recommendations with EPALE (Electronic Platform for Adult Learning) in Latvia receiving multiple recommendations (https://ec.europa.eu/epale/lv).
P.5. Croatia	There were no recommendations.
P.6. Ireland	Respondents from Ireland made 23 recommendations. Of these SOLAS, the Irish national state further education and skills agency (http://www.solas.ie/) was mentioned three times, and Irish Government Department of Education and Skills (https://www.education.ie/en/Schools-Colleges/Services/Further-Education-and-Training/) guidelines were mentioned twice.
P.7. Adriatic Ionian Euroregion (AIE)	AIE respondents provided 7 recommendations with some weblinks provided. None mentioned more than once.
P.8. Italy	Respondents from Italy detailed 8 recommendations. 2 specific links relating to the Toscana Region were recommended (http://www.regione.toscana.it/bancadati/atti/?redirect=/bancadati/atti/DettaglioAttiG.xml%3f & http://web.rete.toscana.it/RRFP/gateway?passo=index&applicativo=RRFP&funzionalita=index&operazione=index&anonimo=y).
P.9. Spain	Spanish respondents provided 6 recommendations with the Universidad de Málaga UMA virtual campus (https://www.uma.es/centrointernacionaldeespanol/info/) receiving multiple recommendations.

Table 6.a. Question 6. (Q.6.) Recommended Adult Education Policy Making Tools / First Recommendation

Q.6.a. 1st Recommendation - Name & Source	Relative effectiveness	Notes
An in-depth analysis of adult learning policies and their effectiveness in Europe - European Commission (Directorate General for Employment, Social Affairs and Inclusion, EU Commission 2015) https://ec.europa.eu/epale/sites/epale/files/all_in-depth_analysis_of_adult_learning_policies_and_their_effectiveness_in_europe_12.11.2015_pdf.pdf	Very Effective	The 2015 report presents 10 country based case studies of effective policy making in adult education and presents a summary adult education policy framework (p.222.).
EU Commission - Towards More Effective Adult Learning Policies Summary Document https://ec.europa.eu/info/sites/info/files/towards_more_effective_adult_learning_policies.pdf	Very Effective	This 4 page brochure from the EU Commission (Brussels, 2016) provides a framework for analysing adult education provision and offers six steps towards more effective adult learning policies.
Open Policy Making toolkit https://www.gov.uk/guidance/open-policy-making-toolkit	Very Effective	This UK government website presents a manual with information about open policy making.
Vaka Yiko Evidence-Informed Policy Making Toolkit http://www.odi.org/sites/odi.org.uk/files/resource-documents/10662.pdf	Very Effective	The Vaka Yiko toolkit is aimed at building skills and knowledge of civil servants in developing countries in evidence-informed policy making (EIPM). The toolkit adopts an interdisciplinary approach combining policy analysis, information literacy, research skills and communication techniques to finding, evaluating and communicating evidence and developing practical EIPM implementation plans.
Policy Toolkit for Policy Making in Northern Ireland https://www.executiveoffice-ni.gov.uk/articles/policy-making	Very Effective	This Practical Guide to Policy Making in Northern Ireland sets out key principles for good policy-making developed internationally and gives practical advice on the application of the principles specifically to the Northern Ireland context. It contains useful tools for policy making.

Q.6.a. 1st Recommendation - Name & Source	Relative effectiveness	Notes
Integrated education and training policy toolkit https://www.nationalskillscoalition.org/resources/publications/file/Integrated-Education-and-Training-Policy-Toolkit.pdf	Very Effective	This US toolkit provides resources to state policymakers, advocates, and practitioners on state policies to advance integrated education and training for equitable access to middle-skill training, credentials, and family supporting careers, particularly for those who have faced barriers to economic opportunity. It contains useful tools for policy making.
The DIMA toolkit https://dima-project.eu/index.php/en/toolkit was noted as a very effective tool	Very Effective	This is a European -wide toolkit containing a number of practical tools for policy making. The toolkit was developed during an Erasmus+ Project and is aimed at adult education policy makers and practioners. It contains useful tools for policy making.
The Electronic Platform for Adult Learning in Europe (Epale) website provides a European-wide digital platform https://ec.europa.eu/epale/, and specific platforms for each EU country. Examples are Epale-Italy http://www.erasmusplus.it/adulti/epale/, and Epale-Latvia https://ec.europa.eu/epale/lv	Very Effective	Epale is a pan European website providing networks and resources for adult/vocational and further education. It provides news, resource sharing, and network capacities. It is not a tool per se but is an example of best practice.
The SOLAS website (www.solas.ie) in Ireland was recommended multiple times. SOLAS is the Irish state organisation with responsibility for funding, planning and co-ordinating further education and training (FET) in Ireland. The SOLAS Case Studies, the SOLAS FET Strategy, and the SOLAS CPD Strategy were specifically noted.	Very Effective	The SOLAS (An tSeirbhís Oideachais Leanúnaigh agus Scileanna) further education and training (FET) strategy document guides policy making for particular sectors of FET. It is not a tool per se but is an example of best practice.
Accreditation standards websites. https://www.narodnikvalifikace.cz/en-us/ for the Czech Republic, and https://www.qqi.ie/Pages/Home.aspx/ for Ireland, are examples of accreditation standards websites	Very Effective	These portals provide an overview of nationally recognized vocational qualifications (the Czech Republic and Ireland) for validation of non-formal and informal learning. These are not tools per se but are examples of best practice.

Q.6.a. 1st Recommendation - Name & Source	Relative effectiveness	Notes
The website of ETBI (www.etb.ie). ETBI is the national representative association for Ireland's sixteen Education and Training Boards (ETBs). An example recommended is policy documents in the Irish Louth/Meath Education and Training Board website (www.lwetb.ie). ETBs and ETBI were established in July 2013 and were formerly known as VECs and IVEA respectively	Very Effective	The ETBI portal in Ireland provides access to local level policies underpinning adult education delivery for each ETB area. Policies are tailored to local adult learning needs and each website details various means of delivery. These website provide examples of local policy generation.
Bündnis für Lebenslanges Lernen (BLLL, www.blll-bw.de), or the Alliance for Lifelong Learning for Baden-Württemberg, Germany. The Alliance includes about 40 Baden-Württemberg umbrella organizations and individual institutions from the general, vocational and scientific training as well as the range of departments concerned.	Very Effective	The resources of this German organisation were mentioned on numerous occasions as providing guidelines for adult education centres in Baden-Württemberg. BLLL is an example of an effective network but also provides examples of local programmes for each organisation but are not tools per se.
The Training, or Ausbildungsbündnis, in Baden-Württemberg was mentioned 3 times with more specific links to references together for vocational training (https://wm.baden-wuerttemberg.de/de/arbeit/berufliche-ausbildung/ausbildungsbuendnis/) & Professional Alliance in Baden-Wurttemberg (https://wm.baden-wuerttemberg.de/fileadmin/redaktion/m-wm/intern/Publikationen/Arbeit/Fachkraefteallianz_BW_Ziele__Bilanz_und_Massnahmen_2015.pdf).	Effective	These German websites are resources for educators and trainers in vocational and professional training. They provide tools for teachers and trainers but are not tools for policy making.
Folk High School (or Adult Education centres) in Lower Saxony, support exchange between the home colleges of Lower Saxony and other adult education institutions. See Niedersächsische Landesverband der Heimvolkshochschulen (www.landesverband-hvhs.de)	Effective	This organisation represent 23 recognized and certified adult educational institutions, Folk High Schools, in Lower Saxony, Germany. This is not a policy making tool per se but is an example of an effective network of local organisations and programmes.
European Social Fund (ESF) or Internetseite des Europäischen Sozialfonds (ESF) in Baden-Württemberg (www.esf-bw.de/esf/grusswort/)	Very Effective	The Ministry of Social Affairs and Inclusion website of the European Social Fund (ESF) in Baden-Württemberg, Germany, provides information on ESF funding available in Baden-Württemberg during the period 2014-2020. This site is not a policy making tool per se but provides overarching information

Q.6.a. 1st Recommendation - Name & Source	Relative effectiveness	Notes
		on the ESF support in the region for sustainable employment and skilled labour, social inclusion and combating poverty, and lifelong learning.
ArtSet www.artset.de provides research, education, advice and quality models for education	Effective	ArtSet provides research on organizational and quality development - further education, training and coaching for managers and employees - advice for social, economic and municipal organizations - quality development models for education, guidance and social service organizations. This is not a policy making tool per se but provides valuable information for implementation.
Lifelong learning for low-income participant see https://www.bildungspraemie.info/	Effective	The "Education Bonus" project promotes individual vocational further education and allows people with low incomes to participate in lifelong learning programmes. This is not a policy making tool per se but is an example of implementation.
The Andragos Joint Data Sheet (AZUP) website is an Andragogical database in Croatian (http://www.asoo.hr/default.aspx?id=868)	Effective	The AZUP is a database of adult education institutions and programmes developed in accordance with the Adult Education Act (OG 17/07) and the Ordinance on Adult Education Records (OG 129/08) in Croatia. AZUP is an example of an effective networking tool valuable in policy making.
The NÚV websites http://www.nuv.cz/projekty/univ2 and http://www.nuv.cz/projekty/univ-3 support ESF national projects, UNIV2 and UNIV3, in the Czech Republic. The project provides general, vocational, artistic and linguistic education for support further education staff and provide pedagogical-psychological, educational and career counselling. The NÚV website places an emphasis on lifelong learning and cooperation with the EU.	Effective	The mission of the National Institute for Education, Educational Counselling and Educational Training Facilities (NÚV) was established in July 2011 by the merger of the National Institute of Vocational Education (NÚOV), the Research Institute of Pedagogy in Prague (VÚP) and the Institute of Pedagogical and Psychological Counselling of the Czech Republic (IPPP CR). NÚV is an example of an effective programme resource.

Q.6.a. 1st Recommendation - Name & Source	Relative effectiveness	Notes
Opinion of the Committee of the Regions on "Boosting Growth and Cohesion in EU border regions (https://ec.europa.eu/futurium/en/node/2795)	Effective	The European Commission Communication on Boosting Growth and Cohesion in EU Border Regions highlights ways in which Europe can reduce the complexity, length, and costs of cross-border interaction. It promotes the pooling of services along internal EU borders including modernisation of schooling and higher education. This is an example of a policy influencing document.
Universidad de Málaga UMA virtual campus (https://www.uma.es/centrointernacionaldeespanol/info/) and https://www.uma.es/titulacionespropias/info/72803/reglamento-tp/	Effective	UMA provides guidance on procedures and regulations for adult education organizations in the Malaga Region of Spain. This is not a policy making tool per se but is an example providing valuable information.
The Adult Education Centre in Skopje, Republic of Macedonia (http://cov.gov.mk/)	Effective	Skopje Adult Education Centre is a public institution in the Republic of Macedonia established in 2008 promoting functional, modern adult education in line with EU standards. Learners graduate with qualifications to increase employment opportunities and develop entrepreneurship. This is not a policy making tool per se but is an example providing valuable capacity building.
AlphaDekade provides information on improving the reading and writing skills of adults in Germany by offering basic education (See https://www.alphadekade.de/)	very effective	The AlphaDekade goal is to significantly improve the reading and writing skills of adults in Germany between 2016 and 2026 through basic education. Promotion of this site will raise awareness of learning and support services. This is not a policy making tool per se but is an example providing valuable learner services and information.

Q.6.a. 1st Recommendation - Name & Source	Relative effectiveness	Notes
Eurydice (The European Information Network) is a network of educational systems and policies in Europe http://eurydice.indire.it/in-che-misura-levidence-determina-e-sostiene-le-politiche-educative-in-europa/. The mission of the Eurydice network is to provide European-level analyses and information to those responsible for education systems and policies in Europe and to assist them in their decision making.	Very effective	Eurydice brings together quantitative and qualitative data, knowledge, concrete examples to influence the development and implementation of effective educational policies. The Eurydice report *Support Mechanisms for Evidence-based Policy-Making in Education,* provided on their website, provides an overview of the ways and practices of evidence-based policy-making in the education and training sector. Eurydice is a valuable tool in adult education policy making.
Education Policy guidelines 2014-2020, Latvia. (https://m.likumi.lv/doc.php?id=266406)	Effective	This website presents a synopsis of the policy milestones for Human Resource Development educational policy to 2020 in Lavia. This is not a policy making tool per se but is an example of an integrated approach to a policy infrastructure.
The following was noted but respondents provided incomplete information:		
Respondents noted the following in their responses but did not have references of more complete information: Tracking documentation detailing current and upcoming policy issues, needs analysis, relevant Government Education Ministry or Department websites, relevant country or European labour force survey information, online datasets, best practise examples/case studies, strategies of life-long-learning, funding to support adult education, and quality management guidelines .		
PAIDEIA - http://www.paideia2.it/ Activity Plan for Innovation from the Adult Education.		
2 specific links relating to the Toscana Region were recommended (http://www.regione.toscana.it/bancadati/atti/?redirect=/bancadati/atti/DettaglioAttiG.xml%3f & http://web.rete.toscana.it/RRFP/gateway?passo=index&applicativo=RRFP&funzionalita=index&operazione=index&anonimo=y).		

In the CREATE survey respondents were invited to add a second recommendation for adult education policy making tools – See Question 6. / Table 6.b.

Table 6.b. Recommended Adult Education Policy Making Tools / Second Recommendation

Q.6.b. 2nd Recommendation - Name & Source	Relative effectiveness	Notes
EQAVET is the European Quality Assurance in Vocational Education and Training. See https://www.eqavet.eu/	Effective	EQAVET provides a collaborative sustainable platform or community of practice for quality assurance in Vocational Education and Training (VET). This is not a policy making tool per se but the EQAVET website gives insights that can influence policy and practice at national and local levels. It is an example providing valuable information for policy makers.
The European higher education in the world strategy. See https://ec.europa.eu/education/policy/international-cooperation/world-education_en	Very Effective	The European higher education in the world strategy, launched in 2013, aims to promote mobility and cooperation between universities, EU member states and non-EU countries. This is not a policy making tool per se but is an example providing valuable information for policy makers.
Conference of ministers of education – Kultusministerkonferenz. https://www.kmk.org	very effective	A consortium of the ministers & senators of the German federal states responsible for education and schooling, institutes of higher education and research and cultural affairs. This is not a policy making tool but facilitates a network of political leaders.
The Agency for Adult and Further Education (AEWB), Lower Saxony. See www.aewb-nds.de	very effective	AEWB is a service provider for publicly funded Lower Saxony adult education. AEWB promotes Lifelong Learning and supports adult education in the areas of training, innovation, networking, counselling and public relations. This website is not a policy making tool but provides support and guidelines for Adult Education.
Training Alliance Baden-Wuerttemberg/Ausbildungsbündnis Baden-Württemberg provides training information https://wm.baden-wuerttemberg.de/de/arbeit/berufliche-ausbildung/ausbildungsbuendnis/. This site publishes combat poverty strategies / Strategien gegen Armut. See www.baden-	effective	These information websites provide information on socio-economic context for policy making in the state of Baden-Württemberg. This is not a policy making tool per se.

Q.6.b. 2nd Recommendation - Name & Source	Relative effectiveness	Notes
wuerttemberg.de/de/service/presse/pressemitteilung/pid/abschlussveranstaltung-des-wettbewerbs-strategien-gegen-armut/		
The European Social Fund (ESF) is the EU's main financial instrument for investing in people. This site refers to ESF programmes in Baden-Württemberg www.esf-bw.de/esf/nc/home	effective	The European Social Fund (ESF) aims to improve employment and educational opportunities in the EU by financing measures that increase the employment and educational opportunities This site describes ESF initiatives to combat poverty and discrimination in Baden-Württemberg. This would give strong guidelines to policy making.
Audiolis provides collaboration for companies and organizations to manage external demand of ad hoc training. See https://www.audiolis.com/blog/cursos/experto-universitario-orientacion-laboral	very effective	Audiolis has 30 years' experience in providing training to active or unemployed students and professionals. It focuses on the demands of the labour market and offers retraining or specialisations. This is not a policy making tool per se but is an example of implementation.
Regional Advisory Council for Veneto Advisory Services, Italy. Provides information and materials for adult education. See http://www.edaveneto.it/benvenuto/	effective	Edaveneto is the site organized by the Regional Coordination Unit for Adult Education for Veneto (Italy), which publishes information and materials for adult education. This site provides is an example of information provision.
The National Institute for Education, Education Counselling Centre and Centre for Continuing Education of Teachers (NÚV) in the Czech Republic. See http://www.nuv.cz/t/nastroje-hodnoceni-kvality-1	effective	NÚV enhances the continuing development for general, vocational, art and linguistic education. NUV supports schools in their pedagogical-psychological, educational and career counselling. NUV also provides input into the methodology for the continuing education of teachers. It is a valuable tool impacting on policy making for adult education.
This website outlines training possibilities in Baden-Wurttemberg, Germany. See http://www.gut-ausgebildet.de/	effective	This website dedicated to potential learners, offering a choice of training and vocational courses. This is not a policy making tool.

