

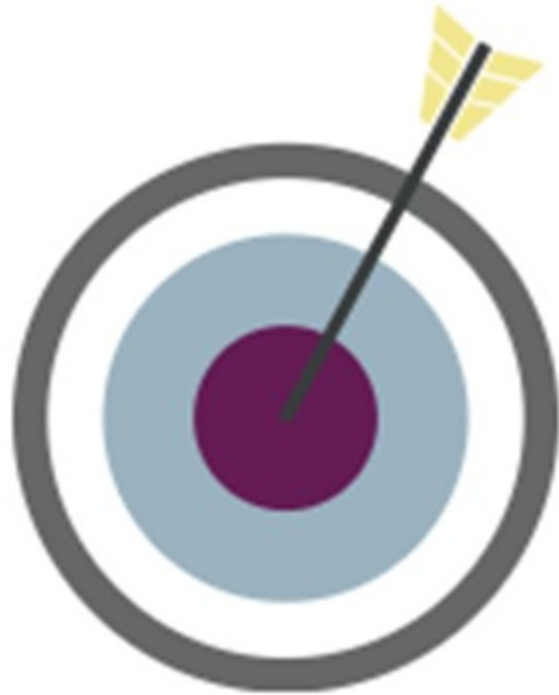
Developing Strategies in Adult Education

Module 1: Outlining the Strategy



The DIMA 2.0 project

Developing Strategies in Adult Education



To improve the quality of Adult Education by supporting the creation of effective strategies



Training Overview

DAY 1

Module 1: Outlining the strategy

Module 2: Mapping strategy to target groups

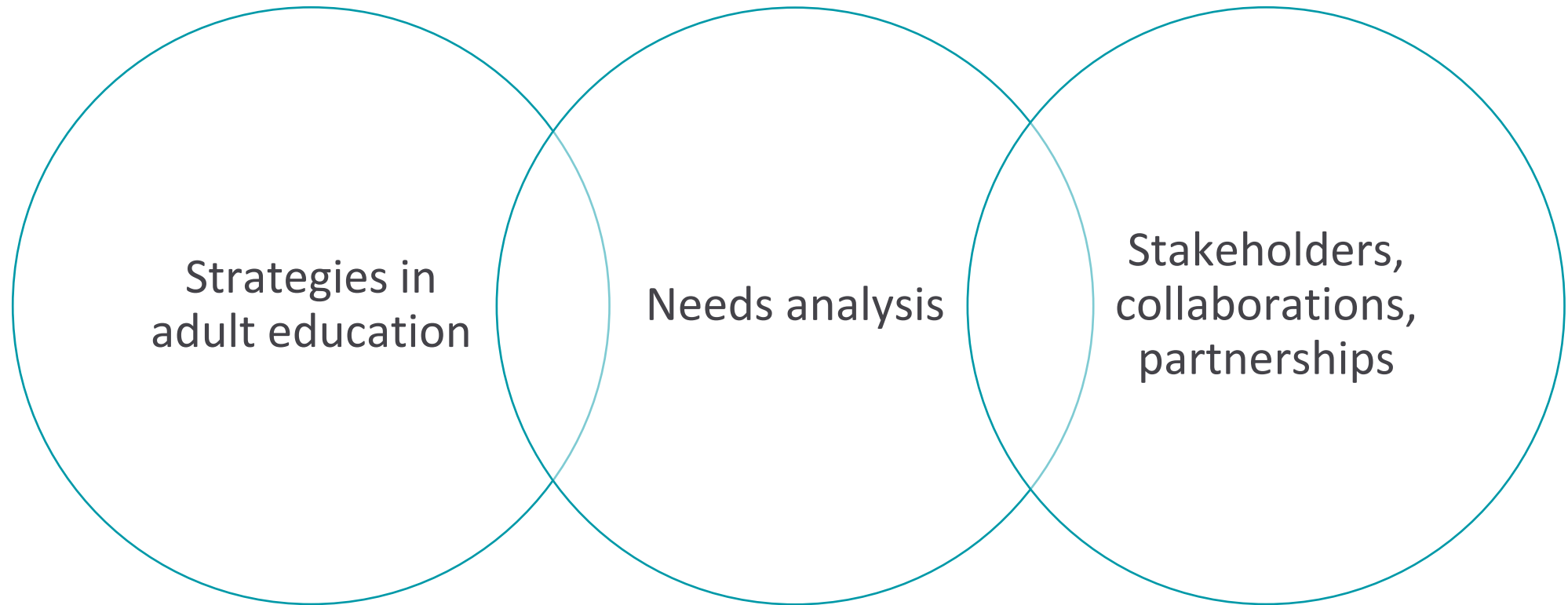
DAY 2

Module 3: Designing and Implementing your Strategy

Module 4: Digitalising your strategy

Training Overview

Module 1: Outlining the Strategy



Training overview

DAY 1

Module 1:

