

GUIDE FOR THE DESIGN OF PUBLIC POLICIES

FOCUS ON ADULT EDUCATION

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What is LEAP?

The Local Education Adult Policies (LEAP) project responds to the need of increasing the participation of adults in formal, non-formal and informal learning that is implemented at local, national and European levels. LEAP targets local policy makers and staff of local authorities to raise awareness of the importance of Adult Education and to support formulating such local policies to have the greatest possible impact.

As part of the project, this Guide has been prepared to show step by step the process of designing a policy on adult education at local level. The LEAP website contains also the platform with online education resources – a training module and other materials.

Visit the LEAP website: <https://www.leap2local.eu/>

About this Guide

This Guide contains a set of templates on how to formulate basic lines for local policy on Adult Education with examples from the Learning City of Pécs, a town in Hungary that is a member of the UNESCO Global Network of Learning Cities. (Note: Learning Cities is a UNESCO initiative that highlights the importance of lifelong learning for the sustainable development of cities). It is complemented with a policy document on AE at local level for the town of Nitra in Slovakia, a LEAP project partner.

The Guide consolidates the information from the mapping phase of the project on how the EU and national policies are received, interpreted and processed at local and regional dimension as you can find in reports at <https://www.leap2local.eu/O2.html>. It also reflects the feedback we obtained from testing the training and information material available on the LEAP platform.

To successfully use this Guide we advise to study first the LEAP platform and its resources to get better acquainted with the area of adult education and learning. Then you will understand how important it is to think about policy targets and objective setting, which data should be used, the role of stakeholders, mapping demand and supply of AE in a certain territory, identify champions in the territory and share practices, ensure the quality, raise awareness of and promote adult learning, provide for outreach and guidance, as well as identify current topics and react.



LEAP

STEP BY STEP - DESIGN OF A PUBLIC POLICY

Preparatory Phase:

- Define the situation we want to improve.
- Identify the target group.
- Identify actors.

Formulation Phase:

- Define the objectives.
- Develop a proposal to address the situation.
- Estimate the budget.
- Design of evaluation strategies.



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STEP 1. DEFINE THE SITUATION YOU WANT TO IMPROVE.

- The existence of a situation or opportunity in society is noticed and it is considered whether to do something about it or not.
- The definition of a situation depends on its connection with the values at that time in society and on the power of the actors that promote its incorporation into the public agenda.
- Check the EU and national strategies in this area to make sure your ambitions are aligned with them. You will find more on the EU adult education policy at <https://education.ec.europa.eu/education-levels/adult-learning>



LEAP practical tips

To start the process, it is important to have a good team and/or entities that can provide information from the point of view of those affected by the situation.



Here is an example:

Core Situation	Background	Description
Limited participation rate in ALE	Data can be found here: https://www.oecd.org/skills/piaac/publications/countryspecificmaterial/PIAAC_Country_Note_Hungary.pdf	In Hungary, participation in ALE has not exceeded 7% amongst the 25-64 age cohort, however, raising participation, together with better performance, is one of the key issues in European ALE policy. Recent PIAAC scores are around average (mathematical skills above, reading skills and problem solving below average!)



The defined situation should answer the following questions:

- What is the situation to be addressed?
- What is the background of the situation?
 - Contextualize the situation.
 - Rely on quantitative and/or qualitative data.
 - Rely on evaluations, reports or diagnostic documents of the situation if they exist.
- Why is it important to address this situation through public policy?



STEP 1. DEFINE THE SITUATION YOU WANT TO IMPROVE.

Possible Policy Themes:

- Enable women to access training.
- Promote employment opportunities for migrants.
- Promote citizen participation.
- Poverty reduction.
- Learning cities.
- Promotion and support for the rural environment.
- Education for an ecosocial change.
- Inclusive employment.
- Female entrepreneurship.
- Promote cultural heritage.
- Others



You can use this table to put your information:

Core Situation	Background	Description

STEP 2. IDENTIFY THE TARGET GROUP

- In relation to the situation, it is necessary to clearly establish who will be the beneficiaries of the implementation of public policy.
- To define the target group you must answer the following:
 - Definition of the demographic profile.
 - Definition of the sociocultural profile.
 - Definition of the economic profile.