Q.6.b. 2nd Recommendation - Name & Source	Relative effectiveness	Notes
INDIRE – the National Institute for Documentation, Innovation and Educational Research, is the Italian Ministry of Education's oldest research organisation, http://www.indire.it/progetto/ida-istruzione-degli-adulti/.	effective	INDIRE, the benchmark for educational research in Italy, develops new teaching models, tests new technology in training, and fosters innovation in learning and teaching. INDIRE documents the development of vocational education and training curricula. This website is a tool for policy making but not specifically targeting adult education.
The Electronic Platform for Adult Learning in Europe (EPALE) website provides a European-wide digital platform https://ec.europa.eu/epale/, and specific platforms for each EU country. Examples are Epale-Italy http://www.erasmusplus.it/adulti/epale/, and Epale-Latvia https://ec.europa.eu/epale/lv	Effective	EPALE is a pan European website providing networks and resources for adult/vocational and further education. It provides news, resource sharing, and network capacities. It is not a tool per se but is an example of archiving resources, communicating news, and linking peers best practice.
The Department of Education and Skills in Ireland on line resource has case studies, EU and OECD reports and Irelands National Skill strategy at www.education.ie, Education Training Boards Ireland(ETBI, https://www.etbi.ie/), and Skillnets (the Irish national agency responsible for workforce learning in Ireland, https://www.skillnetireland.ie/		The Department of Education and Skills in Ireland （www.education.ie), through SOLAS, ETBI, and Skillnets, monitors the provision of further education and training programmes for individuals seeking further vocational education and training opportunities to enhance their employment prospects. This is a valuable example for policy makers.
The following was noted but respondents provided incomplete information:		
Respondents noted the following in their responses but did not have references of more complete information: Own methods - case studies, data etc, stakeholder consultation, education service to prisons, supportive country policies that promote activities and awareness in the regions, best practise examples on line questionnaires methods, and the development of new resource document packs.		
Toscana Region http://web.rete.toscana.it/RRFP/gateway?passo=index&applicativo=RRFP&funzionalita=index&operazione=index&anonimo=y		
Research adult education in Croatia http://www.cjelozivotno-ucenje.hr/wp-content/uploads/2017/10/ASOO_Obrazovanje-odraslih_report_za_web.pdf		

End of responses to Question 6.a. & b. Tools Recommend as useful to an organisation in Policy Making: 1st & 2nd Recommendations.

Question 7 (Q.7.) Recommendations of tools for adult education Programme Planning Tools

Question 7 (Q.7.) in the CREATE survey asked respondents to recommend up to 2 tools, in order of usefulness, that their organisation uses for programme planning.

7. Please recommend up to 2 tools (eg. guidelines, checklists, case studies, resource packs, standard procedures, area wide methods, online datasets, or other), in order of usefulness, that your organisation/agency uses for **Adult Education Programme Planning** (Click here for an **example**).

➕ More info

	Name & Source (eg. weblink)	Please rate the effectiveness of this tool		
		Very Effective	Effective	Less Effective
1st Recommendation		○	○	○
2nd Recommendation		○	○	○

Frequent Mentions: In response to this question respondents from the Irish (P.6.) project partner made 29 recommendations. Quality and Qualifications Ireland (www.qqi.ie) was recommended 8 times, the Further Education Support Service (www.fess.ie) was mentioned 4 times, and the Irish State Further Education and Training Agency SOLAS (www.solas.ie) was mentioned on two occasions. 23 recommendations were made to the CREATE project German partners (P.1. & 2.). The Federal Employment agency (https://www.arbeitsagentur.de) was mentioned by respondents 4 times. Specific reference links to http://www.alphagrund-projekt.de/ were mentioned 3 times. The Italian CREATE Project partner (P.8.) received 8 recommendations from respondents with the Toscana Region referred to on two occasions. The Spanish project partner (P.9.) received 8 recommendations but no recommendation was mentioned more than once. Similarly, the partner from Latvia (P.4.) received 8 recommendations - no recommendation was mentioned more than once. The Czech Republic (P.3) partner received 6 recommendations including weblinks - no recommendation was mentioned more than once. AIE (P.3) received 3 general recommendations. For clarification the project source partner of each recommendation is nominated in the following tables.

Table 7.a. Tools Recommended as useful to an organisation in Programme Planning / First Recommendation

7.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
Folk High School (or Adult Education) in Lower Saxony, supports the exchange between the home colleges of Lower Saxony and other adult education institutions. www.landesverband-hvhs.de	Very effective	Deutschland **P.1. & 2.**	www.HVHS.de represents 23 educational institutions in Lower Saxony supporting exchange between home colleges and other adult education institutions in the state. www.HVHS.de addresses topics such as: migration and asylum, cooperation with universities, cultural education, ecology, sustainable learning, education policy and rural education. This is not a programme planning tool but its information provides valuable information for planning.
AlphaGrund Germany offers job-related basic education programs for low-skilled workers. http://www.alphagrund-projekt.de/	Very effective	Deutschland **P.1. & 2.**	AlphaGrund offers job-related basic education programs for low-skilled workers to maintain their employability. The training offers both technical knowledge and skills. This is not a programme planning tool but an example of implementation.
AlphaDekade provides information on improving the reading and writing skills of adults in Germany by offering basic education (See https://www.alphadekade.de/)	Very effective	Deutschland **P.1. & 2.**	The Alpha Dekade goal is to significantly improve the reading and writing skills of adults in Germany between 2016 and 2026 through basic education. Promotion of this site will raise awareness of learning and support services. This is not a programme planning tool but an example of implementation.
WeGebAU (abbreviation for training of low-skilled and employed older workers in companies) is a training initiative of the Nuremberg federal agency for work. See https://con.arbeitsagentur.de/prod/apok/ct/dam/download/documents/dok_ba013470.pdf.	Effective	Deutschland **P.1. & 2.**	This site details incentives from the Employment Agency in Nuremberg, WeGebAU, to promote vocational qualifications for low-skilled and older employees into work. This is not a programme planning tool but an example of implementation.

7.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
The Federal Employment Agency / Bundesagentur für Arbeit (BA) Weiterbildung 50+ Programme for inward migrants see https://www.arbeitsagentur.de/weiterbildung-mit-ueber-50	Effective	Deutschland **P.1. & 2.**	BA-Weiterbildung 50+ promotes vocational qualifications for migrants who have come to Germany. This is an example of a socially inclusive policy and programme.
National Qualifications System in the Czech Reoublic - Národní soustava kvalifikací (NSK). See https://www.narodnikvalifikace.cz/en-us/	Very effective	Czech Republic **P.3.**	This portal provides an overview of nationally recognized vocational qualifications in the Czech Republic. NSK provides information on programme & module specifications, awards information, procedures & guidelines. This is an example of a programme planning tool.
Ministry of Labour and Social Affairs for the Czech Republic. See www.mpsv.cz	Effective	Czech Republic **P.3.**	This Czech Republic. Ministry website is an on-line resource with case studies, EU and OECD reports. This is not a programme planning tool but gives valuable research information.
Curriculum globALE programme is a curriculum for the training of Adult Educators worldwide. See https://www.dvv-international.de/en/materials/curriculum-globale/	Very effective	AIE Croatia **P.5.**	Curriculum globALE (CG) is a cross-cultural core curriculum for the training of adult educators worldwide. It also provides a forum for adult educators and publications with an international perspective of Adult Education. This is a valuable website for programme planning and implementation.
SOLAS, the Irish State Further Education and Training Agency (www.solas.ie) provides key tools to support planning, implementation, and financial efficiency of adult learning programmes.	Very effective	Ireland **P.6.**	The SOLAS website provides a range of data and in-house tools to support planning, implementation, and financial efficiency. These tools are not available to outside agencies. E.g. PLSS / FARR. This is a valuable website for programme planning, implementation and effectiveness.

7.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
The Programme Learner Support System (PLSS) see https://www.qqi.ie/Downloads/Programme%20Learner%20Support%20System%20EQU%20VET%20-%20Fiona%20Maloney%20ETBI.pdf.	Very effective	Ireland **P.6.**	The Programme Learner Support System (PLSS) is a joint project between SOLAS (the National Further Education and Training Authority) and Education and Training Boards Ireland (ETBI). PLSS is a suite of software applications that are designed to provide an integrated approach to the processing of further education and training student data funded through SOLAS, and the performance of such programmes. This is a valuable programme planning, implementation and effectiveness tool.
SOLAS, the Irish State Further Education and Training Agency, (www.solas.ie) Funding Allocations Requests and Reporting system (FARR) database.	Very effective	Ireland **P.6.**	The FARR database reports on Long Term Unemployed (LTU), learners with a disability and the Youth Guarantee Scheme, https://www.salespulse1.com/adulteducation/pdf/Solas_Reporting_Jan_2016.pdf. This is a valuable programme planning, implementation and effectiveness tool.
Quality and Qualifications Ireland (QQI, https://www.qqi.ie/Pages/Home.aspx)	Very effective	Ireland **P.6.**	QQI provides information on programme & module specifications, awards information, statutory guidelines, course guidelines for each module, procedures & guidelines. This is a valuable programme planning, implementation and effectiveness tool.
Qualifax (See http://www.qualifax.ie/) is Ireland's National Learners' Database - a "one stop shop" for learners and the public with comprehensive information on further and higher education and training courses available in Ireland and abroad. Qualifax is a service provided by Quality and Qualifications Ireland https://www.qqi.ie/Pages/Home.aspx	Very effective	Ireland **P.6.**	Qualifax offers comprehensive information further education, higher education, lifelong learning and postgraduate study in Ireland). Qualifax also provides information to assist students, jobseekers, parents, and guidance professionals to make informed choices about options in education, training and career pathways. This is not a programme planning tool but reflects programme implementation at national level.

7.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
The DIMA toolkit https://dima-project.eu/index.php/en/toolkit was noted as a very effective tool.	Effective	Ireland **P.6.**	This is a European -wide toolkit contains a number of practical tools for policy making. The toolkit was developed during an Erasmus+ Project. This site provides information and offers valuable tools.
National Skills Bulletin is an annual publication by the Skills and Labour Market Research Unit (SLMRU) in SOLAS on behalf of the National Skills Council. See http://www.solas.ie/SolasPdfLibrary/NSB.pdf.	Effective	Ireland **P.6.**	An annual report by the SLMRU provides important up-to date information on the Irish labour market occupational levels to inform policy formulation in employment, education/training, career guidance and immigration. It also aims to assist students, job seekers, persons returning to the labour force, investors and employers in making labour market decisions. This is not a programme planning tool but its information provides valuable information for planning.
A paper on how to evaluate the effectiveness of vocational training for the integration of weak subjects? See: http://www.espanet-italia.net/wp-content/uploads/2012/08/images_conferenza2014_sessioni_sessione_22_Faggio.pdf	Effective	Italia **P.8.**	This paper reviews the training policies implemented in the province of Turin targeting young people (14 to 18 years), vulnerable groups, training for the unemployed and apprenticeships. Also reviews policy making. This is not a programme planning tool but its information provides valuable information for planning.
The Electronic Platform for Adult Learning in Europe (EPALE) website provides a European-wide digital platform. See https://ec.europa.eu/epale/	Effective	Italia **P.8.**	Epale is a pan European website providing networks and resources for adult/vocational and further education. It provides news, resource sharing, and network capacities. This is a valuable website for programme planning and implementation.
KIFLI Handbook project . See http://www.kifli.eu/images/stories/handbook/Handbook_Kifli_ES_web.pdf	Effective	España **P.9.**	A report and review of the benefits of physical exercise for senior citizens covering Spain, Hungry, United Kingdom, Austria, Germany, Denmark. It is not a tool per se but is an example of best practice in programme planning.

7.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
ArtSet www.artset.de provides research, education, advice and quality models for education.	Effective	Deutschland **P.1. & 2.**	ArtSet provides research on organizational and quality development - further education, training and coaching for managers and employees - advice for social, economic and municipal organizations - quality development models for education, guidance and social service organizations. This is a valuable website for programme planning.

The following was noted but respondents provided incomplete information:
Respondents noted the following in their responses but did not have references of more complete information: Department of Education and Science research papers (P.6.), Learning Objectives (P.6.), Training courses (P.8.), resource packages (P.8.), Guidelines (P.9.), sector related methods (P.9.), usual procedures, according to university regulations (P.9.), případové studie (P.3.), Kolb's Learning Cycle.(P.3.), new science theories in adult education (P.4.), methods used in regional scale (P.4.), Local demand (P.4.), using service level agreements, SOLAS agree participation target rates with ETBS and these are monitored on a regular basis (P.6.), quality management (P.1 & 2.), Planning software (P.1 & 2.).
In-house further education for employed report (in German). See http://www.egcom.de/site/fileadmin/dokumente/Weiterbildung_im_Betrieb_mit_Konzept.pdf
Toscana Region http://www.regione.toscana.it/bancadati/atti/DettaglioAttiG.xmlcodprat=2015DG00000001438

Table 7.b. Recommended Adult Education programme Planning Tools / Second Recommendation

7.b. 2nd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
AiKompass is a real time website tool for the recognition of informally acquired competencies in the metal and electrical industry, see https://www.aikompass.de/	Very effective	Deutschland **P.1. & 2.**	AiKompass was developed for apprentices / unskilled, and skilled workers in the metal and electrical industry. It is used for assessing current skills, applying for a new job, and to get guidance on further education and training options. This website offers a valuable self-assessment and information tool very helpful in programme planning.
The Agency for Adult and Further Education (AEWB), Lower Saxony, see www.aewb-nds.de	Very effective	Deutschland **P.1. & 2.**	AEWB is a service provider for publicly funded adult education in Lower Saxon. AEWB promotes Lifelong Learning and supports adult education in the areas of training, innovation, networking, counselling and public relations. This website is not a programme planning tool but provides support and guidelines for Adult Education.
AlphaGrund Germany offers job-related basic education programs for low-skilled workers. See https://www.alphagrund-projekt.de/ http://www.alphagrund-projekt.de/files/inhalte/materialien/Checkliste_Leitfaden_neu_Logos.pdf	Effective	Deutschland **P.1. & 2.**	AlphaGrund offers job-related basic education programs for low-skilled workers to maintain their employability. The training offers both technical knowledge and skills. This site is not a programme planning tool but provides examples for project implementation.
European Commission website for Employment, Social Affairs & Inclusion Upskilling Pathways website. See http://ec.europa.eu/social/main.jsp?catId=1224&langId=en	Very effective	Deutschland **P.1. & 2.**	This European Commission website for Employment, Social Affairs & Inclusion, with details on the Upskilling Pathways - New opportunities for adults. Upskilling Pathways is designed for adults to address minimum levels of numeracy, literacy and digital skills. This site is

7.b. 2nd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
			a useful programme planning tool and provides extensive information.
"I Want to Learn German / Ich will Deutsch lernen" website for the integration of immigrants. See (https://www.iwdl.de/cms/lernen/start.html)	Effective	Deutschland **P.1. & 2.**	*I Want to Learn German* is a free portal, funded by the Federal Ministry of Education and Research that provides linguistic, social and professional support for the integration of immigrants. This site is a useful programme planning tool.
The "Further Starter Initiative / Zukunftsstarter" an incentive for low-skilled unemployed and low-skilled employees. See (https://con.arbeitsagentur.de/prod/apok/ct/dam/download/documents/Zukunftsstarter-Arbeitgeber_ba014615.pdf)	Very effective	Deutschland **P.1. & 2.**	Further Starter is a job agency initiative for low-skilled unemployed and employed without a vocational qualification. It encourages companies to become partners the "Further Starter" Programme as part of their recruitment process. This site is a useful programme planning tool.
WeGebAU (abbreviation for training of low-skilled and employed older workers) is a federal training initiative. See https://con.arbeitsagentur.de/prod/apok/ct/dam/download/documents/dok_ba013244.pdf	Effective	Deutschland **P.1. & 2.**	This site details incentives from the Employment Agency in Nuremberg, WeGebAU, to promote vocational qualifications for low-skilled and older employees into work. This is not a programme planning tool but an example of implementation.
The Further Education Support Service. See https://www.fess.ie/about-us/about-the-support-service	Effective	Ireland **P.6.**	The Further Education Support Service (FESS) is a consultancy service operating through the Education and Training Boards (ETBs) funded by the Irish Department of Education and Skills. FESS provides a range of continuous professional development consultancy services to adult education practitioners. It is a service agency and does not provide tools directly.

7.b. 2nd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
Background data on the Toscana Region. See http://web.rete.toscana.it/RRFP/gateway?passo=index&applicativo=RRFP&funzionalita=index&operazione=index&anonimo=y	Effective	Italia **P.8.**	Gives social, economic, financial, structural, administrative information on the Tuscany region. This is not a programme planning tool but provides valuable background information.
Eurydice (The European Information Network) is a network of educational systems and policies in Europe. http://eurydice.indire.it/in-che-misura-levidence-determina-e-sostiene-le-politiche-educative-in-europa/. The mission of the Eurydice network is to provide European-level analyses and information to those responsible for education systems and policies in Europe and to assist them in their decision making.	Effective	Italia **P.8.**	Eurydice brings together quantitative and qualitative data, knowledge, concrete examples to influence the development and implementation of effective educational policies. The Eurydice report *Support Mechanisms for Evidence-based Policy-Making in Education,* provided on their website, provides an overview of the ways and practices of evidence-based policy-making in the education and training sector. Eurydice is a valuable tool in adult education policy making.
The AAL Aging Well Digital Age Forum. An annual discussion forum in Spain on health and social inclusion of the ageing population. See www.aalforum.eu/	Very effective	España **P.9**	An annual discussion forum in Sept in Bilbao Spain, on health and social inclusion of the ageing population. The Forum brings together actors such as municipalities, and health and social care providers together to scope more digital cost-effective systems for building services to serve an ageing society. This is not a programme planning tool but provides valuable information.