- **Introduction to Adult Education Strategies**
- Conducting needs analysis
- Mapping stakeholders and facilitating participation

Break

Module 2:

- Profile and characteristics of low-skilled adults
- Adapting programmes to the characteristics of low-skilled
- Recognition, validation, and certification

DAY 2

Module 3:

- Designing programmes with a focus on low-skilled adults
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Module 4:

- Digital competences: professional engagement
- Digital competences: pedagogy
- Digital competences: learners

The DIMA 2.0 project - *Developing Strategies in Adult Education*

Ice-breaking activity: "Fun Questions"

Random Wheel

Spin

Within 1 min:

1. Answer the question
2. Present yourself (Name, Organisation, Position, Daily life)
3. Answer comments and questions
4. Note down your colour!!!

What is Adult Learning?

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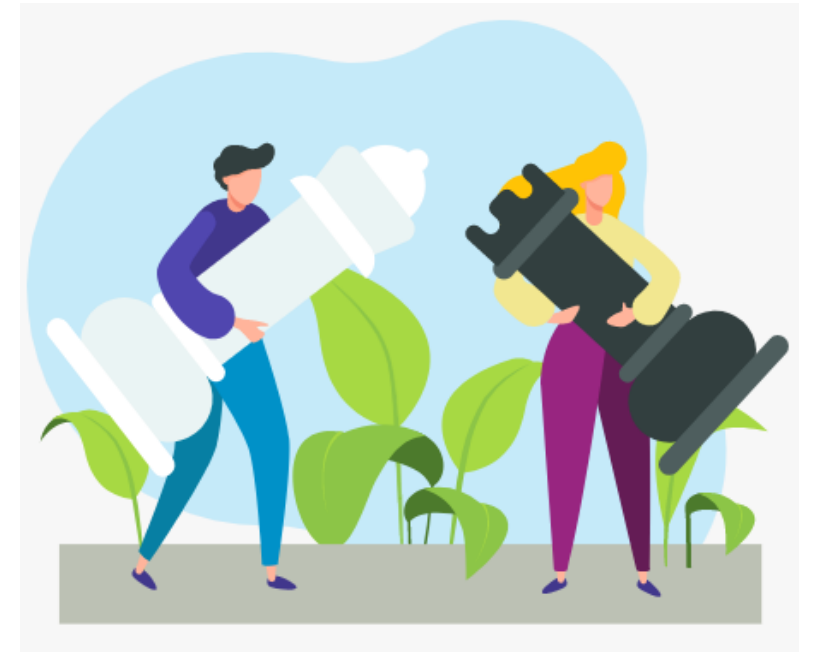
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Activate poll

Defining Adult Learning

What is Adult Learning?

- Are university studies considered Adult Learning?
- Are courses without certification considered Adult Learning?
- Are one-day workshops considered Adult Learning?
- What fields or topics does Adult Learning cover?
- Which ages are covered in Adult Learning?



What is Adult Learning?

“The term adult learning covers the entire range of formal, non-formal and informal learning activities — both general and vocational — undertaken by adults after leaving initial education and training.”

