

REGIONAL PROJECT TOOL KIT



www.regionalproject.eu



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ACKNOWLEDGEMENT



The Center for professional up-grading of the employed in education - Centar za stručno usavršavanje zaposlenih u obrazovanju

Serbia

www.csu-kg.edu.rs

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AGORA Politische Bildung, Institut für Politische Wissenschaft, Leibniz Universität Hannover

Germany

www.ipw.uni-hannover.de

.....



AONTAS, National Adult Learning Organisation

Ireland

www.aontas.com



RAZVOJNI CENTER
SRCA SLOVENIJE

Development centre of the Heart of Slovenia, Ltd (Razvojni center Srca Slovenije, d. o. o.)

Slovenia

www.razvoj.si

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Italy

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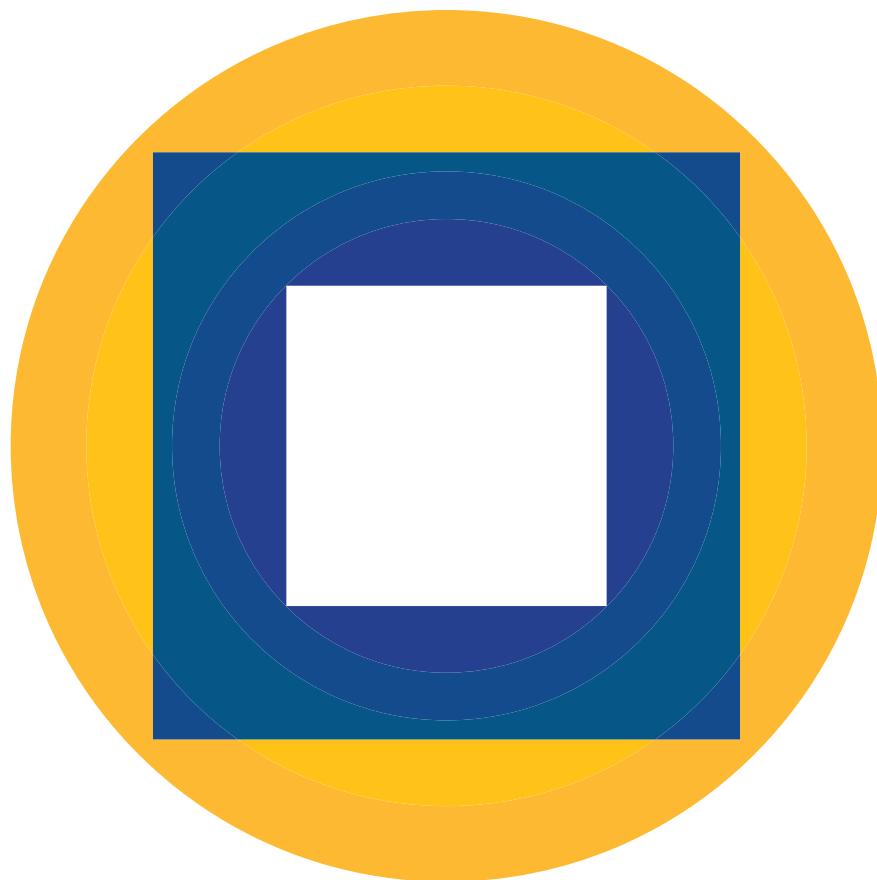


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Introduction

This Tool Kit is a key product of the REGIONAL project 'Comparative Analysis of Regional Policies for Adult Learning'. Research was carried out across six European countries: Germany, Hungary, Ireland, Italy, Serbia and Slovakia in response to the findings of the report compiled by the European Commission "Mind the Gap: Education Inequality across EU Regions" (p. 13) in 2012 which highlighted regional disparities in Adult Education. Project partners developed country profiles on the basis of qualitative data gathered across 21 regions from which a comparative report was compiled. The instruments in this Tool Kit emerged from that data and represent elements of best practice garnered from country profiles. Within this resource there are five items.

Tool 1: Adult Learning (AL) Terminology Instrument:

This instrument provides a list of Adult Learning (AL) definitions associated with AL which can be used to define boundaries and isolate the different types of learning relative to AL.

Tool 2: Identify stakeholders for policy consultation:

Outlines the consultation process and the importance of connecting with stakeholders.

Tool 3: List of possible initiatives and activities:

Outlines the ways in which Adult Learning can be facilitated and implemented and represents the activities of the participating countries.