7.b. 2nd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
MENTA50+ Handbook project See http://www.menta50plus.eu	Effective	España **P.9.**	Menta50 seek ways of keeping people over 50 mentally and physically healthy by providing a supportive framework and by developing materials reflecting a holistic approach designed to encourage their increased activity. The handbook provides teaching and training methods. This is not a programme planning tool but an example of implementation.
The following was noted but respondents provided incomplete information:			
Respondents noted the following in their responses but did not have references of more complete information: Methods with wide efficiency (P.3.), People's solvency (P.4.), standard procedure (P.4.), resource packs (P.4.), Investigation of internal activity through observation (P.4.), Standard Procedure (P.5.), AONTAS CEN materials (P.6.), Instruction Methods (P.6.), Database for students details (P.6.), Adult Education discourse policy analysis - work completed with groups as part of learning programme (P.6.), NUI Galway institutional marks and standards guidelines (P.6.), National statistics for employment rates (P.6.), Funding application guidelines (P.6.), Curriculum Development Unit (P.6.), methods applicable on a large scale (P.8.), own resources, experience in teacher planning (P.9.), Case stadies and examples (P.9.), online datasets (P.9.).			
Fachkonferenzen des Landesverbandes (P.1 &2.), Zukunft der Weiterbildung, BMBF (P.1 &2.)			

End of responses to Question 7. Tools Recommend as useful to an organisation Programme Planning; 1st & 2nd Recommendations.

Question 8 (Q.8.) Recommendation of Tools for Implementing Adult Education Programmes

Question eight (Q.8.) in the CREATE survey asked respondents to recommend up to 2 tools, in order of usefulness, that their organisation uses in implementing adult education programmes.

Notes

8. Please recommend up to 2 tools (eg. guidelines, checklists, case studies, resource packs, standard procedures, area wide methods, online datasets, or other), in order of usefulness, that your organisation/agency uses in **Implementing Adult Education Programmes** (Click here for example).

	Name & Source (eg. weblink)	Please rate the effectiveness of this tool		
		Very Effective	Effective	Less Effective
1st Recommendation		○	○	○
2nd Recommendation		○	○	○

Frequent Mentions: In response respondents to the Ireland (P.6.) project partner made 22 recommendations with the Further Education Support Service (www.fess.ie) mentioned twice, Quality and Qualifications Ireland (www.qqi.ie) mentioned twice, and the Department of Education and Skills website mentioned twice. 18 recommendations were made to the CREATE project by the German partner respondents (P.1. & 2.) with Die Alphadekade (www.alphadekade.de) mentioned three times. Respondents to the Italian partner made 5 recommendations with **http://ojs.pensamultimedia.it** mentioned twice. 10 recommendations were made by respondents to the Spanish project partner, 6 to the Latvian project partner, 4 to the Czech Republic partner, and 3 to AIE partner. Many of these recommendations were general comments with no specific links to useful tools.

Table 8.a. Tools Recommended as useful to an organisation for Implementing Adult Education Programmes /First Recommendation

8.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
The official portal for further vocational training in the state of Baden-Württember region in Germany. See www.Fortbildung-bw.de	Very effective	Deutschland **P.1. & 2.**	Fortbildung-bw.de is the official portal for further vocational training in the state of Baden-Württemberg. The portal offers advanced training courses and consultations. This resource is useful to implement Adult Education programmes.
AlphaDekade provides information on improving the reading and writing skills of adults in Germany by offering basic education. See https://www.alphadekade.de/	Very effective	Deutschland **P.1. & 2.**	The goal of AlphaDekade is to significantly improve the reading and writing skills of adults in Germany between 2016 and 2026 by offering basic education. This resource is useful to implement Adult Education programmes.
Folk High School (or Adult Education) in Lower Saxony, supports the exchange between the home colleges of Lower Saxony and other adult education institutions. See www.landesverband-hvhs.de	Very effective	Deutschland **P.1. & 2.**	HVHS.de represents 23 educational institutions in Lower Saxony. Topics addressed are: migration and asylum, cooperation with universities, cultural education, ecology, sustainable learning, education policy and rural education. This resource is useful in the research of Adult Education programmes but not primarily useful in its implementation.
Center for General Continuing Education of the University of Ulm (ZAWiW), for the self-employment of older people in education. See https://forschendes-lernen.de/	Very effective	Deutschland **P.1. & 2.**	This project enables older people to take part in scientific research and research projects promoting self-employment of older people in the area of education. This resource is useful to implement Adult Education programmes.

8.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
AlphaGrund Germany offers job-related basic education programs for low-skilled workers. See http://www.alphagrund-projekt.de/files/inhalte/materialien/Checkliste_Leitfaden_neu_Logos.pdf	Very effective	Deutschland **P.1. & 2.**	AlphaGrund offers job-related basic education programs for low-skilled workers to maintain their employability through training in both technical knowledge and skills. This site is not a programme planning tool but provides examples for project implementation.
ArtSet www.artset.de provides research, education, advice and quality models for education	Effective	Deutschland **P.1. & 2.**	ArtSet provides research on organizational and quality development - further education, training and coaching for managers and employees - advice for social, economic and municipal organizations - quality development models for education, guidance and social service organizations. This resource is useful in the research of Adult Education programmes but not primarily useful in its implementation
Information website on the state of Baden-Württember. See https://wm.baden-wuerttemberg.de/de/arbeit/ueberbetriebliche-berufsbildung-uebs/	Effective	Deutschland **P.1. & 2.**	https://www.baden-wuerttemberg.de/en/home/ is an information website for the state of Baden-Württemberg with relevant information on socio-economic context for policy making. This resource provides examples in project implementation but cannot be used primarily as an implementation tool.
University-style course in Migration and Integration at University of Ulm. See https://www.uni-tuebingen.de/zielgruppen/weiterbildung/programm/migration-und-integration.html	Very effective	Deutschland **P.1. & 2.**	Gives details of a Migration and Integration course that can be found in the Further Education section of the University website. This resource provides examples in project implementation but cannot be used primarily as an implementation tool.
AlphaDekade provides information on improving the reading and writing skills of adults in Germany by offering basic education. See https://www.alphadekade.de/	Effective	Deutschland **P.1. & 2.**	The Alpha Dekade goal is to significantly improve the reading and writing skills of adults in Germany between 2016 and 2026 through basic education. Promotion of this site will raise awareness of learning and support services. This resource

8.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
			provides examples in project implementation but cannot be used primarily as an implementation tool.
Methodologies EKS: A Career Guidance Publication. www.ekscr.cz/sites/default/files/obrazky/.../thediverseworldofcareerguidance.pdf	Effective	Czech Republic **P.3.**	A 43 page free publication detailing the challenges of career guidance made with the cooperation of primary and secondary school students in Prague. This resource can be used as an implementation tool.
Example of an Erasmus + Project E&I. See https://www.unioviedo.es/ei/	Effective	AIE Italia **P.5.**	An Erasmus+ Project that focuses on the design, practice, assessment and systematization of a competence-centred programme about employment and inclusion. This resource can be used as an implementation tool.
Curriculum globALE programme is a curriculum for the training of Adult Educators worldwide. See https://www.dvv-international.de/en/materials/curriculum-globale/	Effective	AIE Crotia **P.5.**	Curriculum globALE (CG) is a cross-cultural core curriculum for the training of adult educators worldwide. It also provides a forum for adult educators and publications on international perspective of Adult Education. This resource is useful to implement Adult Education programmes.
The Further Education Support Service in Ireland. See https://www.fess.ie/about-us/about-the-support-service	Very effective	Ireland **P.6.**	The Further Education Support Service (FESS) is a full-time, year-round consultancy service operating through the Education and Training Boards (ETBs). It funded by the Irish Department of Education and Skills, and provides a range of continuous professional Development and consultancy services to adult education practitioners. It is a service agency and does not provide tools directly.

8.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
Quality and Qualifications Ireland (QQI). See https://www.qqi.ie/Pages/Home.aspx)	Effective	Ireland **P.6.**	QQI provides information on programme & module specifications, awards information, statutory guidelines, course guidelines for each module, procedures & guidelines. This resource is useful to implement Adult Education programmes.
The Programme Learner Support System (PLSS). See https://www.qqi.ie/Downloads/Programme%20Learner%20Support%20System%20EQU%20VET%20-%20Fiona%20Maloney%20ETBI.pdf	Less effective	Ireland **P.6.**	The Programme Learner Support System (PLSS) is a joint project between SOLAS (the National Further Education and Training Authority) and Education and Training Boards Ireland (ETBI). PLSS is a suite of software applications that are designed to provide an integrated approach to the collection and processing of personal data of users of PLSS and FET programmes funded through SOLAS, and the outputs, outcomes and performance of such programmes. This resource is useful to implement Adult Education programmes.
The Further Education Support Service in Ireland. See https://www.fess.ie/about-us/about-the-support-service	Effective	Ireland **P.6.**	The Further Education Support Service (FESS) is a full-time, year-round consultancy service operating through the Education and Training Boards (ETBs). It funded by the Irish Department of Education and Skills, and provides a range of continuous professional Development and consultancy services to adult education practitioners. It is a service agency and does not provide tools directly.
Special EU Programmes Body (SEUPB). One of the six cross-border Bodies set up under the "Agreement between the Government of Ireland and the Government of the United Kingdom of Great Britain and Northern Ireland. See www.seupb.ie	Effective	Ireland **P.6.**	SEUPB role is to help facilitate the positive impact that European Regional Development Funding will have on the lives of people living across Northern Ireland, the Border Region of Ireland and Western Scotland. The SEUPB is responsible for the implementation of the EU's PEACE IV and INTERREG VA

8.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
			Programmes. This is a useful resource for implementing Adult Education Programmes.
www.education.ie is the official website for the Irish Department of Education and Skills.	Effective	Ireland **P.6.**	The Department of Education and Skills (www.education.ie), through SOLAS, Education Training Boards (ETBs), and Skillnets, funds and monitors the provision of further education and training programmes for individuals who are seeking to avail of further vocational education and training opportunities in order to enhance their employment prospects and to enable them to acquire accredited qualifications. This is a useful resource for implementing Adult Education Programmes.
Alice promotes a European strategy for the training of trainers through adult learning pilot programmes that promote intergenerational creative experiences. See http://ojs.pensamultimedia.it/index.php/siref/article/viewFile/667/647	Very effective	Italia **P.8.**	This project, called ALICE (Adults Learning for Intergenerational Creative Experiences), promotes informal learning with the aim to enhance adults' competences regarding the educational relationship between adults and children. This resource provides examples in project implementation but cannot be used primarily as an implementation tool.
Senior Classes in the University of Malaga (Spain). See https://www.uma.es/aula-de-mayores/	Very effective	España **P.9.**	The Senior Education classes of the University of Malaga provides Senior Education courses to older adults to gain access to education and general culture as a vehicle for cultural, social and scientific debate within a framework for intergenerational coexistence. This resource provides examples in project implementation but cannot be used primarily as an implementation tool.

8.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
Handbook of the project KIFLI on physical exercises for senior citizens for authors from the University of Malaga. See http://www.kifli.eu/images/stories/handbook/Handbook_Kifli_ES_web.pdf	Very effective	España **P.9.**	This handbook based on projects in Spain, Hungry, United Kingdom, Austria, Germany, Denmark, on the benefits of physical exercise for senior citizens.. This resource provides examples of project implementation. It is not primarily an implementation tool.
Adult Educational Programme in Harghita County Council (Romania). See http://harghitacounty.ro/news/information-concerning-the-competences-of-harghita-county-council-in-the-field-of-vocational-training.html	**Very effective**	European IHF	Harghita County Council assists professional educational institutions from rural areas through the micro regional associations and according to the development strategies. It also participates in the organization of vocational training addressed to adults and is a member of the committee responsible for the qualification and approval of the programmes addressed to adult education. This resource is useful to implement Adult Education programmes.
A project to increase lifelong opportunities and developing Adult Education in the Republic of Macedonia. See http://dozivotnoucenje.mk/	Effective	European IHF	The main goal of the "Strengthening Lifelong Learning through the Modernization of Vocational Education and Training and Adult Education Systems" project is to establish a dynamic relationship between education and changes in the labour market. This resource provides examples in project implementation but cannot be used primarily as an implementation tool.

8.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
This information was provided as a follow-up to the survey:			
OECD Spanish national report on overcoming school failure: policies that work https://www.oecd.org/spain/48631820.pdf	Very effective	España **P.9.**	This Report covers the situation of Adult Education and Lifelong Learning in Spain. It is divided into two sections. The section Policy and Politics gives an overview of the key policy currently in force, and also outlines the main legislation or political situation in the country. Structure and Providers gives a more detailed
European Association for the education of adults-Spanish Country Report on Adult Education https://eaea.org/wp-content/uploads/2018/01/spain_country-report-on-adult-education-in-spain.pdf	Very effective	España **P.9.**	A country report that presents and assesses the main recent and ongoing policy measures in each EU Member State, section 7 covers specifically Adult Education in Spain look at the organizational structures, and also outlines the main adult education providers, mainly looking at non-formal and informal learning. Can be used as a reference to implement programmes.
European Commission publication on Education and Training Monitor 2017 in Spain. https://ec.europa.eu/education/sites/education/files/monitor2017-es_en.pdf	Very effective	España **P.9.**	This background report on Spain explains the range of challenges and policy approaches to addressing adult basic skill needs in Spain.
Spanish Work and Welfare Ministry publication on Continuing education and training for adults in Spain. https://www.sepe.es/contenidos/personas/formacion/refernet/pdf/tema5ingles.pdf	Very effective	España **P.9.**	
OECD Spanish background report on: "Improving Teaching and Learning for Adults with Basic Skill Needs". ttp://www.oecd.org/spain/39983505.pdf	Very effective	España **P.9.**	

8.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
The following was noted but respondents provided incomplete information:			
Respondents noted the following in their responses but did not have references of more complete information: On line / video and people play activity in the class room (P.6.), Previous annual reports (P.6.), Centre for Adult Learning and Professional Development online design templates (P.6.), While we have our own in-house methods, we do not avail of the use of Tool Kits (P.6.), Department of Education guidelines and Teaching Council guidelines on for staff recruitment (P.6.), Standard procedures within the ETB (P.6.), free trial courses in IT and accounting programmes (P.4.), case studies (P.4.), Common guidelines, which include the objectives and tasks of the institution (P.4.), Service planning between the ETBs and SOLAS allows the ETBs to deliver the provision as agreed with SOLAS (P.6.), quality management, employment centers card of services (P.8.), and online datasets (P.9.).			

Table 8.b. Recommended Adult Education programme Implementing Tools / Second Recommendation

8.b. 2nd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
"Perspective re-entry" - Perspektive Wiedereinstieg is an initiative by the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth to encourage re-entry into a working life. See www.perspektive-wiedereinstieg.de	Very effective	Deutschland **P.1. & 2.**	A programme that supports re-entry to the labour market. It addresses people who wish to return to working life. This resource provides examples in project implementation but cannot be used primarily as an implementation tool.
AEWB is the Agency for Adult Education and Continuing Education (AEWB) in Lower Saxony. See www.aewb-nds.de	Very effective	Deutschland **P.1. & 2.**	The Agency for Adult Education and Continuing Education (AEWB) has been the central service provider and service provider for adult education in Lower Saxony since 2006 for all recognized, publicly funded institutions and their employees. It is the first point of contact for promotion and training, quality management and consulting, networking, development and innovation in all important areas of adult education and training. This resource is useful to implement Adult Education programmes.
This website presents an educational programme for women. See https://landfrauen-bw.de/bildungsprogramm-2016-2017/	Very effective	Deutschland **P.1. & 2.**	An association open to all women in rural areas where the economic, social and socio-political interests of women are represented. It provides rural adult education at provincial, county and local level. This resource provides examples in project implementation but cannot be used primarily as an implementation tool.
Projekte der Alpha Dekade provides information on improving the reading and writing skills of adults in Germany by offering basic education. See https://www.alphadekade.de/)	Very effective	Deutschland **P.1. & 2.**	The AlphaDekade goal is to significantly improve the reading and writing skills of adults in Germany between 2016 and 2026 through basic education. Promotion of this site will raise awareness of learning and support services. This is not a policy making tool per se but is an example providing valuable information. This resource provides

8.b. 2nd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
			examples in project implementation but cannot be used primarily as an implementation tool.
Training financing. See https://www.aufstiegs-bafoeg.de/index.html	Very effective	Deutschland **P.1. & 2.**	AFBG supports anybody preparing for a professional qualification as master craftsman, industrialist, educator, technician, specialist trainee, business economist or one of more than 700 comparable qualifications. This resource provides examples in project implementation but cannot be used primarily as an implementation tool.
European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET). See https://www.eqavet.eu/	Very effective	Deutschland **P.1. & 2.**	EQAVET operates in a collaborative mode to create a sustainable platform or community of practice for quality assurance in Vocational Education and Training (VET). This resource is useful to implement Adult Education programmes.
European Lifelong Policy Network Tools. See http://www.elgpn.eu/	Effective	Czech Republic **P.3.**	A European network developing European co-operation on lifelong guidance in both the education and the employment sectors. It promoted co-operation at Member State level in implementing the priorities identified in the EU Resolutions on Lifelong Guidance (2004; 2008). This resource is useful to implement Adult Education programmes.
Fetac Resources .com is a resource website for adult and further education teacher. See http://www.fetacresources.com/fetacresources/	Effective	Ireland P.6.	This is one of a range of sites that freely offers resources and tutor forums for teaching practitioners in adult, vocational, and further education. Is a very valuable resource for programme planning and implementation. The forum is very useful for policy makers.
Quality and Qualifications Ireland guidelines. See https://www.qqi.ie/Pages/Home.aspx	Effective	Ireland **P.6.**	QQI provides information on programme & module specifications , awards information, statutory guidelines, course guidelines for each module, procedures & guidelines. This resource is useful to implement Adult Education programmes.