We propose some specific data that you could collect about your target group:

- Social background
- Age range
- Culture, customs and religious beliefs
- Training/educational/academic level
- Affiliation
- Level of citizen participation
- Socioeconomic level
- Others

Possible Target Groups:

- Migrants
- Women
- Homeless people
- Prisoners
- Refugees
- People with disabilities
- Unemployed
- Others

Where can you find data?

- Eurostats: <https://ec.europa.eu/eurostat>
- National Statistics:
 - Spain: <https://www.ine.es/>
 - Slovakia: [Slovenský štatistický úrad](https://www.statistics.sk/)
 - Romania: <https://insse.ro/cms/>
 - Italy: <https://www.istat.it/>



STEP 2. IDENTIFY THE TARGET GROUP



Here is an example:

Target Group	Description (characteristics and needs)
Low skilled persons/ People with functional illiteracy	Low skilled and functionally illiterate adults can hardly step for better choices in the labour market and integrate to their communities as active citizens. Their characteristics is a rigid social role and status with high resistance to ALE/LLL Such vulnerable adults and their groups need specific attention, active labour market tools to help them change and collect skills for employment and for life.



You can use this table to put your information:

Target Group	Description (characteristics and needs)

STEP 3. IDENTIFY STAKEHOLDERS

- Stakeholders are those people or entities that have influential power over decision-making.
- They are identified by their relationship to the situation (opposition, allies and neutrals).



Here is an example:

Stakeholder	Who is it related to?	Relationship Type	Observations
NGOs/e.g. House of Civic Communities, Civil Society Organisations, communities and neighbourhoods	Young adults, vulnerable groups of adults	Voluntary work, raising voluntary activities on environmental protection	Huge interest and devotion to the topic
Associations, Foundations	Senior citizens / People with low digital skills	Active ageing	Needs oriented programs are very much favorized

Possible Target Groups:

- Media
- Universities
- Research Centers
- Local businesses
- NGOs
- Public entities
- Chambers
- Social and civil organizations
- Councilors
- Political representatives
- Authorities at the national level
- Local mayors
- Civic centers/Community centres
- Training centers
- Social Integration Centers
- Others



STEP 3. IDENTIFY STAKEHOLDERS



You can use this table to put your information:

Stakeholder	Who is it related to?	Relationship Type	Observations



LEAP practical tips

It is important to study, from a strategic perspective, how to address the possibility of forging alliances or mitigating possible conflicts.

STEP 4. DEFINE THE OBJECTIVES

The "SMART" objectives help you set easily the objectives you want to accomplish with your local policy.

“SMART” Objectives:

- **Specific:** What do you want to achieve, why is it important, who will it affect, where will it take place, and what resources or constraints will you encounter?
- **Measurable:** How much will it cost to achieve the goal? And how will I know when I have achieved the goal?
- **Attainable:** Do the resources I have allow me to reach my goal? And can the limitations that I find prevent me from reaching my goal?
- **Relevant:** Are the stated objectives relevant to the target group?
- **Time-bound:** When will we conclude the actions? Is there a time limit?



Here is an example:

Policy Theme	Territory	Objectives	Target Group
Active ageing	Digital learning	Digital skills development	Senior citizens
Climate Change-related green skills development/ESD-Education for Sustainable Development	Community learning	Collecting good practices in green skills and Developing sensitive focus to SDGs	Adults with aim to pursue intergenerational learning



You can use this table to put your information:

Policy Theme	Territory	Objectives	Target Group

STEP 5. DEVELOP A PROPOSAL TO ADDRESS THE SITUATION

- The proposal for a possible solution is built from the objective and the information collected for the diagnosis (Step 1 and 2). These help identify and detect a possible solution.
- To prepare a proposal, you must:
 - Identify and formulate an alternative solution based on the following criteria:
 - Areas corresponding to formulators competencies.
 - Importance for the different actors.
 - Political viability.
 - Technical feasibility.