Tool 4: Information Collection Instrument (ICI) for Policy Making:

This information collection instrument contains six sections which outline a data collection process.

Tool 5: Policy Sources and Resources:

Tool 5 is a bank of information relating to policy documents and reports that are available in relation to AL in Europe. These documents can be consulted in order to support the policy making process.

Tool 1

Adult Learning (AL) Terminology Instrument

Findings of the Regional comparative report (p.15) suggest that there exist some discrepancies in the interpretation of Adult Learning (AL) terminology and its associated importance. The European Centre for the development of Vocational Training, <http://www.cedefop.europa.eu/> has defined AL terms in a document entitled 'Terminology of European Education and Training policy; a selection of 100 key terms', which is available at the following link http://www.cedefop.europa.eu/EN/Files/4117_en.pdf

It is strongly recommended that a consensus is reached pertaining to the meaning and interpretation of AL terms when designing and implementing policy. This would ensure that a consistent and robust result is achieved during the process which is relevant to each particular type of AL.

The following list of key terms, provided by Cedefop, may be a guideline of terms for policy makers at the outset of a policy making consultation process. The list should be adapted or modified as the interested parties see fit and tailored to meet the specific interpretation of terms used and understood in various regions. A template is provided below which can be used as a working document during this stage of the process.

Adult Education: General or vocational education provided for adults after initial education and training for professional and/or personal purposes, and which aims to:

- Provide general education for adults in topics of particular interest to them (e. g. in open universities);
- Provide compensatory learning in basic skills which individuals may not have acquired earlier in their initial education or training (such as literacy, numeracy) and thus to;
- Give access to qualifications not gained, for various reasons, in the initial education and training system;
- Acquire, improve or update knowledge, skills or competences in a specific field: this is continuing education and training (2008, p.24).

Comment: adult education is close to, but not synonymous with, continuing education and training.

Formal Learning: Learning that occurs in an organised and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner’s point of view. It typically leads to validation and certification (2008, p.85).

Informal Learning: Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner’s perspective. Comments: informal learning is also referred to as experiential or incidental/ random learning (2008, p.93).

Lifelong Learning: All learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons (2008 p. 123).

Non-formal learning: Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner’s point of view (2008, p.133).

Social Inclusion: The integration of individuals – or groups of individuals – into society as citizens or as members of various public social networks. Social inclusion is fundamentally rooted in labour market or economic inclusion (2008, p. 169).

VET: Vocational education and training (VET) Education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market (2008, p.99).

The glossary in its entirety can be found at Cedefop using the following link http://www.cedefop.europa.eu/EN/Files/4117_en.pdf

Adult Learning (AL) Terminology Worksheet

Adult Education	
Formal Learning	
Informal Learning	
Lifelong Learning	
Non-formal Learning	
Social Inclusion	
Vocational Education and Training (VET)	
Further Education and Training (FET)	
Other	
Other	
Other	

Tool 2

Identify stakeholders for policy consultation

Introduction

In the various countries analysed by the REGIONAL project, adult learning policies are often based on consultations with various actors representing civil society, user groups and other layers of governance in the public sector. The REGIONAL analysis revealed how there are no standardised procedures for policy consultations in the domain of adult learning. While an unstructured approach provides for flexibility, a more formalised mechanism for public consultation may benefit the policy making process. In the research and analysis phases, REGIONAL partners observed how differences persist among countries, specifically in the type of stakeholders that are involved in the consultation process, the timing (i.e. at the stage of policy formulation in which they are engaged) and the depth (i.e. how their inputs are considered and processed) of their involvement. Consultation is a key element that allows policy makers to integrate crucial dimensions into policy formulation and ensures that policies are demand driven; nonetheless consultations can result in operational challenges, especially when policy makers want to respond promptly to specific societal and economic challenges. The REGIONAL project revealed an uneven picture of how consultations are carried out and consultation results are embedded into policy formulation. Specific differences pertain to the scale and scope of policy consultation, the process in the identification and involvement of relevant stakeholders and most importantly in the overall approach towards consultation. Consultations are envisioned in all the regions investigated, irrespective of the country. Yet, some respondents admitted that in a few instances the consultation is merely carried out to comply with administrative and / or regulatory requirements that mandate consultations with stakeholders and civil society. In other cases, some respondents highlighted how, notwithstanding the importance of consultation, the overall process becomes cumbersome and time consuming, ultimately slowing down the policy formulation process rather than supporting it.