8.b. 2nd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
Cooperation Ireland. See www.cooperationireland.org	Effective	Ireland **P.6.**	Co-operation Ireland is an all-island peace-building charity. Since it was established in 1979 as Co-operation North, they have worked to encourage and promote interaction, dialogue and practical collaboration within Northern Ireland and between Northern Ireland and the Republic of Ireland. This resource provides examples in project implementation but cannot be used primarily as an implementation tool.
EQAVET is the European Quality Assurance in Vocational Education and Training. See https://www.eqavet.eu/	Very effective	Italia **P.8.**	EQAVET operates in a collaborative mode to create a sustainable platform or community of practice for quality assurance in Vocational Education and Training (VET). This is not a policy making tool per se but the EQAVET website gives insights that can influence policy and practice at national and local levels. This is not a policy making tool per se but is an example providing valuable information for policy makers.
University access exams for students with more than 25, 40 and 45 years old. See https://www.uma.es/acceso/	Very effective	España **P.9.**	The Senior Education classes of the University of Malaga gives the opportunity to those who may be at the end of their working life, to gain access to education and general culture. The Senior Education courses provide a vehicle for cultural, social and scientific debate within an ideal framework for intergenerational coexistence. This resource provides examples in project implementation but cannot be used primarily as an implementation tool.
Handbook project MENTA50+. See http://www.menta50plus.eu	Very effective	España **P.9.**	MENTA50 seek ways of keeping people over 50 mentally and physically healthy by providing a supportive framework and by developing materials reflecting a holistic approach designed to encourage their increased activity. The handbook provides teaching and training methods. This resource provides examples in project implementation and can also be used as an implementation tool.

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8.b. 2nd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
This information was provided as a follow-up to the survey:			
Case studies (P.9.). Collection of different case studies in adult education policies. http://www.desarrollo-alternativo.org/documentos/Guzman%20Bonilla.pdf	VeryEffective	España **P.9.**	A comprehensive document in Spanish called Cambiar la educación para cambiar el mundo...¡Por una acción educativa emancipadora! - Change education to change the world... For emancipatory educational action!
The following was noted but respondents provided incomplete information:			
Respondents noted the following in their responses but did not have references of more complete information: Reusing old class plans and old fashioned teaching methods (P.6.), Prison education reports (P.6.), Centre for Learning and Teaching online resources (P.6.) methods with wide efficiency (P.3.), case studies (P.4.), Feedback - surveys (P.4.), No actual tools used. Own in-house methods only (P.6.)			
Nuissl, E. (2008). Vocational training in Europe. Journal of e-Learning and Knowledge Society –Methodologies and scenarios, Vol. 4, No. 1, pp. 169-178			Very effective

End of responses to Question 8. Tools for Implementing Adult Education Programmes recommend as useful; 1st & 2ⁿᵈ Recommendations.

Question 9 (Q.9.) Recommendation of Tools for evaluating effectiveness of Adult Education Programmes

Question 9 (Q.9.) in the CREATE survey asked respondents to recommend up to 2 tools, in order of usefulness, that their organisation in evaluating effectiveness of adult education programmes.

9. Please recommend up to 2 tools (eg. guidelines, checklists, case studies, resource packs, standard procedures, area wide methods, online datasets, or other), in order of usefulness, that your agency uses in **Evaluating the Effectiveness of Adult Education Programmes** (Click here for an example).

➕ More info

	Name & Source (eg. weblink)	Please rate the effectiveness of this tool		
		Very Effective	Effective	Less Effective
1st Recommendation		○	○	○
2nd Recommendation		○	○	○

Frequent Mentions: In response respondents to the Irish (P.6.) project partner made 21 recommendations with Quality Qualifications Ireland (QQI) www.qqi.ie evaluation tools mentioned 6 times. The Programme Learner Support System (PLSS) was mentioned twice. SOLAS was mentioned 3 times but no specific links provided.

3 recommendations were made to the CREATE project by the German partner respondents (P.1. & 2.) with none mentioned more than once. Equally for the 3 recommendations to the Italian partner, the 5 recommendations to the Spanish partner, the 6 recommendations to the Latvian partner, the 3 recommendations to the Czech Republic country partner, and the 2 recommendations from the AIE partner none were mentioned more than once.

Table 9.a. Tools Recommended as useful in Evaluating Effectiveness of Adult Education Programmes / First Recommendation

9.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
Publication comparing job training programmes in the German Länder (in German): Ländermonitor berufliche Bildung. See https://www.bertelsmann-stiftung.de/de/publikationen/publikation/did/laendermonitor-berufliche-bildung-2017	Very effective	Deutschland **P.1. & 2.**	The purpose of the foundation is the promotion of science and research, religion, public health, youth and elderly care, art and culture, education and training, welfare, international cultural exchange, democratic governance and civic engagement. The project examines equity and performance of vocational education and training in the federal states over the course of time. This is a useful resource to evaluate the effectiveness of Adult Education Programmes.
www.artset.de provides research, education, advice and quality models for education.	Effective	Deutschland **P.1. & 2.**	ArtSet provides research on organizational and quality development - further education, training and coaching for managers and employees - advice for social, economic and municipal organizations - quality development models for education, guidance and social service organizations. This is an example of an Adult Education Programme but it cannot be used to measure its effectiveness.
Quality and Qualifications Ireland (QQI). See https://www.qqi.ie/Pages/Home.aspx	Very effective	Ireland **P.6.**	QQI provides information on programme & module specifications , awards information, statutory guidelines , course guidelines for each module , procedures & guidelines. This is critical tool in the design of Adult Education Programme but it cannot be used to measure its effectiveness.

9.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
The Programme Learner Support System (PLSS). See https://www.qqi.ie/Downloads/Programme%20Learner%20Support%20System%20EQU%20VET%20-%20Fiona%20Maloney%20ETBI.pdf.		Ireland **P.6.**	The Programme Learner Support System (PLSS) is a joint project between SOLAS (the National Further Education and Training Authority) and Education and Training Boards Ireland (ETBI). PLSS is a suite of software applications that are designed to provide an integrated approach to the collection and processing of personal data of users of PLSS and FET programmes funded through SOLAS, and the outputs, outcomes and performance of such programmes. This is a valuable programme planning, implementation and effectiveness tools. This is a useful resource to evaluate the effectiveness of Adult Education Programmes.
The Further Education and Training Authority, SOLAS. See http://www.solas.ie/	Effective	Ireland **P.6.**	The SOLAS website provides a range of data and infrastructural tools to support planning, implementation, and financial efficiency. These are in-house tools that are not available to outside agencies., e.g. PLSS / FARR. This is a valuable website for programme planning, implementation and effectiveness. This provides useful resources to evaluate the effectiveness of Adult Education Programmes.
The Programme Learner Support System (PLSS). See https://www.qqi.ie/Downloads/Programme%20Learner%20Support%20System%20EQU%20VET%20-%20Fiona%20Maloney%20ETBI.pdf.	Very effective	Ireland **P.6.**	The Programme Learner Support System (PLSS) is a joint project between SOLAS (the National Further Education and Training Authority) and Education and Training Boards Ireland (ETBI). PLSS is a suite of software applications that are designed to provide an integrated approach to the collection and processing of personal data of users of PLSS and FET programmes funded through SOLAS, and the outputs, outcomes and performance of such programmes. This is a valuable programme planning, implementation and effectiveness tools. This is a useful resource to evaluate the effectiveness of Adult Education Programmes.

9.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
Glencree Centre for Peace and Reconciliation. See www.glencree.ie	Very effective	Ireland **P.6.**	Glencree centre facilitates 'under the radar' dialogue between groups involved in and affected by violent conflict. This is an example of an Adult Education Programme but it cannot be used to measure its effectiveness.
Quality and Qualifications Ireland, QQI, Evaluation Tools (https://www.qqi.ie/Pages/Home.aspx)	Effective	Ireland **P.6.**	QQI provides information on programme & module specifications , awards information, statutory guidelines , course guidelines for each module , procedures & guidelines. This is critical tool in the design of Adult Education Programme but it cannot be used to measure its effectiveness.
Erasmus Plus is the European Union's program for Education, Youth and Sports 2014-2020. See http://www.erasmusplus.it/indagine-di-impatto-dei-programmi-europei-grundtvig-e-erasmus-per-il-settore-delleducazione-degli-adulti/	Effective	Italia **P.8.**	This survey gives an overall picture of what has happened in the adult education sector in the last 13 years, from Grundtvig to Erasmus +. This is a useful resource to evaluate the effectiveness of Adult Education Programmes.
Adult Educational Programme in Harghita County Council. See http://harghitacounty.ro/news/information-concerning-the-competences-of-harghita-county-council-in-the-field-of-vocational-training.html	Very effective	European IHF	Harghita County Council assists professional educational institutions from rural areas through the micro regional associations and according to the development strategies. It also participates in the organization of vocational training addressed to adults and is a member of the committee responsible for the qualification and approval of the programmes addressed to adult education. This is an example of an adult education programme implementation but it cannot be used to measure its effectiveness.

9.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
This information was provided as a follow-up to the survey:			
An interesting proposal from the Spanish Ministry of Education on Methodical principles in adult learning on https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&cad=rja&uact=8&ved=2ahUKEwiSn4Gn4sTdAhUDz4UKHRmeBvoQFjAHegQIBxAC&url=http%3A%2F%2Fwww.ite.educacion.es%2Fformacion%2Fmateriales%2F124%2Fcd%2Fguia%2Fdocumentacion%2520complementaria%2F12_metodologia_aprendizaje_EPA.pdf&usg=AOvVaw0YoWiHUq7eoJxWuqaxfEto	Very Effective	España **P.9.**	Gives guidelines on methodology for Adult Education.
The following was noted but respondents provided incomplete information:			
Respondents noted the following in their responses but did not have references of more complete information: quality management (P.1 &2.), Learner Engagement (P.6.), Annual reporting on quality and quantity of learners' progress (P.6.), AONTAS. National Learner Forum (P.6.), Mandatory module surveys (P.6.), pokyny/návody (P.3.), Quality Certification System (P.8.), Evaluation forms for every course (P.5.), Completion levels feedback and learner surveys (P.6.), Creating and acquiring new jobs, improving competences - feedback from individuals and increasing demand (P.4.)			

Table 9.b. Tools Recommended as useful in Evaluating Effectiveness of Adult Education Programmes / Second Recommendation

9.b. 2nd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
The Further Education and Training Authority, SOLAS. See http://www.solas.ie/	Effective	Ireland **P.6.**	The SOLAS website provides a range of data and infrastructural tools to support planning, implementation, and financial efficiency. These are in-house tools that are not available to outside agencies, e.g. PLSS / FARR. This is a valuable website for programme planning, implementation and effectiveness.
QQI - Quality and Qualifications Ireland Infographics. See (https://www.qqi.ie/Pages/Home.aspx)	Effective	Ireland **P.6.**	QQI provides information on programme & module specifications , awards information, statutory guidelines , course guidelines for each module , procedures & guidelines. This is critical tool in the design of Adult Education Programme but it cannot be used to measure its effectiveness.
QQI - Quality and Qualifications Ireland Infographics. See (https://www.qqi.ie/Pages/Home.aspx)	Very effective	Ireland **P.6.**	QQI provides information on programme & module specifications , awards information, statutory guidelines , course guidelines for each module , procedures & guidelines. This is critical tool in the design of Adult Education Programme but it cannot be used to measure its effectiveness.
European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET). See www.eqavet.eu	Effective	Italia **P.8.**	EQAVET operates in a collaborative mode to create a sustainable platform or community of practice for quality assurance in Vocational Education and Training (VET). This is a useful resource to evaluate the effectiveness of Adult Education Programmes.

9.b. 2nd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
This information was provided as a follow-up to the survey:			
Student surveys http://www.biss.soc.lv/downloads/resources/muzizglitiba/muzizgl_latv.pdf	Effective	Latvia **P.4.**	For example national surveys of adult education and life-long-learning carried out by the Baltic Institute of Social Science, 2006 "Access to lifelong learning and opportunities of learning in Latvia". Results of Adult Education Survey, Central Statistical bureau of Latvia, Riga, 2018. Surveys of the participants curried out by training providers at the end of learning programmes.
The following was noted but respondents provided incomplete information:			
Respondents noted the following in their responses but did not have references of more complete information: Methods with wide efficiency (p.3.), Awareness raising about individual career development and further opportunities - the emergence of a new demand (p.4.), Mandatory Programme Surveys (p.6.), Employer Surveys (p.6.),			

End of responses to Question 9 Tools Evaluating Effectiveness of Adult Education Programmes recommend as useful to an organisation; 1st & 2nd recommendations.

Question 10 (Q.10.) Recommendation of Tools to Assess Financial Efficiency of adult education programmes

Question ten (Q.10.) in the CREATE survey asked respondents to recommend up to 2 tools, in order of usefulness, that their organisation in assessing the financial efficiency of adult education programmes.

10. Please recommend up to 2 tools (eg. guidelines, checklists, case studies, resource packs, standard procedures, area wide methods, online datasets, or other), in order of usefulness, that your agency uses to **Assess Financial Efficiency of Adult Education Programmes** (Click here for an example).

	Name & Source (eg. weblink)	Please rate the effectiveness of this tool		
		Very Effective	Effective	Less Effective
1st Recommendation		○	○	○
2nd Recommendation		○	○	○

Frequent Mentions: Respondents recommended relatively few specific tools to assess financial efficiencies in Adult Education. Respondents to the Irish (P.6.) project partner made 9 recommendations with SOLAS mentioned twice and Education and Training Boards Ireland (ETBI) mentioned twice. It is noted that all recommendations were general. The German partner received 2 recommendations, the Spanish partner 5, the Latvian partner 6, the Czech Republic partner 2, AIE 2 recommendations and the Italian partner received 1 recommendation. None were multiple recommendations. The mentions are summarised following:

Financial Tools Summary
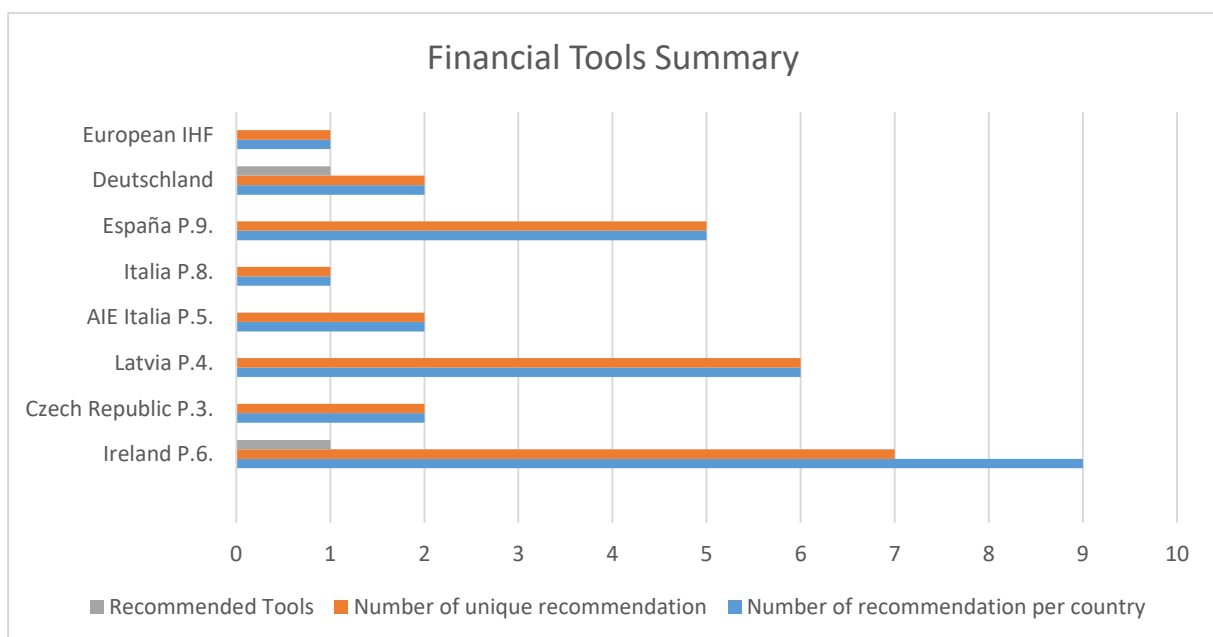
Table 10.a. Tools Recommended as useful to Assess Financial Efficiency of Adult Education Programmes / First Recommendation

| 10.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
Monitoring and evaluation of ESF-programmes. See https://www.esf-bw.de/esf/foerderung-beantragen-und-umsetzen/evaluation-und-monitoring/	Effective	Deutschland **P.1. & 2.**	The European Social Fund (ESF) is the EU's main financial instrument for investing in people. The evaluation examines the contribution of ESF support to the achievement of the objectives set out in the OP and the core objectives of the Europe 2020 strategy. This resource is useful to assess financial efficiency.
ArtSet www.artset.de provides research, education, advice and quality models for education.	Effective	Deutschland **P.1. & 2.**	ArtSet provides research on organizational and quality development - further education, training and coaching for managers and employees - advice for social, economic and municipal organizations - quality development models for education, guidance and social service organizations. This resource does not assess financial efficiency but is an example of a programme implementation.
SOLAS have created a Funding Allocation and Resource tool for ETB's. this is being used to support forward planning and funding allocations. See http://www.solas.ie/	Effective	Ireland **P.6.**	The SOLAS website provides a range of data and infrastructural tools to support planning, implementation, and financial efficiency. These are in-house tools that are not available to outside agencies, e.g. PLSS / FARR (The reader will find explanations of both of these is this report). This is a valuable website for programme planning, implementation and effectiveness. This resource is also useful to assess financial efficiency.
Longford/Westmeath Education and Training Boards (LWETB) Policy documents. See www.lwetb.ie		Ireland **P.6.**	The ETBI (Education and Training Boards Ireland) portal in Ireland provides access to local level policies underpinning adult education delivery for each ETB area. Policies are tailored to local adult learning needs and each website details various means of delivery. LWETB is the portal for the Longford – Westmeath Education and Training Boards region. This resource does not assess financial efficiency but provide examples of local policy development.