_The Council of the European Union’s definition of Adult Learning



Unit 1: Introduction to Adult Education Strategies

The Strategic Plan Framework

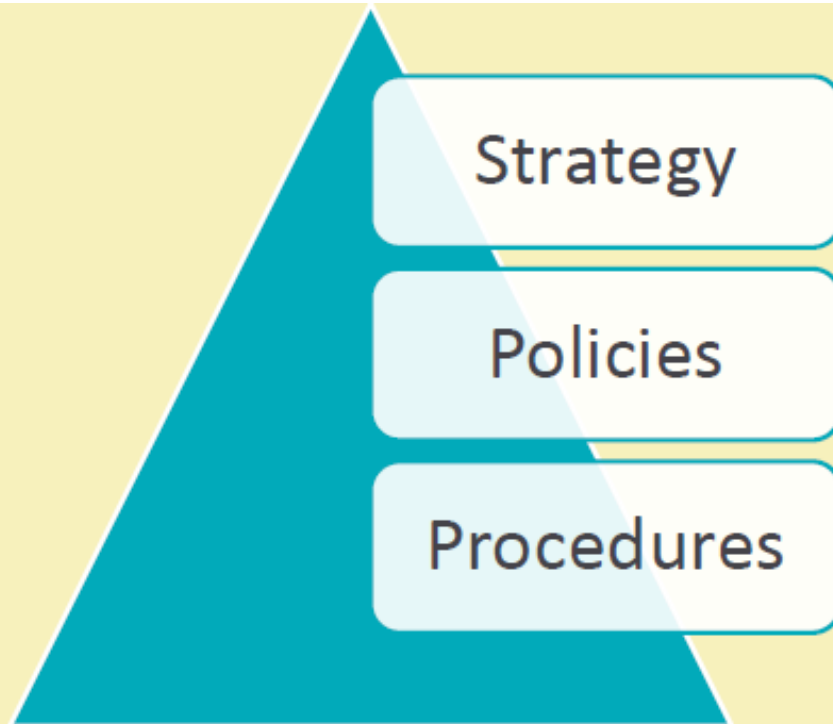


Figure 1. Strategic Plan Framework

Strategy

“Why are you doing this?”

Policies

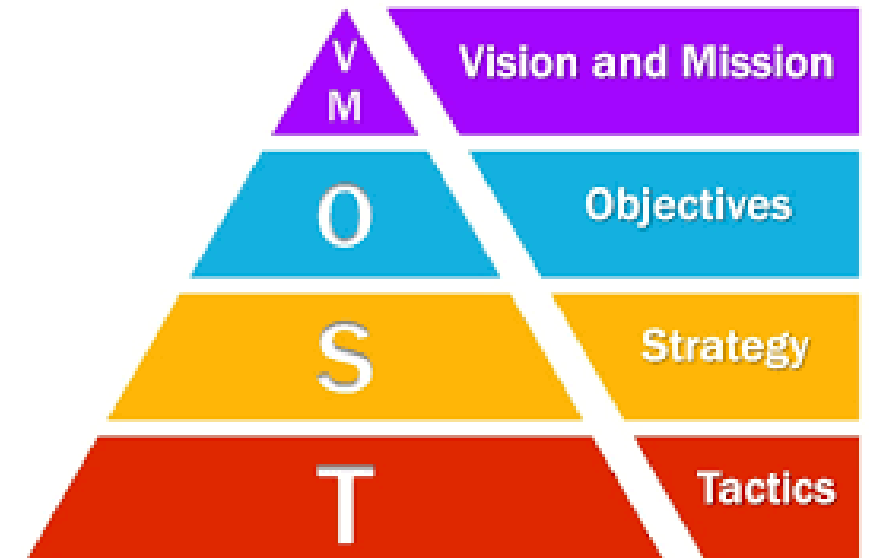
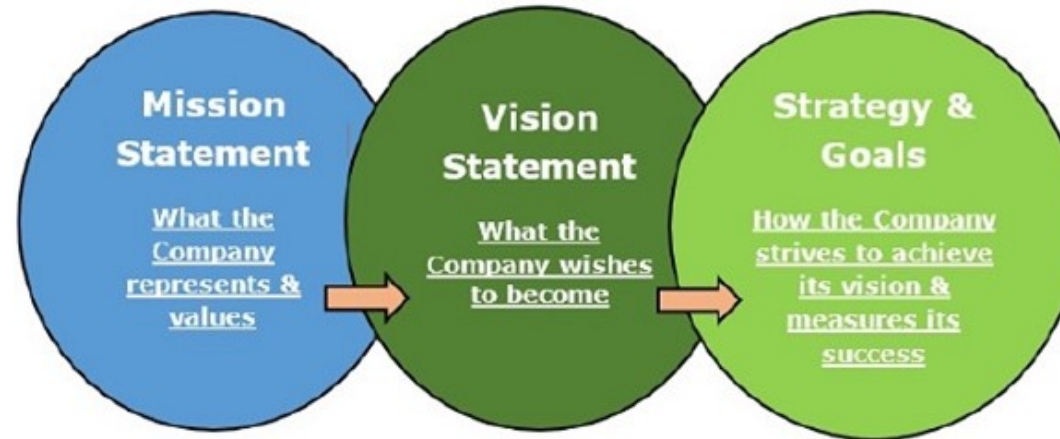
“How will it be achieved?”

Procedures

“What are you doing to realise it?”