What is the structure of policy making process?

To ensure that consultation is wide, open and useful, policy makers could consider the following key measures when planning and executing consultations for adult learning policy making; Plan, Incentives, Transparency and Linkages (Figure 1.).

LINK IN WITH NAT'L & INT'L RESOURCES

Establish at very early stage linkages with national and international sources and resources, i.e. policy papers, case studies, knowledge base, data, statistics, etc

- Other regions (start with neighbors?)
- National ministries and agencies
- EU institutions and agencies (Commission, CoR, EACEA, CEDEFOP, etc)
- OECD

**PLAN**

- Define clear timeline and plan accordingly
- Start from the end: when do you need your policy draft and reverse engineer the consultation process
- Identify milestones and stick to them
- Assign tasks and make deadlines (and assignment) visible

ENSURE TRANSPARENCY THROUGHOUT

- Set the stage and explain how inputs are going to be used
- Manage expectations (yours and participants')
- Use all means to provide visibility and transparency
 - **web + traditional means + local community + social aggregation**
- Invite, collect and report: collect and report who provided inputs

CREATE INCENTIVES FOR PARTICIPANTS

In addition to the incentive of bringing their interests into the consultation, identify other incentives to entice stakeholders' participation

- Visibility throughout the process
- Involvement in other policy settings (working groups, roundtables, etc)
- Exposure (media, local communities, other social partners, etc)
- Social responsibility

Figure 1

Tool 2

While it is difficult to define the boundaries of policy consultation, this Policy Making Tool provides practical guidance for policy makers in identifying and involving social partners and stakeholders in policy making and shaping. As such, this Tool is by no means exhaustive of the various dimensions that policy consultation can take: besides the tools and mechanisms identified here are meant to be used by policy makers to flexibly define the most appropriate width and depth of policy consultation in their respective territories and local realities.

The results of the research and analysis of the REGIONAL project identified specific items in the identification and involvement of stakeholders for consultation that stem from interview responses. These questions, presented in item 4 of this toolkit, could guide future policy formulation consultation. This tool consolidated answers to those basic questions:

Who were the stakeholders?

While it is difficult to list all the possible stakeholders in adult learning policy consultation, it is possible to identify a series of actors that, irrespective of the local contexts, can provide valuable inputs into the policy formulation process thanks to their social and economic policy role. The REGIONAL project revealed that social and economic partners have a role in policy formulation, but that in different regions some actors are more vocal or better equipped to contribute to policy consultation than others. The typology of stakeholders involved in policy consultation is diverse and encompasses actors from the public, private and third sectors (including other public administration departments), social actors, private sector providers of educational and learning services, civil society and user groups. The taxonomy of stakeholder also varies depending on the specific social and economic context of the region. As an example civil society groups are typically more vocal but to a certain extent lesser prepared at grassroots level; private sector views are often fragmented in a range of business associations whose presence can be simultaneously a source of over-or-under-representation. In identifying the appropriate set of stakeholders to engage in policy consultations local and regional policy makers should start by identifying a specific list of social and economic actors that can purposefully be involved.

Identify stakeholders for policy consultation

The following matrix may assist policymakers identify key stakeholders in the consultation process based on their sector and their stake in policy-making. The matrix suggests a range of actors for consultation (Figure 2.).

Type	Public sector	Private sector	Third sector
Stake	Policy coherence Integration in greater social and economic development policies Consistency of policy objectives and overall mid-term strategy	Productivity Market distortions Growth opportunities Skills development Corporate Social Responsibility	Employment Social empowerment and involvement Social inclusion Economic integration Skills development
Actor	Other departments and units within regional government Homologues at lower and higher levels of governance	Firms and enterprises Business associations Entrepreneurship promotion agencies	User groups (i.e. adults grouped along various interests) Associations: learners, citizens, consumers, etc Trade Unions, etc.

Figure 2

In identifying the “stake” of the various participants to the adult learning policy equation, policy makers should carefully consider that key actors may belong to all three sectoral categories. For instance adult learning service providers can be non-governmental organisations (i.e. third sector), the third age department of a publicly funded university (i.e. public sector) or a company providing learning services for adults on a fee basis (i.e. private sector). By the same token, the interests of the private sector can be represented and vocalized by the private sector (an individual company who is the largest employer in the region), the public sector (i.e. an enterprise development support agency run by the local government) or the third sector (business associations are typically third sector organisations, i.e. incorporated as a not for profit association).