10.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
Adult Educational Programme in Harghita County Council. See http://harghitacounty.ro/news/information-concerning-the-competences-of-harghita-county-council-in-the-field-of-vocational-training.html		European IHF	Harghita County Council, Harghita is a county (Judeţ) in eastern Transylvania/the centre of Romania, assists professional educational institutions from rural areas through the micro regional associations and according to the development strategies. It also participates in the organization of vocational training addressed to adults and is a member of the committee responsible for the qualification and approval of the programmes addressed to adult education. This resource does not assess financial efficiency but provide examples of local policy generation.
This information was provided as a follow-up to the survey:			
Adult Education Student Survey 2018, Central Statistical bureau Riga, Latvia. https://www.csb.gov.lv/en/statistics/statistics-by-theme/social-conditions/education/search-in-theme/303-results-adult-education-survey-2018	Effective	Latvia **P.4.**	The cost of attending adult education essentially affects participation of adults in non-formal and formal education programmes. Respondents to the latvian 2018 Adult Education Student Survey suggest a cheaper price can increase participation rate in adult education programmes. Central Statistical Bureau of Latvia, Riga, 2018. 20.9% of survey respondents noted that adult education "… *training was too expensive, could not afford"*. This resource does not assess financial efficiency but provides data for programme planning and policy making.
The following was noted by respondents but incomplete:			
Respondents noted the following in their responses but did not have references of more complete information: Monthly centre financial reports (P.6), Cost benefit analysis (P.6), Check lists (P.3), Methods and guidelines for greater efficiency (P.4), Regional monitoring system based on interviews with the people trained (P.8).			

Table 10.b. Tools Recommended as useful to Assess Financial Efficiency of Adult Education Programmes / Second Recommendation

10.1.b. 2nd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
There were no second recommendations with reference information provided to this survey option			
This information was provided as a follow-up to the survey:			
Education Policy Outlook for Spain (OECD 2013) http://www.oecd.org/education/EDUCATION%20POLICY%20OUTLOOK%20SPAIN_EN.pdf			This policy profile on education in Spain is part of the new Education Policy Outlook series. It presents a comparative analysis of education policies and reforms across OECD countries. It is designed for policy makers, analysts, and practitioners who seek information and analysis of education policy taking into account the importance of national context. While it does directly address assessing financial efficiency its content is relevant to policy maker and practitioners.
The following was noted by respondents but incomplete:			
Respondents noted the following in their responses but did not have references of more complete information: Instructions (P.3) and Guidelines (P.4), Market research (P.4), Value for money reports, Student retention statistics, and National statistics for learners' progression (P.6).			

Respondents to Question 10 also made other general recommendations to assess financial efficiency of adult education programmes.

Other recommendations
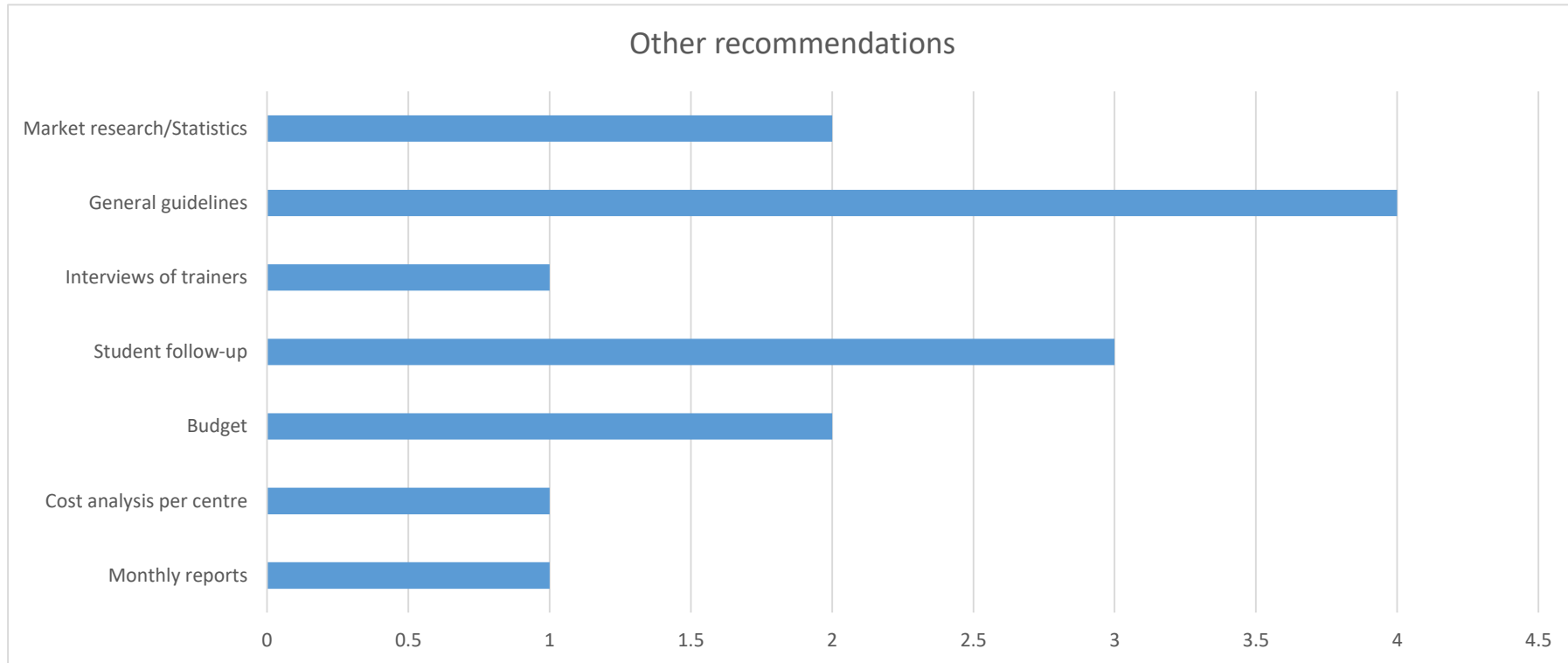
Section 3: Collaborative Frameworks/Networks

Section 3 of the CRAETE Project survey asked respondents for recommendations of collaborative frameworks/networks that facilitated better collaboration between agencies, sectors, regions and countries at various levels to enhance adult education for civil and economic development.

The following is a screen cast of the narrative introduction from the online survey

Page 4: Section 3: Adult Education Collaborative Frameworks/Networks

Section 3 asks you about **your** awareness, knowledge, and use of collaborative frameworks/networks that enhance policy making and practice for effective adult education.

There is a need for 'Structured collaborative frameworks to bring together policy makers, adult education and local economic development'. This survey asks for your recommendations of networks/platforms that enhance collaboration between agencies, sectors (click here for definition of sector), regions and countries at national/sub-national/local level (for example Länder, Comunidadus Autónomus, Regioni, etc.) to enhance adult education for civic and economic development.

Recommended frameworks should meet at least 3 of the following criteria:

1. Has a structure (physical or virtual)
2. Shares ideas / exchange information
3. Meets at least two times per year
4. Has shared objectives

Please go to Question 11.

Question 11 (Q.11.) Awareness of collaborative frameworks/networks. Question eleven (Q.11.) asked respondents if they were aware of collaborative frameworks/networks to enhance adult education for civil and economic development.

11. Are you aware of or do you use any networks/platforms that enhance collaboration between organisations/agencies, sectors, sub-national administrative areas, and/or between countries for better adult education outcomes? (For examples of collaborative networks/platforms click on each of the following; AONTAS CEN, the Baltic Sea States Subregional Co-operation (BSSSC) network, the Bündnis für Lebenslanges Lernen (BLLL) Alliance, and the European Association for the Education of Adults (EAEA) voice of non-formal adult education in Europe).

	Yes	No
Adult education collaboration between agencies (Inter-organisational/agency level)	○	○
Adult education collaboration between sectors (Sectoral level)	○	○
Adult education collaboration between areas (Sub-National level)	○	○
Adult education collaboration between countries (National level)	○	○
Adult education collaboration at EU level (Inter-National level)	○	○

If **Yes** to any of the above please go to Q.12. If **No**, please go to Section 4. Q.13.

Question 11. Are you aware of or do you use any networks/platforms that enhance collaboration between organisations/agencies etc.
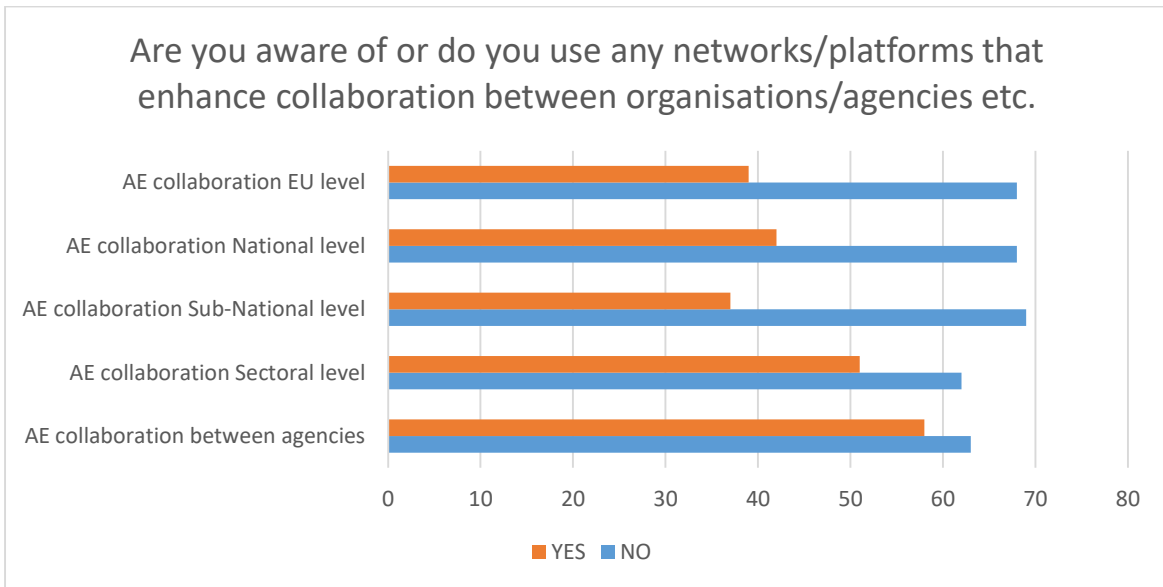
The results show that the majority of respondents to this survey are not aware or do not use a framework/network/platform that promotes collaboration between organisations or agencies from micro-level to EU level. However, the results are not unanimous amongst partners.

When disaggregated the response regarding awareness of adult education tools at national level four of eight respondent groups showed awareness and only one, the German project partner, had more positive (Yes) than negative (No) responses to recommend frameworks/networks/platforms – see following.
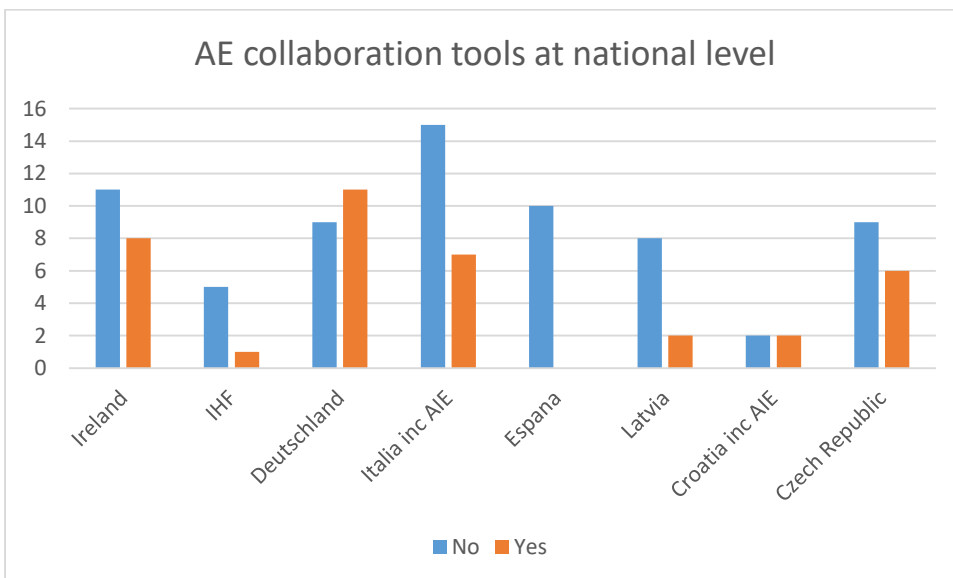
The response regarding awareness of adult education tools at sub-national level was very similar – see following.

AE collaboration tools at sub-national level
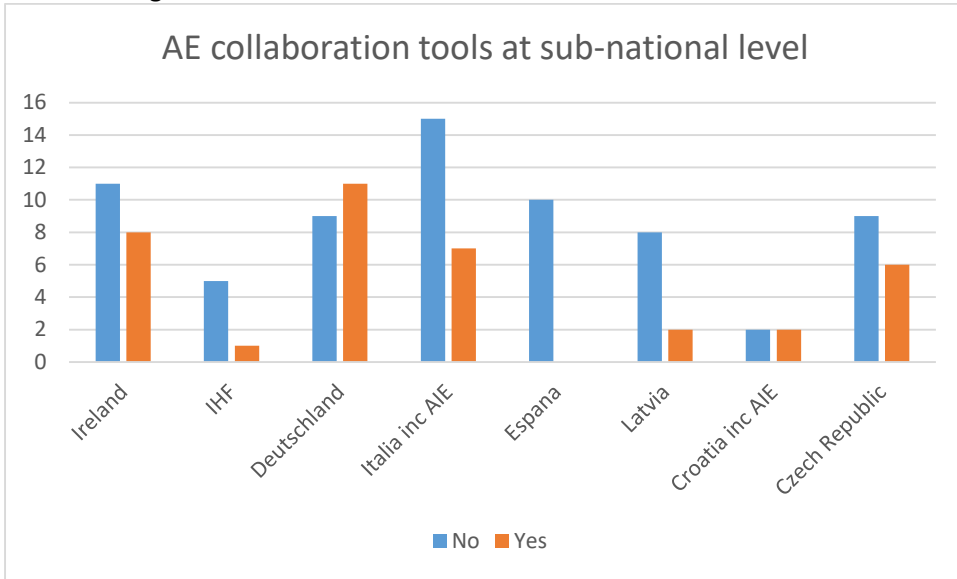
The findings regarding awareness of adult education collaboration tools at European level shows a similar response four of eight respondent groups showed notable awareness and only one, the German project partner, having more positive (Yes) than negative (No) responses to recommend frameworks/networks/platforms – see following.

AE collaboration tools at EU level
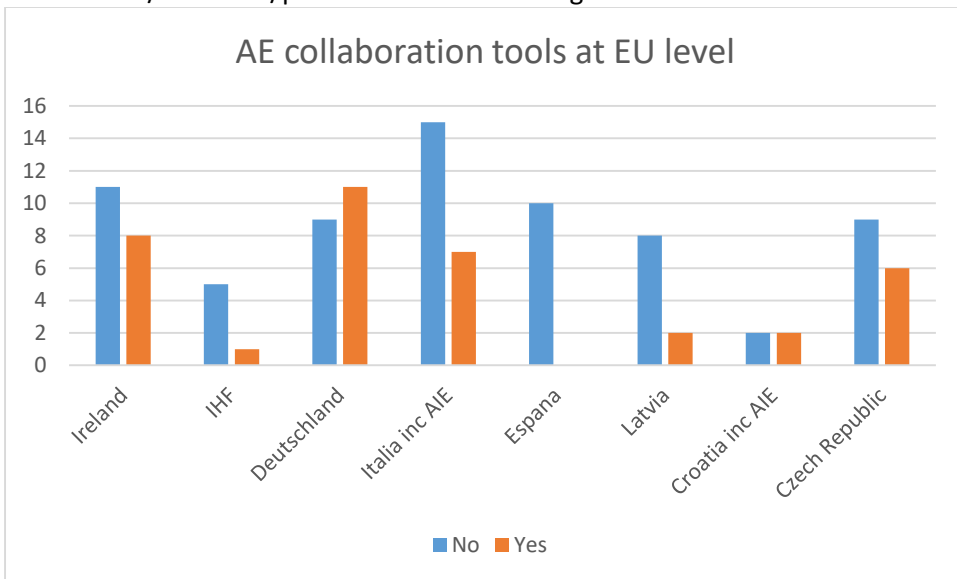
The response patter is replicated for awareness of adult education collaboration tools between agencies and between sectors - see following.