Unit 1: Introduction to Adult Education Strategies

The relationship between Vision, Strategy and Goals



Unit 1: Introduction to Adult Education Strategies

The SMART model



Unit 1: Introduction to Adult Education Strategies

Benefits of Strategies

What are the benefits of having a strategy?

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Activate poll

Unit 1: Introduction to Adult Education Strategies

National and European Strategies



NATIONAL LIFELONG LEARNING STRATEGY



ET2020 FRAMEWORK

EUROPEAN AGENDA FOR ADULT LEARNING

UPSKILLING PATHWAYS

NEW SKILLS AGENDA

EPALE

Unit 1: Introduction to Adult Education Strategies

Adult education's role and utility

Tackle poverty

Reduce unemployment

Promote equality

Increase literacy, numeracy, and digital skills

Eliminate socioeconomic problems

Improve quality of living

Unit 1: Introduction to Adult Education Strategies

Activity: SMART goals

Work in groups and write at least 1 strategic goal



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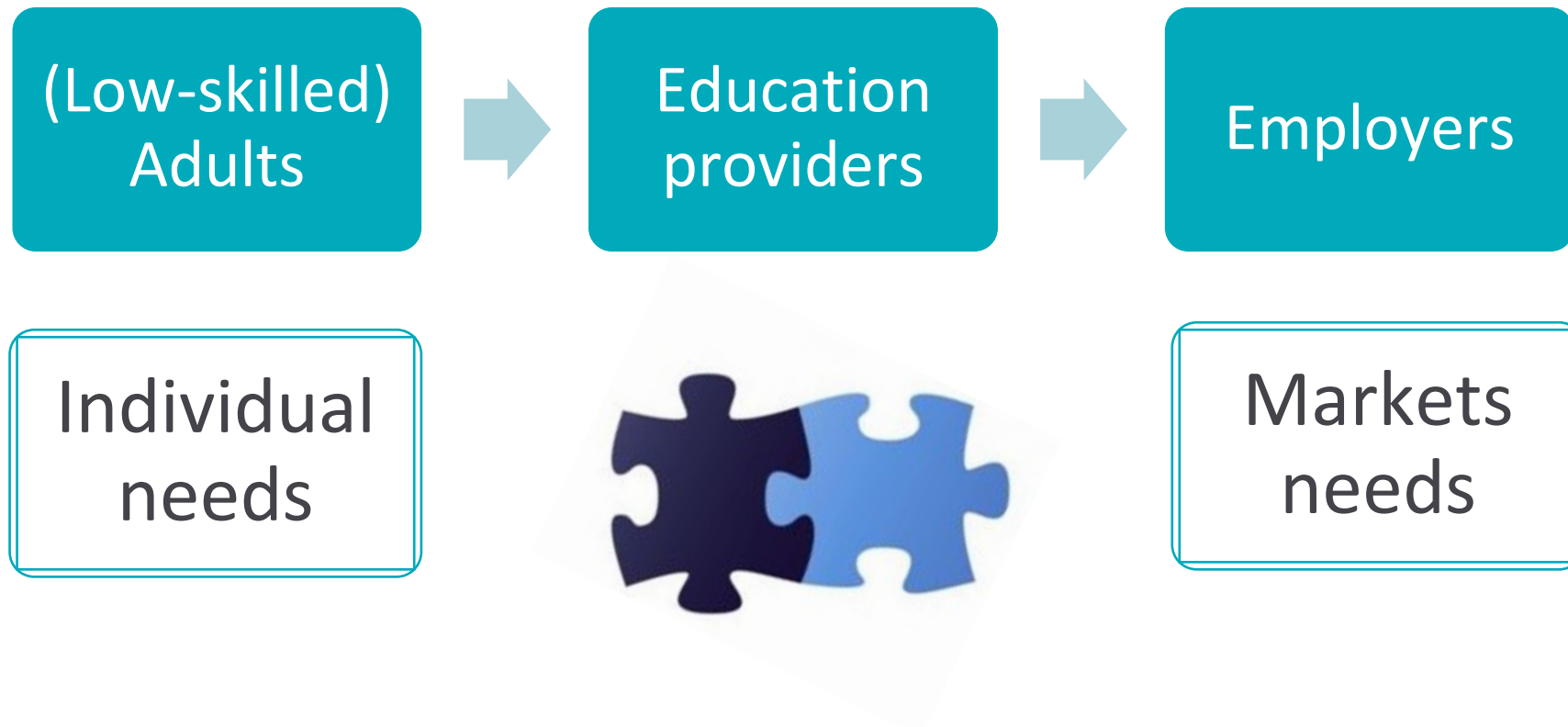
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- Digital competences: professional engagement
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- Digital competences: learners