What is the purpose of the consultation?

During the primary research of the REGIONAL project many local policy makers and stakeholders in the regional and local level adult learning ecosystem highlighted their need to enhance and advance evidence based policy making. Major constraints in this domain were identified in lack of coordination at policy formulation and implementation, the disconnect between policy and reality, and an inadequate culture of impact (i.e. monitoring and evaluation). The consultative process that feeds into policy formulation can address many of those shortcomings and overcome the barriers that may prevent a participatory and purposeful contribution from the various stakeholders. In inviting and engaging stakeholders in consultations local and regional policy makers could identify relevant actors on the basis of the possible inputs and impact that their involvement can bring into the consultation from a content point of view.

Where are the points of input into the policy making cycle?

Policy-making can receive inputs at a number of critical stages. The following diagram identifies the stages where inputs can be made. In planning a consultation process it is important that the stages of input area identified and that appropriate input is invited. In some cases it will be necessary for the managers of the policy making consultation process to proactively provide information so that stakeholders are able to make informed input for the betterment of the consultation process.

Define and identify data sources and resources **Planning** Develop indicators qualitative and quantitative information knowledge

Meta-evaluation to document **Collate information from adult learning programmes at macro and actions medium levels micro**

Identify linkages where between policy and programmes Identify there are linkages

Define Goals **Review the policy making cycle** Develop Assumptions Provide evidence Estimate **Impact**

Figure 3. Suggests stages at which input can be made to the consultation cycle.

What level of governance should be involved?

The level of governance involved in the consultation process will be determined by the theme or specific topic for consultation. Policy makers may need to assess the relevance of inputs and feedback from higher levels of governance (i.e. national and EU) depending on factors specific to their territories and socio-economic structures. For example stakeholders at national and international level may need to be consulted if the consultation is taking place in an area that borders another country, or because of social dynamics such as migration, cross-border labour migration, social integration, in that area. It may be appropriate to involve stakeholders beyond regional level for economic and industry considerations, where the international value chains justify the involvement of stakeholders from outside the specific local/regional context. Policy makers may need to consider at which level of governance is the most relevant stakeholder(s) positioned? (See Figure 4.).



Figure 4

Notes

Timing of consultation

REGIONAL Project research confirmed that a certain degree of difference lies in the timing in which different actors are involved in the consultation. In some regions, consultation is an ongoing process that accompanies the formulation of policy through a well-structured, timed and sequenced line of events; in other examples, the consultation happens at precise milestone of the formulation process. A key learning for policy makers from the REGIONAL project is that consultation requires a phased involvement of stakeholders in the consultation process with some stakeholders involved at the inception of the formulation phase and some others whose inputs are more beneficial at the later stages of the formulation process.

When are specific stakeholders involved in the consultation?

There are stages in a consultation process where the managers of the process may need to proactively involve a stakeholder that, for a range of reasons, may not be as involved as would be expected. This is a critical point of leadership because there are instances when key stakeholders are left out of the consultation process because they may not have the required information, confidence, opportunity, or resources to participate equally. In such situations the managers of the consultation process must identify stages in the process where the weakest stakeholders can be strengthened and involved in the consultation. Figure 5 presents a graphic of the five stages in the consultation process. The manager of the process can identify the most suitable stage to involve specific stakeholders.

Identifying stakeholders

With the key policy questions in mind the table below provides a list of possible stakeholders to engage in consultation for adult learning policy formulation. The stakeholders listed (the list is not exhaustive) are presented according to the timing of their involvement in the consultation process (Figure 6, page 24-25).

Figure 5



- 1. **Strategy:** Objective Identification and Priority Selection
- 2. **Target Groups:** Contact and consult
- 3. **Design:** Actions to reach the objective
- 4. **Implementation:** put envisioned actions into practice.
- 5. **Monitoring & Evaluation:** Monitor and evaluation take stock and review strategy.