AE collaboration tools between agencies

AE collaboration tools between sectors
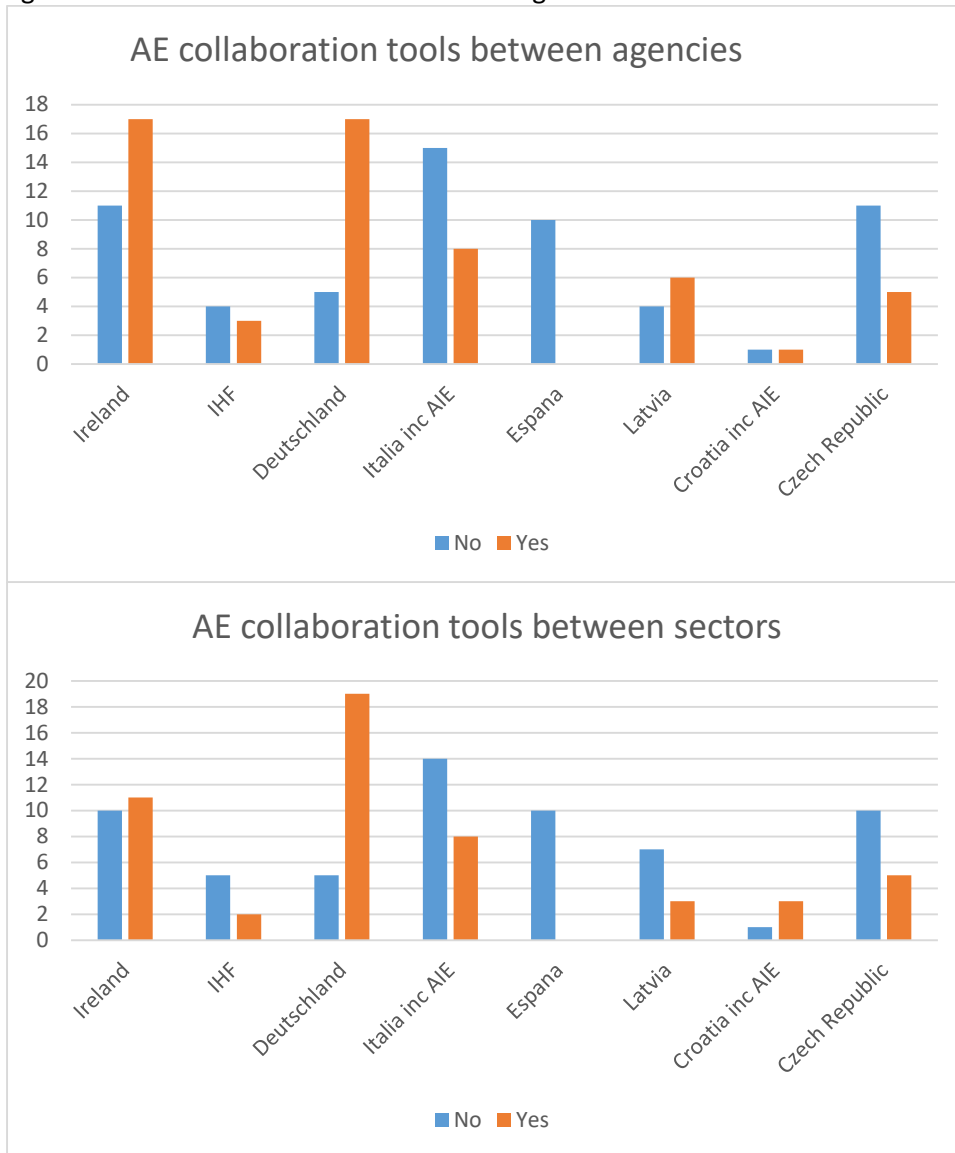
Points of note:

- Respondents to the CREATE partner in Ireland were aware or used network tools between agencies and at national level and sub-national level.
- CREATE project partner IHF, pan-European agency based in Brussels, is aware or uses platforms for collaboration at EU level but is not aware or does not use platforms at any other level (national, sub-national, sectoral and agency levels).
- The Deutschland project partner uses or is aware of platforms at EU, national, sub-national, sectoral and agency levels.
- The Spanish and Czech Republic partner respondents show low awareness or use of collaboration tools at any level.
- The Croatian project partner (including English and Italian members) is aware or uses collaboration tools at all levels except but response numbers are relatively low.
- The respondents to the Latvia partner show greater awareness of collaboration tools at inter-agency and sector levels.

The numerical value of respondents to question 11 is as follows.

| Partner / Country	Response No / Yes	11.1. Adult education collaboration between agencies (Inter-organisational/agency level)	11.2. Adult education collaboration between sectors (Sectoral level)	11.3. Adult education collaboration between areas (Sub-National level)	11.4. Adult education collaboration between countries (National level)	11.5. Adult education collaboration at EU level (Inter-National level)
Ireland	No	No: 11	No: 10	No: 11	No: 11	No: 11
(P.6)	Yes	Yes: 17	Yes: 11	Yes: 8	Yes: 12	Yes: 11
IHF Other –	No	No: 4	No: 5	No: 5	No: 5	No: 3
(P.7)	Yes	Yes: 3	**Yes: 2**	**Yes: 1**	**Yes: 2**	**Yes: 3**
Deutschland	No	No: 5	No: 5	No: 9	No: 8	No: 12
(P.1.&2)	Yes	Yes: 17	Yes: 19	Yes: 11	Yes: 13	Yes: 8
Italia	No	No: 10	No: 9	No: 10	No: 10	No: 7
(P.8)	Yes	Yes: 6	Yes: 6	Yes: 5	Yes: 5	Yes: 8
España	No	No: 10	No: 10	No: 10	No: 10	No: 10
(p.9)	Yes	Yes: 0	Yes: 0	Yes: 0	Yes: 0	Yes: 0
Latvia	No	No: 4	No: 7	No: 8	No: 7	No: 9
(P.4)	Yes	Yes: 6	Yes: 3	Yes: 2	Yes: 3	Yes: 1
AIE Croatia	No	No: 1	No: 0	No: 1	No: 0	No: 0
(P.5)	Yes	Yes: 1	Yes: 1	Yes: 0	Yes: 1	Yes: 1
AIE Italia	No	No: 5	No: 5	No: 5	No: 5	No: 4
(P.5)	Yes	Yes: 2	Yes: 2	Yes: 2	Yes: 2	Yes: 3
AIE (English)	No	No: 2	No: 1	No: 1	No: 1	No: 1
(P.5)	Yes	Yes: 1	Yes: 2	Yes: 2	Yes: 2	Yes: 2
Czech Republic	No	No: 11	No: 10	No: 9	No: 11	No: 11
(P.3)	Yes	Yes: 5	Yes: 5	Yes: 6	Yes: 2	Yes: 2

Question 12: Recommend up to 3 Collaborative Adult Education Networks/Platforms to enhance collaboration between adult education and local social/economic development at inter organisational/agency, sectoral, sub-national, national and/or EU levels.

Question twelve (Q.12.) asked respondents to recommend collaborative frameworks/networks that in their view enhance adult education collaboration for civil and economic development.

12. Please recommend up to 3 collaborative adult education networks/platforms that enhances collaboration between adult education and local social/economic development at Inter-organisation/agency, sectoral, sub-national (for example Länder, Comunidadus Autónomus, Regioni, etc.), national and/or EU (international) levels, in order of usefulness.

	Name and Source (eg. Weblink or Contact details)	Please rate the effectiveness of this tool		
		Very effective	Effective	Less effective
1st Recommendation		○	○	○
2nd Recommendation		○	○	○
3rd Recommendation		○	○	○

Frequent Mentions: Respondents for the Irish CREATE partner made 36 recommendations with AONTAS recommended 9 times. Respondents for the German partners made 36 recommendations also - Weiterbildungscampus Baden-Württemberg (BLL) was recommended 4 times. There were 8 recommendations to the Czech Republic partner, 12 recommendations to the Latvian partner, and AIE received 7 recommendations. However, there were no multiple recommendations to these partners.

The following chart shows the recommendations by project partner
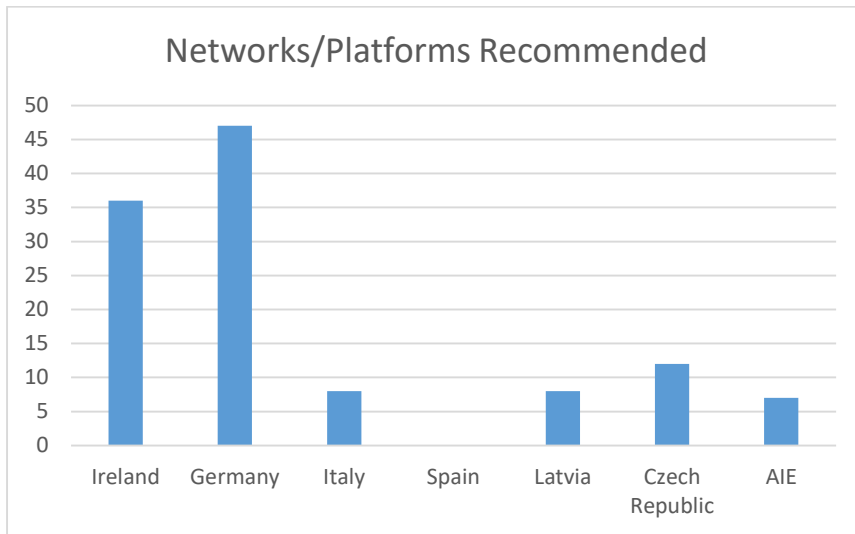
The following chart shows how many times EU and international level network/platforms were recommended relative to national and regional network/platforms for all project partners.

Question 12: Recommend collaborative Networks/Platforms to enhance collaboration between Adult Education and local socio-economic development / First Recommendation

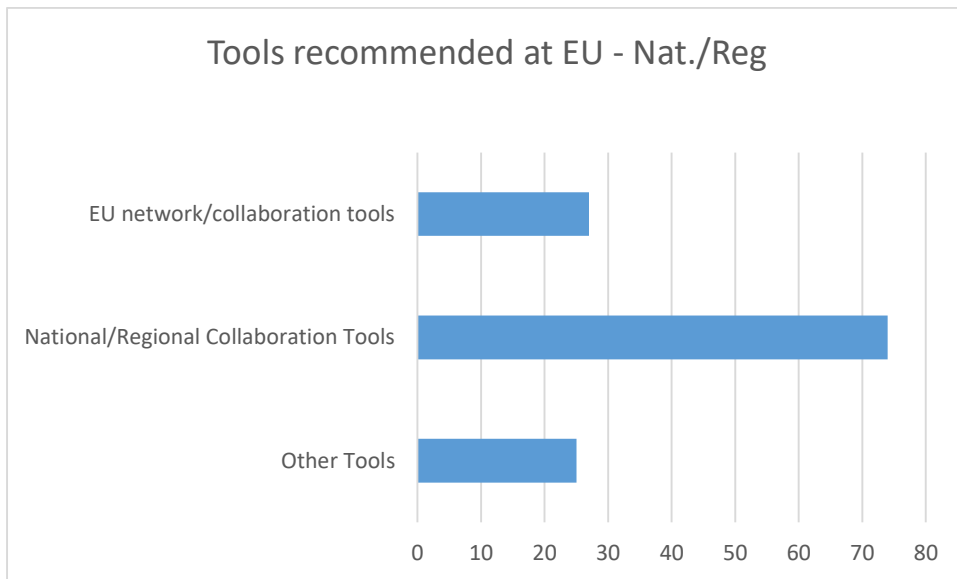| 12.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
Third Age Online (TAO) is a consortium of ten partner organisations from Switzerland, Germany and the Netherlands, see www.thirdageonline.eu/de	Very effective	Deutschland P.1. & 2.	The objective of TAO is to promote older persons' participation in online communities through appropriate measures and to foster their social integration in a sustainable way. This is Not a programme planning tool but an example of implementation.
Weiterbildungscampus Baden-Württemberg www.digitaler-weiterbildungscampus.de	Very effective	Deutschland P.1. & 2.	The Digital Continuing Education Campus is a central infrastructure for technically supported teaching and learning scenarios, which is reliable, cross-institution, privacy-compliant and legally secured and, moreover, offers opportunities for the exchange or sharing of digital content between institutions. The recommended resource enhances collaboration between adult education and inter organisational/agency, at national level.
Association of German Educational Organizations, 170 AE centres members. See www.adb.de	Very effective	Deutschland P.1. & 2.	The AdB Membership Database offers a search for adult and adult education institutions that are members of the AdB. It can be filtered by state and / or thematic focus. Each educational institution is briefly presented with a profile page maintained by the AdB member institution itself. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational and national level.
Cooperation Circle of Educational Institutions in the Diocese of Osnabrück - Kooperationskreis der Bildungseinrichtungen im Bistum Osnabrück (No website provided)	Effective	Deutschland P.1. & 2.	Bistum-osnabrueck.de - The Diocese of Osnabrück has been committed for decades to a good education of young people, it offers employment and training. The recommended resource enhances collaboration between adult education and local social/economic development at sub-national level.

12.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
Center for General Continuing Education of the University of Ulm (ZAWiW). See https://www.uni-ulm.de/einrichtungen/zawiw/	Very effective	Deutschland P.1. & 2.	The Center for General Scientific Continuing Education (ZAWiW) stands for the development and implementation of innovative educational programs for (older) adults. Fields of research are methodological-didactic concepts in geragogy, such as research learning and intergenerational learning. The recommended resource enhances collaboration between adult education and local social/economic development at sectoral and sub-national levels.
Ministry of Economics, Labor, Housing of Baden-Wurttemberg. This links details regional contact points for women. See https://wm.baden-wuerttemberg.de/de/arbeit/gleichstellung-in-der-wirtschaft/kontaktstellen-frau-und-beruf/	Very effective	Deutschland P.1. & 2.	This link details the increase and development of contact points for women and work in the regions of the Northern Black Forest and Black Forest Baar Heuberg and Heilbronn-Franconia. The recommended resource enhances collaboration between adult education and local social/economic development at sub-national level.
The National Association of Adult Education Centres is an association of the 57 Lower-Saxony adult education centres. See www.vhs-nds.de	Effective	Deutschland P.1. & 2.	The National Association of Adult Education Centers supports and accompanies adult education centers in their work (from policy representation, to training systems, information and advice, cooperation and exchange of experience). The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational and national levels.
KiLAG delivers church Adult Education. See http://www.kilag.de/	Very effective	Deutschland P.1. & 2.	The KiLAG and its affiliates are involved in various ways in the field of refugee work and outreach programmes. Kilag delivers church adult education. The recommended resource enhances collaboration between adult education and local social/economic development at sub-national level.

12.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
Curriculum Globale programme is a curriculum for the training of Adult Educators worldwide. See https://www.dvv-international.de/en/materials/curriculum-globale/	Very effective	Deutschland P.1. & 2.	Curriculum globALE (CG) is a cross-cultural core curriculum for the training of adult educators worldwide. It also provides a forum for adult educators and publications on international perspective of Adult Education. This site is not a tool for policy making but is a source of information and a platform for networking. The recommended resource enhances collaboration between adult education and local social/economic development at EU and international levels.
Landesnetzwerk Weiterbildungsberatung (www.ln-wbb.de)	Very effective	Deutschland P.1. & 2.	The LN WBB is a network of further education organisations. It offers consulting and counselling services. It is funded by the Ministry of Education, Youth and Sport Baden-Württemberg. It is represented by over 140 locations throughout Baden-Württemberg. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational and sub-national levels.
The Alliance for Lifelong Learning for Baden-Württemberg - Bündnis für Lebenslanges Lernen. See www.blll-bw.de	Very effective	Deutschland P.1. & 2.	Since 2012, the Alliance partners have been working together in several working groups and specialist groups to strengthen communication and cooperation between the further education providers in Baden-Württemberg, to promote participation in training of disadvantaged groups, to set up and expand a nationwide network of further education advice and suitable multimedia tools for adult education. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational and sub-national levels.
The State Seniors Council of Baden-Württemberg. See http://lsr-bw.de/ueber-uns/der-vorstand/	Very effective	Deutschland P.1.& 2.	The State Seniors Council acts towards the representation of senior citizens at local level by establishing groups of volunteers willing to engage in civil society, promoting self-help groups, self-help organizations and self-help contact points. The recommended resource enhances collaboration between adult education and local social/economic development at sectoral and national levels.