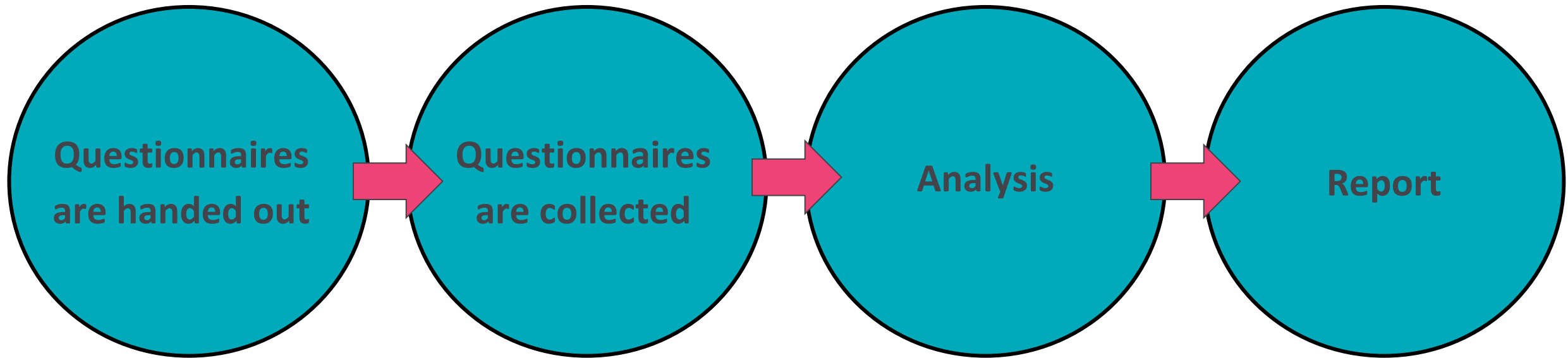
Unit 2: Conducting needs analysis

Match needs and offerings



Unit 2: Conducting needs analysis

Gathering, analysing, and interpreting data



How to reach out?

How to collect data?

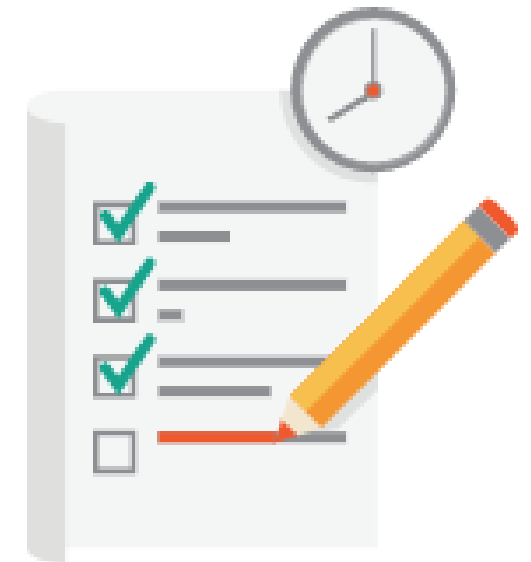
How to analyse data?

How to interpret
data?

Unit 2: Profile and characteristics of low-skilled adults

Activity: conducting needs analysis

Work in your group and find solutions for each stage of the needs analysis process.



Worksheet M1.1

Unit 2: Conducting needs analysis

Data collection

Examples of data collection diagnostic tools

Quantitative

- Face-to-face questionnaires
- Web survey
- Phone
- Mail
- Archival surveys and reports