Actor	Stake in adult learning / Purpose for consultation	Input	Timing
Other department and services within the local/Regional authority	<ul style="list-style-type: none"> Policy coherence and adherence to regional socio-economic development strategy, both mid and long term Financial provisions and budgetary projections to provide Which Units? Start with: <ul style="list-style-type: none"> Economic development Social / Employment Education Budget and finance 	<ul style="list-style-type: none"> Strategic outlook, mid-term and long term vision of which adult learning should become instrumental Budgetary provisions: which financial means and instruments will be available for adult learning in the next 3 to 5 years Greater policy goals for social and economic development Linkages between adult learning and other policy domains 	Very early stage of policy formulation
Other regions, national and EU authorities	<ul style="list-style-type: none"> Coherence of regional adult learning policy with national and EU guidelines and principles Alignment with national and EU strategies 	<ul style="list-style-type: none"> Data and statistics Information and knowledge Case studies, best practices, lessons learned 	Very early stage of policy formulation
Business Associations	<ul style="list-style-type: none"> Soft and hard skills, challenges for local economic sector 	<ul style="list-style-type: none"> Specific economic empowerment Labour market dynamics from the demand side 	Early stage of consultation
Individual enterprises	<ul style="list-style-type: none"> Provide detailed information about issues and opportunities for adult learning in their specific context Individual enterprises could be identified on the basis of their specific importance as contributor to the budget (i.e. highest contributor), number of workers employed (i.e. largest employer), contribution to local GDP, etc. 	<ul style="list-style-type: none"> Identify adult learning needs Drivers and inhibitors in the adult learning process Facilitating factors for Public Private Partnership in AL Enhance dialogue among stakeholders 	Early stage of consultation
Trade unions	<ul style="list-style-type: none"> Provide information about the dynamics of the labour market and unemployment from the supply side Represent a segment of adult learners 	<ul style="list-style-type: none"> Adult Learning needs to improve employment of weak groups of workers 	Early stage of consultation
Local Research centres	<ul style="list-style-type: none"> Active inputs and participation in shaping and formulating policies 	<ul style="list-style-type: none"> Data / knowledge / statistics Research capacity Analytical support 	Mid-Stage consultation
Educational sector	<ul style="list-style-type: none"> Contribute to adult learning in the perspective of lifelong and lifewide learning 	<ul style="list-style-type: none"> Pedagogical aspects of adult learning 	Mid-Stage consultation
Adult learning centres	<ul style="list-style-type: none"> Provide guidelines about sectors, methodology and users' needs 	<ul style="list-style-type: none"> Provide information and statistics about users' needs, adult learning courses 	Mid-Stage consultation
Non profit organization	<ul style="list-style-type: none"> Provide information about social, cultural, empowerment needs 	<ul style="list-style-type: none"> Identify specific items for the development of socio-cultural perspectives and motivation and for the empowerment of adults 	Mid-Stage consultation
Media	<ul style="list-style-type: none"> Participatory process in policy making 	<ul style="list-style-type: none"> Visibility throughout – i.e. that the consultation is to be launched, undergoing and what are the results of consultation 	Throughout

Tool 3

List of possible initiatives and activities

As a result of the primary and secondary research by the project partners a range of activities relating to Adult Learning (AL) policy were uncovered. These activities are similar across the partner countries in some cases, but unique and innovative in other cases. Drawing on partner country profiles the following list comprises activities related to adult learning and policy making.

During the compiling of this item project partners noted that none of the partner countries reported using social media as an activity related to AL policy making. Project partners suggest that social media is a useful tool in the promotion and consultation process that should be exploited in new settings. Platforms such as Facebook and Twitter provide forums that are potentially useful for dialogue between policy makers, stakeholders and adult learners.

AL Policy Making Activities and Initiatives
<ul style="list-style-type: none"> • Consultations with stakeholders carried out at the beginning of the process when a document is drafted by the body responsible • Conferences and Seminars promoting AL
<ul style="list-style-type: none"> • Conferences • Seminars • Awareness activities in partnership with education institutions to reach adults • Campaigns which encourage adults to update their knowledge and skills • Developing grants
<ul style="list-style-type: none"> • Grants covering tuition, fees, books, materials, support services • General funding for institutions to assist AL • Funding of partnerships between educational institutions to promote AL • Organizing conferences to reach adults

AL Policy Making Activities and Initiatives
<ul style="list-style-type: none"> • Adult Education Act encompassing all aspects of AL
<ul style="list-style-type: none"> • Government programme in which AL providers participate and are funded directly (national government) • Finance of transportation costs for adult learners particularly for those from distant rural areas (local government) • National Employment Service programmes and promotion – non-formal AL
<ul style="list-style-type: none"> • Formal and non-formal consultation through ongoing dialogue between interested parties • National and local conferences • Focus Groups • Green and white paper submissions