12.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
Lower Saxony Federation for Free Adult Education (Niedersächsischer Bund für Freie Erwachsenenbildung nbeb). See www.nbeb.de	Very effective	Deutschland P.1. & 2.	The Adult Education and Training Agency for Lower Saxony. Its responsibilities include applications for financial aid for all institutions and organizations of adult education recognized as eligible in Lower Saxony, approval procedure in the field of educational leave, further training of employees in adult education, participation in quality assurance, development and evaluation of facilities, promotion of model courses and developing inter-institutional cooperation. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational/agency, sectoral and sub-national.
Euroguidance. See https://www.euroguidance.eu	Very effective	Czech Republic P.3.	Euroguidance is a European network of national resource and information centres for guidance. Its main target group consists of guidance practitioners and policy-makers in all European countries. The recommended resource enhances collaboration between adult education and local social/economic development at agency, national and EU levels.
The Association of Adult Education Institutions http://www.aivd.cz/cz/aivd-english/	Less effective	Czech Republic P.3.	This is the Association of Adult Education Institutions in the Czech Republic. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational and national levels.
Association of Higher Vocational Schools http://www.asociacevos.cz	Very effective	Czech Republic P.3.	Association of Higher Vocational Schools in the Czech Republic. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational, sectoral and national levels.
EAEA - European Association for the Education of Adults. See https://eaea.org/	Less effective	Latvia P.4.	European Association for the Education of Adults - is the voice of non-formal adult education in Europe. EAEA is a European NGO with 142 member organisations in 44 countries and represents more than 60 million learners Europe-wide. EAEA's purpose is to link and represent European organisations directly involved in adult learning. EAEA promotes adult learning, access to and participation in non-formal adult education for all, particularly for groups currently under-represented. Its main roles are to provide adovcacy work, resources, information and establishing networks and creating a

12.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
			community. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational, national and EU levels.
Networking and resource website for the AE sector in Europe. See https://ec.europa.eu/epale/en	Very effective	Latvia **P.4.**	Epale is a pan European website providing networks and resources for adult/vocational and further education. It provides news, resource sharing, and network capacities. It is not a tool per se but is an example of best practice. The recommended resource enhances collaboration between adult education and local social/economic development at EU levels.
EAEA - European Association for the Education of Adults. See https://eaea.org/	Very effective	Ireland **P.6.**	European Association for the Education of Adults - is the voice of non-formal adult education in Europe. EAEA is a European NGO with 142 member organisations in 44 countries and represents more than 60 million learners Europe-wide. EAEA's purpose is to link and represent European organisations directly involved in adult learning. EAEA promotes adult learning, access to and participation in non-formal adult education for all, particularly for groups currently under-represented. Its main roles are to provide adovcacy work, resources, information and establishing networks and creating a community. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational, national and EU levels.
Further Education Network (FEN) See https://www.facebook.com/pg/FENIreland/about/?ref=page_internal -		Ireland **P.6.**	FEN is a forum for those involved in Further Education in Ireland to discuss matters of concern and share resources and research, on and offline. The recommended resource enhances collaboration between adult education and local social/economic development at sectoral and national levels.
Aontas promotes the values and benefits of life-learning in Ireland. See https://www.aontas.com/	Effective	Ireland **P.6.**	AONTAS advocates and lobbies for the development of a quality service for adult learners in Ireland; promotes the value and benefits of adult learning and builds organisational capacity. The recommended resource enhances collaboration between AE and local social/economic development at inter organisational and national levels.

12.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
Aontas CEN is a network of over 100 community education providers in Ireland. See https://www.aontas.com/community/community-education-network	Very effective	Ireland **P.6.**	AONTAS advocates and lobbies for the development of a quality service for adult learners in Ireland; promotes the value and benefits of adult learning and builds organisational capacity. Community Education is non-formal in nature offering short, part-time courses and programmes, and can therefore act as a first positive step back to education. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational and national levels.
ACCS - The Association of Community and Comprehensive Schools. See www.accs.ie, and The Joint Managerial Body (JMB) represents the interests of all voluntary secondary schools in the Republic of Ireland. See www.jmb.ie	Very effective	Ireland **P.6.**	The Association of Community and Comprehensive Schools (ACCS) is the national representative Association for 95 Community and Comprehensive Post-Primary Schools in Ireland. JMB is the main decision-making and negotiating body for the management authorities of over 400 voluntary Irish secondary schools representing the voluntary secondary schools in negotiations on all issues at national level. The recommended resource enhances collaboration between adult education and local social/economic development at sectoral and national levels.
Networking and resource website for the AE sector in Europe. See https://ec.europa.eu/epale/en - https://ec.europa.eu/epale/it	Very effective	Italia **P.8.**	Epale is a pan European website providing networks and resources for adult/vocational and further education. It provides news, resource sharing, and network capacities. It is not a tool per se but is an example of best practice. The recommended resource enhances collaboration between adult education and local social/economic development at EU levels.
European Basic Skills Network. See http://www.basicskills.eu/	Effective	European IHF	The European Basic Skills Network, EBSN, is an association of policy level stakeholders engaged in basic skills training for adults. The EBSN's vision is to make sure that all inhabitants of Europe have the level of basic skills they need to have access to lifelong learning, ensure their employability and be active citizens. The recommended resource enhances collaboration between adult education and local social/economic development at agency, national and EU levels.

12.a. 1st Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Respondent Partner	Notes
An independent network of regions in Europe. See https://aer.eu/governance-structure/the-thematic-committees/com3-culture-education-youth/	Very effective	European IHF	AER is a network for and of regional and local politicians, addressing political concerns of a pan-European nature and fostering leadership excellence on all levels of governance. Our aim is to provide services for better decision-making and provide visibility, putting regions on the map. For the year 2016 the AER established to focus on Revitalising Democracy, through Growth and Jobs, Participation and Inclusion and the Future of Regions. The recommended resource enhances collaboration between adult education and local social/economic development at agency, sectoral, national and EU levels.
This information was provided as a follow-up to the survey:			
The Adult Education Governance Council (AEGC) - cors sectoral format https://likumi.lv/ta/id/281992-par-pieauguso-izglitibas-parvaldibas-modela-ieviesanas-planu-2016-2020-gadam (accessed December 13, 2017)	Effective	Latvia **P.4.**	The Adult Education Governance Council (AEGC) of Latvia defines adult education priority target groups, approves curricula, and decides on funding. The AEGC carries out an assessment of implementation and outcomes. The AEGC coordinates implementation of the objective "To improve professional competences of employees" through the Growth and Employment programme of the European Union Structural Funds and ESF project to Improvement of professional competences of employees. This includes vocational continuing education and vocational in-service training, with non-formal training programmes for employees.
The following was noted by respondents but incomplete:			
Respondents noted the following in their responses but did not have references of more complete information: Tuscany Region coordination tables for the area conferences for education (P.8), E2C European Association of Cities for 2nd Chance School (P.7), Life-long Learning Network (P.7), LES (local employment services) (P.6), Higher Education Institutes for Further Education and Training Forum (HEI FET Forum) (P.6), Quality Assurance Forum for FET (P.6), Council for Labour Market of the Istrian County (P.5), Program Erasmus+ (P.3), Networks created and operated to implement UNIV2, UNIV3 projects in 2009-2015 (P.3)			

Question 12: Recommend collaborative Networks/Platforms to enhance collaboration between Adult Education and local socio-economic development / Second Recommendation

12.b. 2nd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Country of the respondent	Notes
The network of advisory agencies in further education in Baden-Württemberg. See www.lnwbb.de	Effective	Deutschland **P.1. & 2.**	This network provides training advice for individual's needs and interests and guidance on training and educational options. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisation, sub-national and national levels.
HVHS.de is a of Folk High Schools (or Adult Education) in Lower Saxony supporting exchange between the schools and other adult education institutions in Lower Saxony. See www.landesverband-hvhs.de	Effective	Deutschland **P.1. & 2.**	HVHS.de represents 23 educational institutions in Lower Saxony addressing topics such as: migration and asylum, cooperation with universities, cultural education, ecology, sustainable learning, education policy, and rural education. HVHS.de enhances collaboration between adult education and local social/economic development at inter organisational, sub-national and national levels.
BQNet - A work, information and communication platform. See http://www.bqnet.de/content/0/776/775/	Effective	Deutschland **P.1. & 2.**	BQNet aims to improve access of migrants to vocational training and to promote skills and professional qualification among target groups with special needs as part of the federal program (BQF program) in Germany. The recommended resource enhances collaboration between adult education and local social/economic development at sectoral and national levels.
Curriculum Globale programme is a curriculum for the training of Adult Educators worldwide. See https://www.dvv-international.de/en/materials/curriculum-globale/	Effective	Deutschland **P.1. & 2.**	Curriculum globALE (CG) is a cross-cultural core curriculum for the training of adult educators worldwide. It provides a forum for adult educators and publications on international perspective of Adult Education. This site is not a tool for policy making but is a source of information and a platform for networking. The recommended resource enhances collaboration between adult education and local social/economic development at agency, national and EU levels.
The Adult Education Association of Baden-Württemberg. See https://www.vhs-bw.de/	Very effective	Deutschland **P.1. & 2.**	The Adult Education Association Baden-Württemberg is the professional and interest association of approximately 170 adult education centres in the state and its 740 field offices. Their goal is to support adult education centres as the leading institution of publicly respected continuing education. The recommended resource

12.b. 2nd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Country of the respondent	Notes
			enhances collaboration between adult education and local social/economic development at inter organisational and sub-national levels.
Department of Basic Education and Literacy - Fachstelle für Grundbildung und Alphabetisierung. See https://www.fachstelle-grundbildung.de/	Very effective	Deutschland **P.1. & 2.**	This office coordinates Baden-Württemberg's basic education and literacy work for adults of working age. The recommended resource enhances collaboration between AE and local social/economic development at inter organisational, sectoral and sub-national levels.
Working Group for Rural Adult Education Baden-Württemberg, ALEB - Arbeitsgemeinschaft Ländliche Erwachsenenbildung Baden-Württemberg. See http://www.aleb-bw.de/s01.htm	Very effective	Deutschland **P.1. & 2.**	ALEB is an umbrella organization of the diverse educational institutions in rural areas of Baden-Württemberg. The educational program of the ALEB addresses the specific needs of rural people divided into six subject areas (agriculture, volunteering, rural areas, personal development, self-help, youth & family). The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational, sectoral and sub-national levels.
The Family Council of Baden-Württemberg. See https://www.landesfamilienrat.de/	Very effective	Deutschland **P.1. & 2.**	The Family Council Baden-Württemberg is an association of associations that is involved in work with families nationwide. The work is carried through working groups, conferences or publications. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational, sectoral, sub-national and national levels.
The RENN network connects stakeholders for sustainable regional development. See https://www.renn-netzwerk.de/	Effective	Deutschland **P.1. & 2.**	The RENN network connects 20 partners from all 16 federal states in a regional network for sustainable action and social transformation. The recommended resource enhances collaboration between adult education and local social/economic development at agency and sub-national levels.

12.b. 2nd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Country of the respondent	Notes
The official portal for further vocational training in the state of Baden-Württember region in Germany. See www.Fortbildung-bw.de	Very effective	Deutschland **P.1. & 2.**	Fortbildung-bw.de is the official portal for further vocational training of the state of Baden-Württemberg. This portal offers advanced training courses through an extensive database for continuing education offers. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational/agency and sub-national levels.
The Association of Educators in Social Work in the Czech Republic. See http://www.asvsp.org/english/	Effective	Czech Republic **P.3.**	The Association of Educators in Social Work is a voluntary association of universities, schools, and other entities that offer post-secondary educational programmes in social work in the Czech Republic. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational/agency and national levels.
Vzdelavanivsem: A database of adult education Centres. See https://vzdelavanivsem.cz/en/about-us	Effective	Czech Republic **P.3.**	Vzdelavanivsem focuses on developing career counselling in schools and promoting further vocational education offered by secondary and tertiary vocational schools. With a database of 187 educators and 3600 courses, the recommended resource enhances collaboration between adult education and local social/economic development at inter organisational and national levels.
Latvian Adult Education Association (LAEA) - http://www.laea.lv/	Effective	Latvia **P.4.**	The Latvian Adult Education Association is the association of adult education providers in Latvia. It is involved in local events, project implementation, nationwide network of adult education organizations, training, curriculum, teaching and methodology development. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational, sectoral, sub-national and national levels.
European Centre for the Development of Vocational Training (CEDEFOP). See http://www.cedefop.europa.eu/	Very effective	Latvia **P.4.**	CEDEFOP is one of the EU's decentralised agencies based in Greece. CEDEFOP supports development of European vocational education and training (VET) policies and contributes to their implementation. The agency helps the European Commission, EU Member States, and the social partners to develop European VET

12.b. 2nd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Country of the respondent	Notes
			policies. The recommended resource enhances collaboration between AE and local social/economic development at agency, national and EU levels.
Edavento is the Regional resource for linguistic training. http://www.edaveneto.it/	Effective	AIE Italia **P.5.**	Edavento is a project located in the Veneto region (Italy) and is responsible for the design of regional plans for the civic linguistic training of third-country nationals. Edavento is also involved in research, training, production of new teaching materials and trans regional exchange. The recommended resource enhances collaboration between AE and local social/economic development at inter organisational, sectoral and sub-national levels.
Building Bridges in adult education. See http://pro.acs.si/gm2018/index.php	Very effective	AIE Crotia **P.5.**	This website detailing the international conference titled "Building Bridges in Adult Education" took place in Croatia in April 2018. The recommended resource enhances collaboration between adult education and local social/economic development at agency and EU levels.
Agency for Vocational Education and Adult Education in Croatia. See www.asoo.hr	Very effective	AIE Crotia **P.5.**	The Agency for Vocational Education and Adult Education in Croatia is involved in policy implementation, quality assurance, educational programs, recognition of foreign qualifications, examination, international cooperation and projects, professional training, auxiliary teaching materials and student competitions. The recommended resource enhances collaboration between adult education and local social/economic development at agency, national and EU levels.
Regional network resource for the Tuscany region. See http://www.retetoscanacpia.it	Very effective	Italia **P.8.**	This network provides a directory of courses for adult learners and materials for trainers in the Tuscany region. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational and sub-national levels.

12.b. 2nd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Country of the respondent	Notes
Eurodyssey – Assembly of European Regions offers a work experience programme for young people. See https://aer.eu/aer-eurodyssey/	**Very effective**	European IHF	Eurodyssey focuses on revitalising democracy through growth and jobs, and participation and inclusion in regional development. Eurodyssey is a youth mobility programme and offers unemployed or recently qualified young Europeans between the ages of 18 and 30. The recommended resource enhances collaboration. between AE and local social/economic development at agency, sub-national and EU levels.

The following was noted by respondents but incomplete:

Respondents noted the following in their responses but did not have references of more complete information:
Regionalversammlung der Volkshochschulen der Region Mittlerer Neckar (P.1 & 2), ESREA, EAEA, Leargas, JFERG, ETBI, AONTAS - https://www.aontas.com, Higher Education Lifelong Learning Ireland Network (HELLIN) (P.6), Kirchliche Landesarbeitsgemeinschaft BW (KiLAG) (P.1 & 2), Niedersächsischer Landesverband der Heimvolkshochschulen (umbrella organisation of adult education centres with boarding option in Lower Saxony) (P.1 & 2),

Question 12: Recommend collaborative Networks/Platforms to enhance collaboration between Adult Education and local socio-economic development / Third Recommendation

12.c. 3rd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Country of respondent	Notes
Regional office for vocational and professional training, Baden-Württemberg. See www.regionalbuero-bw.de	Effective	Deutschland **P.1. & 2.**	A network of 13 regional education providers in Baden-Württemberg. The website provides information on the broad spectrum of vocational training and also personal advice. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational, sectoral and sub-national levels.
Curriculum Globale programme is a curriculum for the training of Adult Educators worldwide. See https://www.dvv-international.de/en/materials/curriculum-globale/	Very effective	Deutschland **P.1. & 2.**	Curriculum globALE (CG) is a cross-cultural core curriculum for the training of adult educators worldwide. It also provides a forum for adult educators and publications on international perspective of Adult Education. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational, national and EU levels.
Department of Basic Education and Literacy - Fachstelle für Grundbildung und Alphabetisierung. See https://www.fachstelle-grundbildung.de/	Effective	Deutschland **P.1. & 2.**	This office coordinates Baden-Württemberg's basic education and literacy work for adults of working age. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational, sectoral and sub-national levels.
The official portal for further vocational training in the state of Baden-Württember in Germany. See www.Fortbildung-bw.de and https://www.fortbildung-bw.de/fuer-anbieter/foerderung/	Effective	Deutschland **P.1. & 2.**	Fortbildung-bw.de is the official portal for further vocational training of the state of Baden-Württemberg. The portal offers advanced training courses through an extensive database of current continuing education offers. This link details the current funding programs for Further Education. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational, sectoral and sub-national levels.

12.c. 3rd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Country of respondent	Notes
European Association of Regional & Local Authorities for Lifelong Learning. See http://www.earlall.eu/	Effective	Deutschland **P.1. & 2.**	EARLALL is a unique Brussels-based network of 13 regions (plus observers and partner regions) aiming to influence European policy and to co-operate in projects in the field of lifelong learning. The recommended resource enhances collaboration between adult education and local social/economic development at agency, sub-national, national and EU levels.
KiLAG a faith based network provides adult education to refugees. See http://www.kilag.de/	Effective	Deutschland **P.1. & 2.**	The KiLAG network and its affiliates are involved in of outreach adult education programmes to refugees. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational, sectoral and sub-national levels.
The Adult Education Association of Baden-Württemberg. See https://www.vhs-bw.de/wir-ueber-uns/vhs-verband/der-vhs-verband.html	Very effective	Deutschland **P.1. & 2.**	The Adult Education Association Baden-Württemberg is a professional association of approximately 170 adult education centres in the state working from 740 field offices. Their goal is to support adult education centres as the leading institution of public continuing education. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational, sectoral and sub-national levels.
Alpha Dekade provides information on improving the reading and writing skills of adults in Germany through basic education https://www.alphadekade.de/)	Very effective	Deutschland **P.1. & 2.**	The goal of AlphaDekade is to significantly improve the reading and writing skills of adults in Germany by offering basic education and to raise awareness of learning and support services. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational, sectoral and national levels.
The European Commission website. http://ec.europa.eu/education/policy/adult-learning_it	Effective	AIE Italia **P.5.**	European Commission website for Employment, Social Affairs & Inclusion "Upskilling Pathways - New opportunities for adults" is designed for adults who need a minimum level of numeracy, literacy and digital skills. The recommended resource enhances collaboration between adult education and local social/economic development at agency, sectoral, national and EU levels.