Qualitative

- Face-to-face interviews
- Online forums and communities
- Focus groups

Unit 3: Conducting needs analysis

Manage resources



Human



Financial



Intellectual



Technological



Facilities



Social



Unit 3: Conducting needs analysis

Manage resources

**It's not about your
resources, it's about your
resourcefulness .**

Tony Robbins

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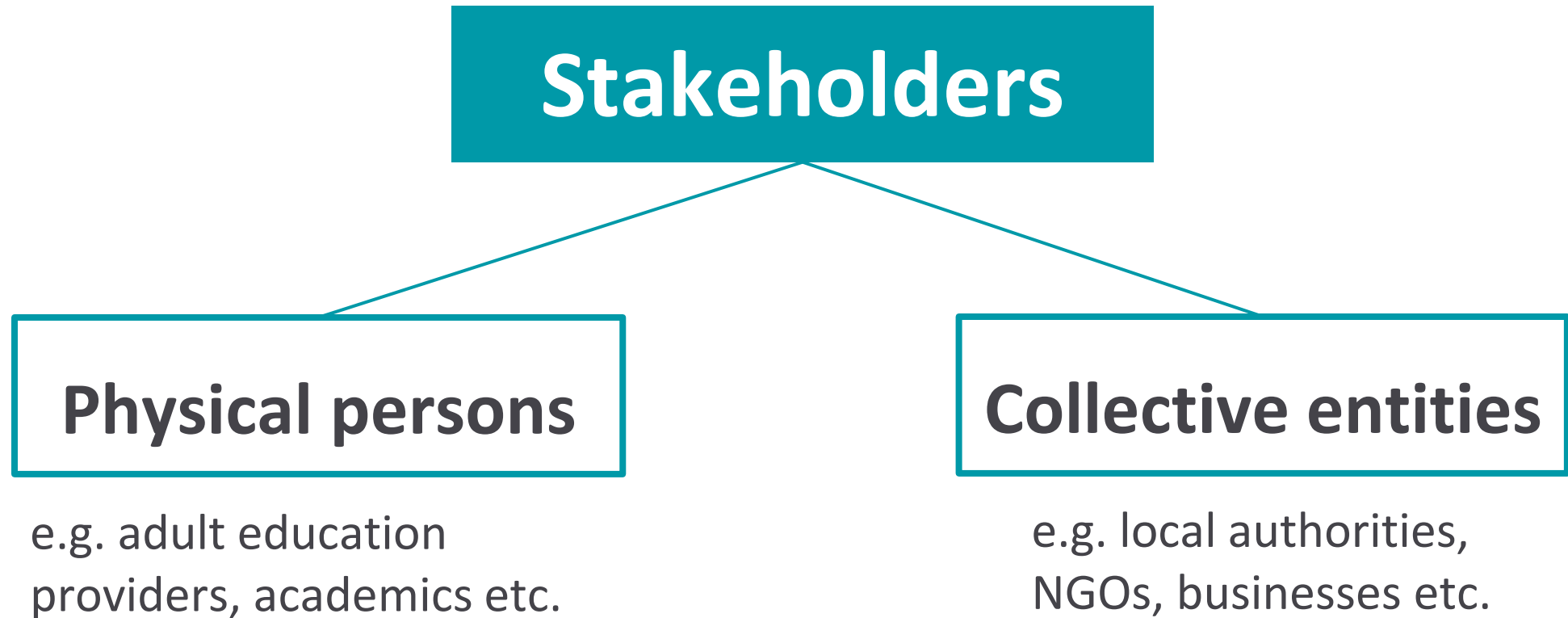
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Unit 3: Mapping stakeholders and facilitating participation

Defining stakeholders in Adult Education



Unit 3: Mapping stakeholders and facilitating participation

Strategies to identify and classify stakeholders: Stages

PHASE 1

Identifying stakeholders

PHASE 2

Classifying stakeholders

PHASE 3

Prioritising stakeholders

Unit 3: Mapping stakeholders and facilitating participation

Strategies to identify and classify stakeholders: Map of axes of interest and influence

LEVEL OF INTEREST	3. High				
	2. Medium				
	1. Low				
		1. Low	2. Medium	3. High	
		LEVEL OF INFLUENCE			

Unit 3: Mapping stakeholders and facilitating participation

Activity: identifying, classifying, prioritizing stakeholders

- Identify your network of stakeholders
- Classify stakeholders
- Prioritize stakeholders



Worksheet M1.2

Unit 3: Mapping stakeholders and facilitating participation

Communication strategy for stakeholders

WHAT

WHO

HOW

WHEN

RESULTS

subjects to be
addressed

people
responsible for
communication

ways of
communication

timeline -
framework

collection of
answers

Unit 3: Mapping stakeholders and facilitating participation

Activity: communication plan

Create a communication plan to reach out to the stakeholders identified.



Worksheet M1.3

Unit 3: Mapping stakeholders and facilitating participation

Communication strategy for stakeholders

Measuring the effectiveness of the communication strategy

- Has the timeline been respected?
- Has the communication strategy been completed?
- What was the answer of the stakeholders?
- Have their commitments been respected and followed up?
- Has there been any change in your stakeholder groups?



END OF MODULE 1

Break!