Tool 4

Information Collection Instrument (ICI) for Policy Making

Background

An information collection instrument (ICI) provides the possibility of collecting a wide range of qualitative and quantitative information to underpin policy and strategy making. The REGIONAL Project trialled a five-section questionnaire to guide a semi structured interview with a sample of key policy-making informants in each partner country. This information collection instrument is an adaptation of the project questionnaire to assess stakeholders that are to be involved in policy-making processes. The first two sections identify the key informant and the type of adult education programmes they have experience of. Sections three and four explore the types of information collected for policy making. Section five explores the practice experience of the key informant and section six introduces five guide questions that will elicit deeper understanding of the challenges for policy making in the experience of the key informant.

Summary of information collection instrument (ICI) sections

Section 1: Identify key informant

Section 2: Identify the mode of adult learning delivered

Section 3: Consultation and information for adult learning policy formulation

Section 4: Data sources that inform policy formulation

Section 5: Policy Implementation: From policy to programmes

Section 6: Guide Questions for Key Informant interviews

Key informants were drawn from a range of adult learning policy-making stakeholders including:

- Elected policy makers
- Non-elected policy makers in administrative/bureaucratic/technical roles
- Statutory and non-statutory adult learning agency/organisational representatives
- Regional policy economic and financial managers
- Adult learning programme managers
- Adult learning learner representatives

Tool 4

Questionnaire Outline

The following presents an outline structure for a tool to collect basic information

Record the Date and place of Interview/questionnaire

Section 1: Identify key informant

Full name

Title

Organisation

Contact Telephone

E-mail

Section 2: Identify the mode of adult learning delivered

2.1. Type of adult learning promoted in policy in this region:

Type	% of Programme
Formal adult learning	%
Non Formal adult learning	%
Informal adult learning	%

Formal, non-formal and informal as defined by CEDEFOP

Information Collection Instrument (ICI) for Policy Making

2.2. Goal of adult learning promoted in policy

Goal	% of Programme
Economic	%
Social	%
Cultural	%

2.3. Is the adult learning programme a stand-alone item of policy, or within a general education policy?

Stand Alone Item

OR

Included in general education policy

2.4. How is adult learning policy formulated?

Dictated by national policy guidelines

Directed by national policy guidelines customised to local needs and priorities

Local policy developed based on local need assessment

Section 3: Consultation and information for adult learning policy formulation

3.1. Is there a process of consultation with stakeholders?

- Formal structured consultations
- Informal but structured consultations
- Ad hoc un-structured consultations

3.2. What is the mix of stakeholders?

Stakeholder Group	% impact on Policy making
Statutory sector agencies/organisations	%
Non statutory non-profit sector (community/voluntary) agencies/organisations	%
Non statutory profit agencies/organisations (Business)	%
Universities/ Research Centers	%
Trade Union and Civil Society organisations	%
Adult Learning groups	%
Other	%

3.3. When is consultation undertaken and how frequently?

Stage?	Frequency?
● At need identification stage	● Less than yearly
● At draft policy stage	● Each year (yearly)
● When policy is finalised the strategy open for input	● Phased more than each year

3.4. With whom has your Service/Agency/organisation consulted?

- Regional/Local Government level
- Budgeting and Finance officer
- Other Regional/Local education providers
- Regional/local non-governmental (NGO) education providers

3.5. Is consultation published through Green Paper (policy proposals for debate and discussion) and white Papers (final policy statement)?



Section 4: Data sources that inform policy formulation

4.1. What policies and strategies are considered in formulating Adult Learning policies?

- Regional Development policies Specify:
- National Development policies Specify:
- European Development policies Specify:
- International Development policies Specify:

4.2. Information & data sources/documents used in formulating Adult Learning policies?

- Regional Information & data sources/documents Specify:
- National Information & data sources/documents Specify:
- European Information & data sources/documents Specify:
- International Information & data sources/documents Specify:

4.3. Peer Information exchange sources used in formulating Adult Learning policies?

- Local networks of providers Specify:
- Regional networks of providers Specify:
- National networks of providers Specify:
- European networks of providers Specify:

4.4. Data collection sources used in formulating Adult Learning policies?




- Adult Learning programme evaluation reports Specify Indicators:
- Adult Learning programme case studies Specify Indicators:

Section 5: Policy Implementation: From policy to programmes

5.1. List Adult Learning support actions provided

- Offer Grants/scholarships to adult learners (for fees, books, materials, travel, etc) Specify:
- Offer funding to adult learning centers Specify:
- Offer funding to Fund partnerships among local adult education providers Specify:
- Offer funding to adult learning initiatives Specify:
- Fund and support conferences to reach adult learners Specify:
- Other Specify:

5.2. Funding sources to implement Adult Learning policies?

Source		% of Budget
<ul style="list-style-type: none"> ● Public funding 	<ul style="list-style-type: none"> ● Local funds ● Regional funds ● National funds ● European funds (ESF/EU) 	
<ul style="list-style-type: none"> ● Public Private Partnerships (PPPs) 	<p>Specify:</p> <p>.....</p> <p>.....</p>	
<ul style="list-style-type: none"> ● Private funding 	<p>Specify:</p> <p>.....</p> <p>.....</p>	

Section 6: Guide Questions for Key Informant interviews

The following are guide questions for a semi structured key informant interview:

1. What are the key problems in implementation of Adult Learning policies?

2. What are the key drivers in adult learning policy formulation?

3. What are the key challenges in adult learning policy formulation?

4. What key information could better support adult learning policy formulation?

5. What Skills could better support adult learning policy formulation?


Principles in Information Collection for policy making

This tool is not just a 'how to' guide. It aims to help policy makers make the best practice judgments about when, how and with whom to engage in the process of collecting information to underpin policy-making.

The suggested governing principles in information collection are:

- 1. Proportionality:** The type and scale of information collection process should be proportionately relative to the potential impacts of the policy being developed.
- 2. Real engagement:** the aim should be to achieve deep dialogical engagement with affected parties and experts as stakeholders rather than merely following bureaucratic process and having engaged discussion.
- 3. Information provision:** Sufficient information should be made available to stakeholders to enable them to make informed comments during the policy-making process. Relevant documentation should be posted online to enhance accessibility.
- 4. Information flow:** In dynamic policy-making information should flow both ways. Information should be disseminated in ways likely to be accessible and useful to interested stakeholders. Information provided should be easy to comprehend, in an easily understandable format, and use plain language clarifying key issues.
- 5. Diverse communication methods:** A diverse range of modern and traditional communications technologies should be used to enable policy makers to engage in diverse and targeted discussions efficiently for fruitful dialogue. Email or web-based forums, public meetings, working groups, focus groups, interviews and surveys can effectively augment a standard written draft document consultation.
- 6. Timing of Engagement:** Information collection should begin early in the policy making phase when the policy is still under consideration and views can genuinely be taken into account. The amount of time required will depend on the nature and impact of the proposal, the diversity of interested parties, the complexity of the issues, or even the effect of external events. Timeframes should be proportionate and realistic to allow stakeholders sufficient time to provide considered responses and should avoid periods when stakeholders may not be able to fully engage such as holiday periods.

7. Feedback: Every effort should be made at an early stage to make available emerging outcomes of information collection and consultation for policy-making to stakeholders to enable clarification, contestability and further input into the policy-making process. Policy makers should explain what responses they have received and how these are being integrated in formulating the policy. The number of responses received should also be indicated to encourage active participation.

8. Outcomes: Policy makers should make every effort to acknowledge the input of stakeholders in the policy-making process by proactively informing stakeholders of outcomes. If the outcomes of policy-making are delayed stakeholders should receive an update explaining the delay, and, at least in broad terms, expected rescheduled targets.

Why engage in information collection and consultation

There may be a number of reasons to consult and gather information for policy-making. These reasons range from garnering views and preferences, to understanding possible unintended consequences of a policy, to getting views on implementation. Increasing the level of transparency and engagement with stakeholders improves the quality of policy making by bringing to bear expertise, alternative perspectives, suggesting unintended impacts and identifying practical problems. There may be circumstances where formal consultation is not appropriate, but longer detailed information collection and consultation is needed in situations where more hard to reach or vulnerable communities/ groupings could be affected. Also, to avoid creating unrealistic expectations, it should be apparent what aspects of the policy being consulted on are open to change and what decisions have already been taken. Being clear about the areas of policy on which views are sought will increase the usefulness of responses.

There are several stages in policy making and it is appropriate to engage in different types of information collection and consultation at different stages. Some of these methods may be radically different from the standard inviting response to a draft document.