12.c. 3rd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Country of respondent	Notes
National campaign lifelong learning week in Croatia. See http://www.cjelozivotNo-ucenje.hr/	Very effective	AIE Crotia **P.5.**	This website provides a review of 10 years of Lifelong Learning in Croatia. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational, sectoral and national.
European University Continuing European Network – EUCEN. See http://www.eucen.eu/	Very effective	Ireland **P.6.**	European University Continuing Education Network (EUCEN) has an important role in the policy making process. EUCEN, is represented on a number of European committees and advisory panels. EUCEN provides expert teams for international projects and consultancy to universities wishing to develop lifelong learning strategies. The recommended resource enhances collaboration between adult education and local social/economic development at agency, sectoral and EU levels.
Epale – A networking and resource website for the AE sector in Europe. See https://ec.europa.eu/epale/en	Very effective	Ireland **P.6.**	Epale is a pan European website providing networks and resources for adult/vocational and further education. It provides news, resource sharing, and network capacities. The recommended resource enhances collaboration between adult education and local social/economic development at EU levels.
Interreg Europe is a resource for policy making and implementation in Europe. https://www.interregeurope.eu/		Ireland **P.6.**	Interreg Europe helps regional and local governments across Europe to develop and deliver better cross-border policy . The recommended resource enhances collaboration between adult education and local social/economic development at agency, national and EU levels.
The National Adult Literacy Agency in Ireland – NALA. See https://www.nala.ie/	Very effective	Ireland **P.6.**	The National Adult Literacy Agency (NALA) is an independent Irish charity committed to the participation of people with literacy and numeracy difficulties in society. NALA is involved in literacy tutor training and developing teaching materials, distance education services, policy making, research and campaigns to raise awareness of adult literacy difficulties in Ireland. The recommended resource enhances collaboration between adult education and local social/economic development at sectoral and national levels.

12.c. 3rd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Country of respondent	Notes
Irish Leaning Technology Association (ILTA). See http://ilta.ie/		Ireland **P.6.**	The Irish Learning Technology Association is an independent, voluntary, community of professionals, committed to the development and exchange of knowledge of technology-enhanced learning in education. Members are drawn from education institutions, further education and training centres, industry, professional bodies, state agencies alongside other stakeholders. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational, sectoral and national.
ILDN Leader Partnership http://ildn.ie/ - links available per Irish county. and www.fingalleaderpartnership.ie/	Effective	Ireland **P.6.**	The LEADER Partnership promotes local development and social inclusion by supporting individuals and groups to develop skills, resources, and opportunities that help to create equal and inclusive communities. ILDN promotes co-ordination between communities and statutory agencies. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational, sectoral and sub-national.
Leargas - the Irish National Agency for the Erasmus+ Programmes. See https://www.leargas.ie/	Very effective	Ireland **P.6.**	Léargas is the National Agency for Erasmus+ in Adult Education, School Education, VET and Youth in Ireland. Léargas manages international and national exchange programmes in education, youth and community work, and vocational education and training connecting people in different communities and countries. The recommended resource enhances collaboration between adult education and local social/economic development at inter organisational, sectoral, national and EU levels.
Adult Educational Programme in Hargita County Council. See http://harghitacounty.ro/news/information-concerning-the-competences-of-harghita-county-council-in-the-field-of-vocational-training.html	**Very effective**	European IHF	Harghita County Council, Romania, supports professional educational institutions from rural areas through the micro regional associations. Harghita County Council participates in the organization of vocational training and qualifications addressed to adults. The recommended resource enhances collaboration between AE and local social/economic development at inter organisational, sectoral and sub-national levels.

12.c. 3rd Recommendation - Name & Source (eg. weblink)	Relative effectiveness	Country of respondent	Notes
The following was noted by respondents but incomplete:			
Respondents noted the following in their responses but did not have references of more complete information: Bundesarbeitsgemeinschaft Andere Weiterbildung BAW (P.1 & 2), Bildungskonferenzen im Landkreis Osnabrück (P.1 & 2), Deutsche Evangelische Arbeitsgemeinschaft der EB (DEAE) (P.1 & 2),			

End of responses to Question 12: Recommend collaborative Networks/Platforms to enhance collaboration between Adult Education and local socio-economic development.

Question 13 asks respondents to suggest of tools that, in their view, could enhance policy-making, planning, implementation and determining effectiveness of Adult Education programmes.

The following is a screen cast of question 13 text from the survey.

13. In this survey we have asked you to recommend various tools and networks used in adult education. Please tell us what kind of tools are missing that, if developed, could support you/your organisation/agency to improve the effectiveness of adult education policies and programmes particularly for local level economic development.   ✳ *Required*

Please don't select more than 1 answer(s) per row.

Please select between 1 and 6 answers.

Please don't select more than 7 answer(s) in any single column.

	Tick as relevant
Tools for Adult education policy making	☐
Tools for Adult education programme planning	☐
Tools for Adult education programme implementation	☐
Tools for Adult education programme effectiveness	☐
Tools for Adult education programme financial efficiency	☐
Other Tools? Specify below ...	☐
None/No Opinion	☐

a. If 'Other Tools' please specify

[   ]

This question seeks input form respondents on the tools that could enhance policy-making, planning, implementation and determining effectiveness of Adult Education programmes
The following is a diagrammatic representation of responses.

Question 13.a. Response per CREATE Project Partner
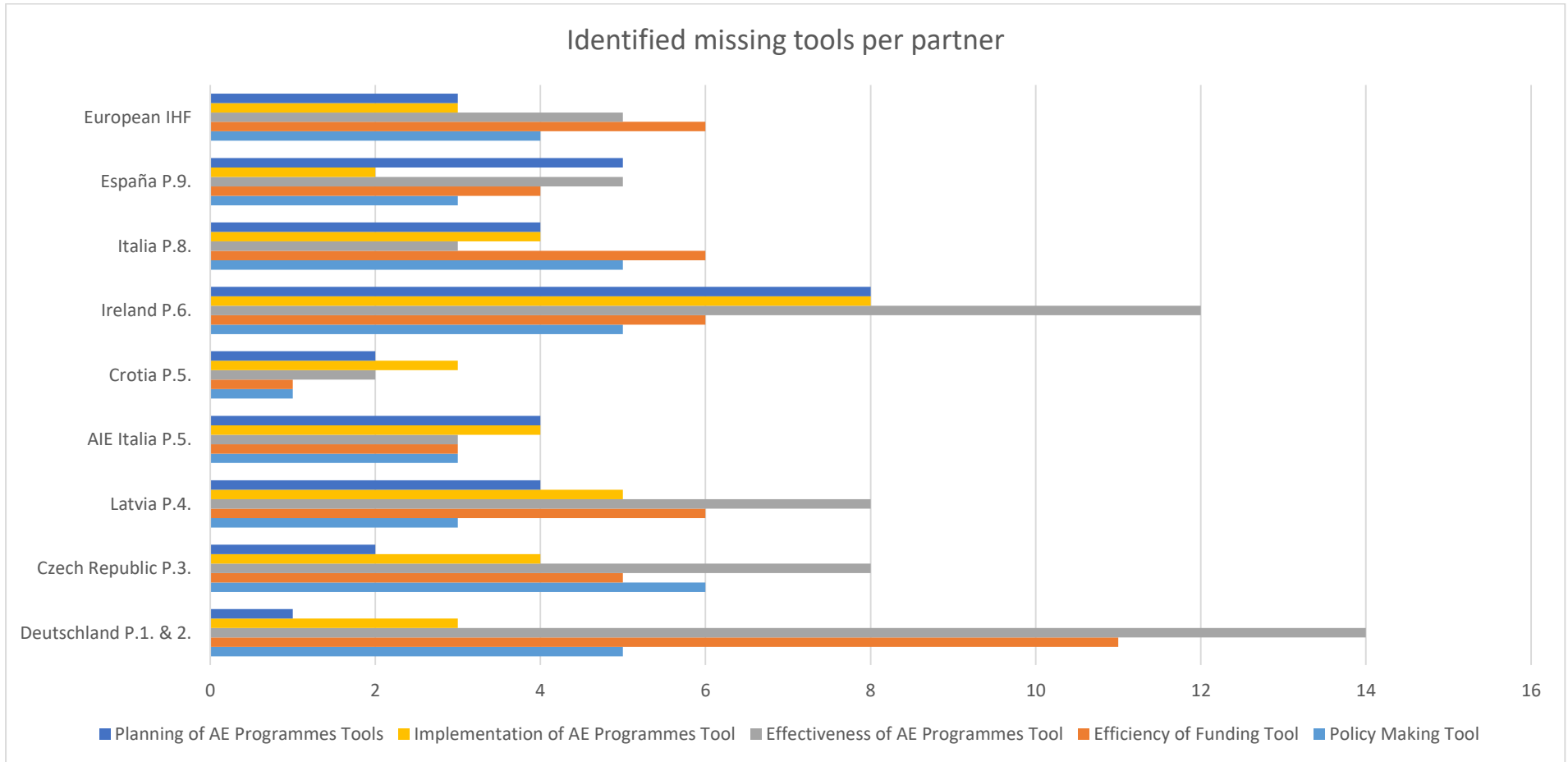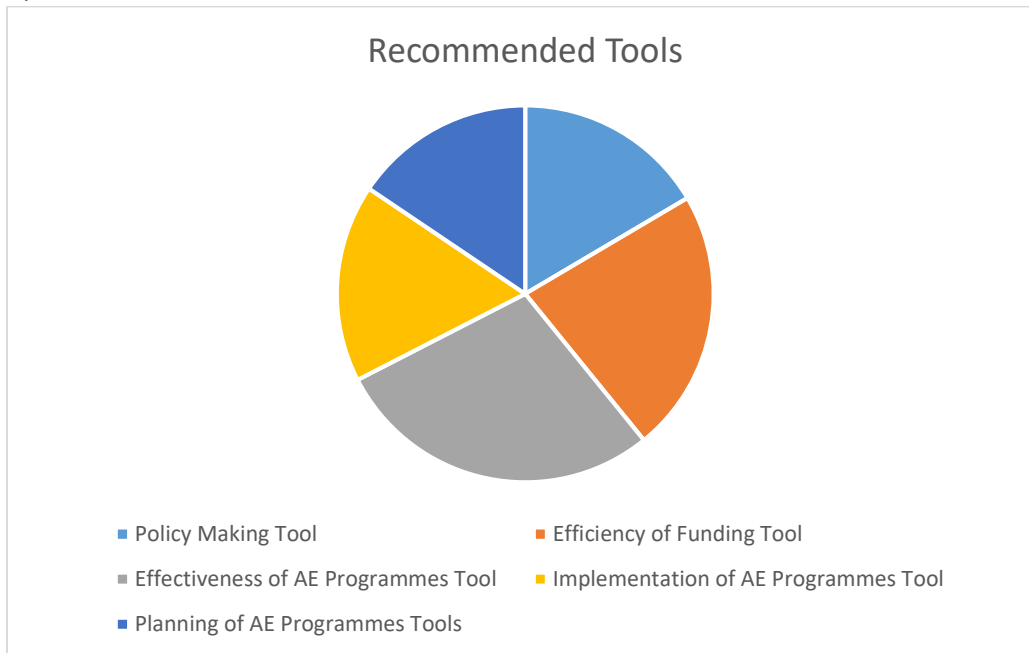

The reader will note the variation in the responses.

- There is a demand for tools appropriate to asssit in progamme planning, implementaton and effectiveness assessment in adult education.
- Tools to assess the effectiveness of adult education programmes are the tools most in demand.
- Many partners identified tools to measure the efficiency of funding as a great need.

Question 13.b. Areas where tools were recommended.

Recommended Tools

- Policy Making Tool
- Efficiency of Funding Tool
- Effectiveness of AE Programmes Tool
- Implementation of AE Programmes Tool
- Planning of AE Programmes Tools

Tools to evaluate the effectiveness of AE were mentioned 60 times, followed by tools for the funding efficiency mentioned 48 times. Tools for the implementation of adult education programmes, policy making and planning adult education programmes were mentioned from 33 to 36 times.

The following are the narrative responses to Question 13 as provided by respondents. Responses are presented as respondents wrote them.

Q.13. What tools are missing?	Country of the respondent who made the recommendation
Tools for policy making processes, Tools to evaluate the effectiveness of adult education programmes, Tools to increase the effectiveness of funding in adult education	Deutschland **P.1. & 2.**
Tools to evaluate the effectiveness of AE programmes, Tools (Instrumente / Hilfsmittel) to increase the effectiveness of funding in AE	Deutschland **P.1. & 2.**
Connection with/interface for existing tools.	Deutschland **P.1. & 2.**
Tools for policy making processes	Deutschland **P.1. & 2.**
Tools for policy making processes, for planning AE programmes, for the implementation of AE programmes, to evaluate the effectiveness of AE programmes, and to increase effectiveness of funding in AE	Deutschland **P.1. & 2.**
Tool to connect tools that already exist	Deutschland **P.1. & 2.**
Tools to evaluate if funding opportunities fit individual needs.	Deutschland **P.1. & 2.**

Q.13. What tools are missing?	Country of the respondent who made the recommendation
Nástroje pro tvorbu strategií ve vzdělávání dospělých,Nástroje pro plánování programu vzdělávání dospělých,Nástroje implementace programu vzdělávání dospělých,Nástroje efektivity programu vzdělávání dospělých,Nástroje pro finanční efektivitu vzdělávání dospělých	Czech Republic **P.3.**
Quality control tools in Non-formal education	Latvia **P.4.**
Tools for the development of policies for adult education, Tools for planning adult education programs	AIE Italia **P.5.**
Tools to allow us to place the adults in the most suitable level of language and skills attainment so that they could make efficient progress with their learning long-term	Ireland **P.6.**
The following Comments were also made to Q.13.	
Adult education pedagogies need to be promoted for all adult learners in the terrain - community, further/vocational, youth education and higher education.	Ireland **P.6.**
Using qualitative data to support outcomes - funders typically seek quantitative results	Ireland **P.6.**
To collaborate more structure with teaching council.	Ireland **P.6.**
Links between sector FET and adult education	Ireland **P.6.**
Supports and training for staff in FET and also support for staff wishing to engage in CPD to improve how they do their jobs	Ireland **P.6.**
A centralised repository / portal to access these and other (research) tools	Ireland **P.6.**
Tools to allow us to place the adults in the most suitable level of language and skills attainment so that they could make efficient progress with their learning long-term	Ireland **P.6.**

One respondent noted: "What do you mean by effectivity of funding?". Another noted, "Adopt the law of adult education"(Latvia P.4.).

Question 14. Response to "This survey was not applicable to my role/ occupation"

Question 14 gave respondents the option of noting that the survey was not applicable to them. 28 or almost 22% of respondents selected this option. However, 50% of these respondents had already completed the survey. This indicates that though project partners targeted the survey at adult education policy makers and practicners some do not believe that tolls to assist policy making, implementation or effectiveness assessment is relevant to them. Yet, 50% of those have valuable responses to offer and completed the survey.

Survey not applicable to my role / occupation response

Partner Code	# Responses	Q.14 Survey Not applicable Response	Partner Country/Region
P.1. & P.2.	26	7	Germany
P.3.	16	1	Czech Republic
P.4.	10	1	Latvia
P.5.	13		Croatia
P.6.	30	7	Ireland
P.7.	8	2	Adriatic Ionian Euroregion (AIE, Jadransko Jonska Euroregija) comprising Italy, Croatia, Albania, Montenegro, Bosnia Herzegovina and Greece.
P.8.	16	7	Italy
P.9.	10	2	Spain
Total	129	28 (21.7%)	Nine project partners, seven countries + one pan European partner

Section 3: Conclusions and Recommendations for the CREATE Project OER

The purpose of the Policy Assessment and Mapping of Policy Tools Report, based on 129 respondents to an online survey, seeks to "… define, identify and take stock of the 'policy tools' available within the regions and territories represented, as well as in the countries represented by the CREATE Partnership" (CREATE Project application March 2017). The outcome is 122 recommendations of tools that respondents use, or are aware of, which assist in policy-making, implementation, and assessing effectiveness in adult education programmes. Readers will note some level of overlap, some of the recommendations are general information websites, and that there are relatively fewer recommendations of tools that assess programme and financial efficiency of adult education delivery. However, this listing is a valuable resource for the adult education sector and is the foundation to prepare the CREATE online Open Educational Resource (OER) to make these sources available to policy makers and practioners.

The report also lists 63 networks or platforms that facilitate collaboration between adult education policy makers and practioners. The networks range for local to European level networks, and provide cross-sectoral and cross-agency collaboration along with cross-border cooperation.

Finally, the report identifies tools that, respondents suggest, would assist them in better policy-making, programme planning, delivery, and assessment of adult education programmes. The report provides the project partners with the basis for completing Output 3 of the CREATE Project.

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Co-funded by the
Erasmus+ Programme
of the European Union

Competitive Regions and Employability of Adults Through Education **www.projectcreate.eu**

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