Tool 5

Policy Sources and Resources

The following resources is a list of 37 Digital and hardcopy resources useful to underpin policy-making in adult learning. The resources exemplify the literature that informs AI stakeholders and informs their input into the policy-making process as referred to in previous items of this REGIONAL Project Tool Kit. The items are listed in order of relevance to policy making (starting from the most relevant for AI policy-making) to guide the reader of the documentation.

Source	Title	Year	URL
European Commission	White Paper: Growth, Competitiveness, Employment: The Challenges and Ways Forward into the 21st Century	1993	http://europa.eu/documentation/official-docs/white-papers/pdf/growth_wp_com_93_700_parts_a_b.pdf
European Commission	White Paper on Education and Training: Teaching and Learning Towards the Learning Society	1995	http://europa.eu/documents/comm/white_papers/pdf/com95_590_en.pdf
European Commission	A Memorandum on Lifelong Learning,	2000	http://arhiv.acs.si/dokumenti/Memorandum_on_Lifelong_Learning.pdf
European Commission	The concrete future objectives of education and training systems	2001	http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11049
European Commission	Making a European Area of Lifelong Learning a Reality	2001	http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2001:0678:-FIN:EN:PDF
European Commission	Council resolution on Lifelong Learning	2002	http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/104236.pdf

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European Commission	The success of the Lisbon strategy hinges on urgent reforms	2003	http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11071
European Commission	Implementing Lifelong Learning Strategies in Europe: Progress report on the follow-up to 2002 Council (Ireland),	2003	http://docs.glotta.ntua.gr/International/LLL/III_uk_en.pdf
European Commission	Getting to work on Lifelong Learning	2004	http://www.cedefop.europa.eu/en/publications-and-resources/publications/4033
European Commission	Communication from the Commission to the Council and to the European Parliament: Efficiency and Equity in European Education and Training Systems	2006	http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11095
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European Commission	Key competences for a changing world	2009	http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:ef0020
European Commission	Progress towards the Lisbon Objectives in Education and Training: Analysis of implementation at the European and national levels	2009	http://www.ecnais.org/wp/wp-content/uploads/2013/01/EandT_in_Europe_2008-report_indicators_and_benchmarks.pdf

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European Commission	2010 Joint Progress Report of the Council and Commission on the implementation of the 'Education and Training work programme'	2010	http://aei.pitt.edu/42901/
European Commission	Europe 2020: A strategy for smart, sustainable and inclusive growth	2010	http://ec.europa.eu/eu2020/pdf/COMPLET%20EN%20BARROSO%20%20%20007%20-%20Europe%202020%20-%20EN%20version.pdf
European Commission	A new impetus for European cooperation in Vocational Education and Training to support the Europe 2020 strategy	2010	http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:ef0023
European Commission	An agenda for new skills and jobs: a European contribution towards full employment	2010	http://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:52010DC0682
European Commission	Council conclusions on the role of education and training in the implementation of the 'Europe 2020' strategy	2011	https://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/119282.pdf
European Commission	Country report on the action plan on adult learning	2011	http://adultlearning-budapest2011.teamwork.fr/docs/Country-report_IE%20_final.pdf
European Commission	for improving participation in and awareness of adult learning	2012	http://www.ab.gov.tr/files/ardb/evt/1_avrupa_birligi/1_9_politikalar/1_9_4_egitim_politikasi/ec_guide_adult_learning.pdf

OECD	Lifelong Learning to Maintain Employability	1997	
OECD	Training of Adult Workers in OECD Countries	1999	http://www.oecd.org/employment/emp/2079990.pdf
OECD	Thematic review of adult learning - Norway, Oslo	2000	http://www.oecd.org/edu/innovation-education/2469631.pdf
OECD	Knowledge and Skills for Life: First Results from PISA 2000	2001	http://www.oecd.org/edu/school/programme-for-international-student-assessment-pisa/knowledge-and-skills-for-life-first-results-from-pisa-2000-publications-2000.htm
OECD	Beyond Rhetoric: Adult Learning Policies and Practices	2003	http://www.oecd.org/edu/skills-beyond-school/18466358.pdf
OECD	Career Guidance: A Handbook and Policy	2004	http://www.oecd.org/education/innovation-education/34060761.pdf
OECD	Promoting Adult Learning	2005	www.oecd.org/els/emp/promoting-adult-learning.htm
OECD	Lifelong Learning and Human Capital	2007	http://www.forschungsnetzwerk.at/downloadpub/OECD-Letter-LLL.pdf