- To develop your proposal to address a possible solution, you should define the following aspects:
 - Main Objective: oriented towards the main intention of the policy.
 - Specific Objectives: specific aspects consistent with the main objective.
 - Possible solution: The expected result of the process.

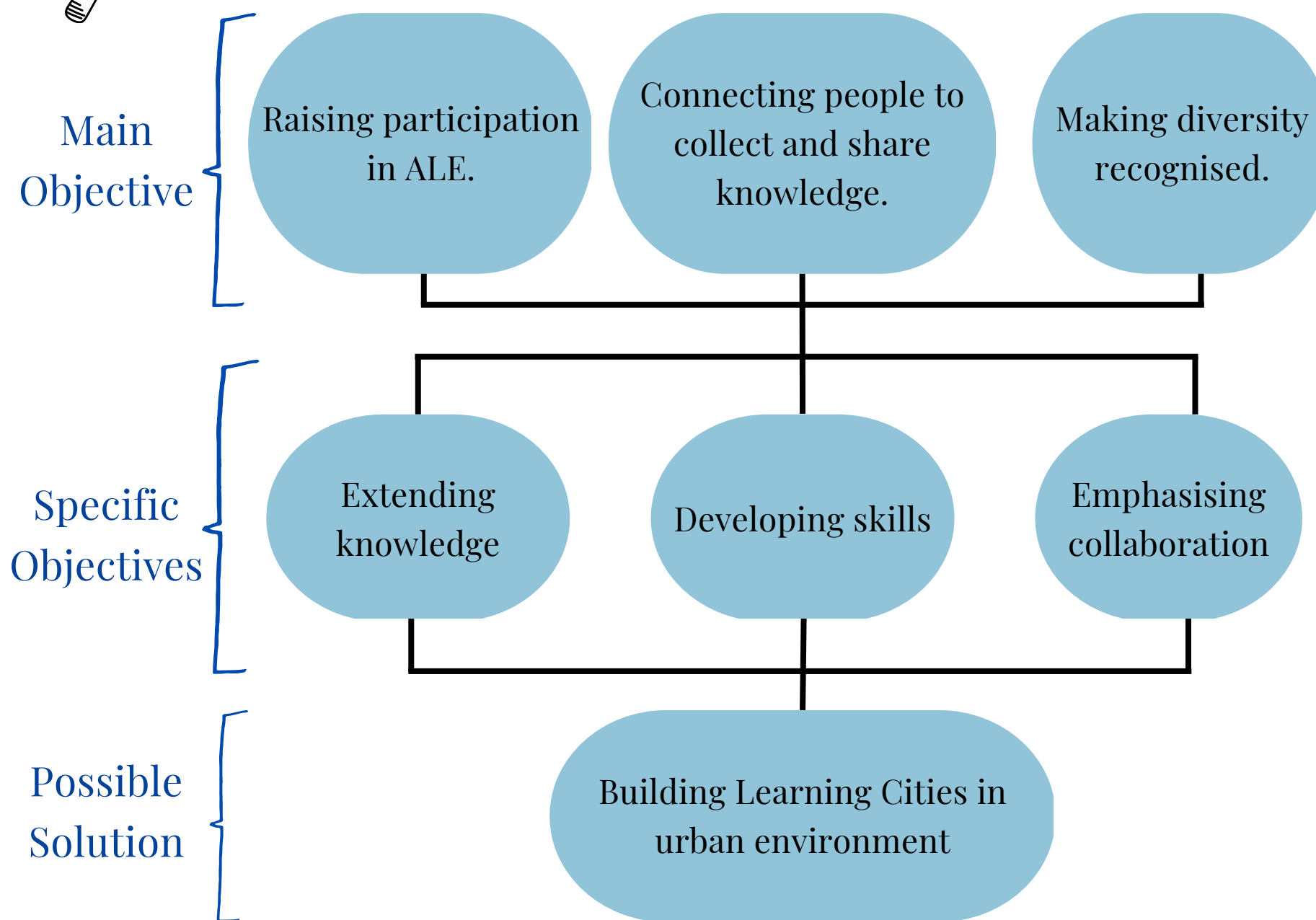




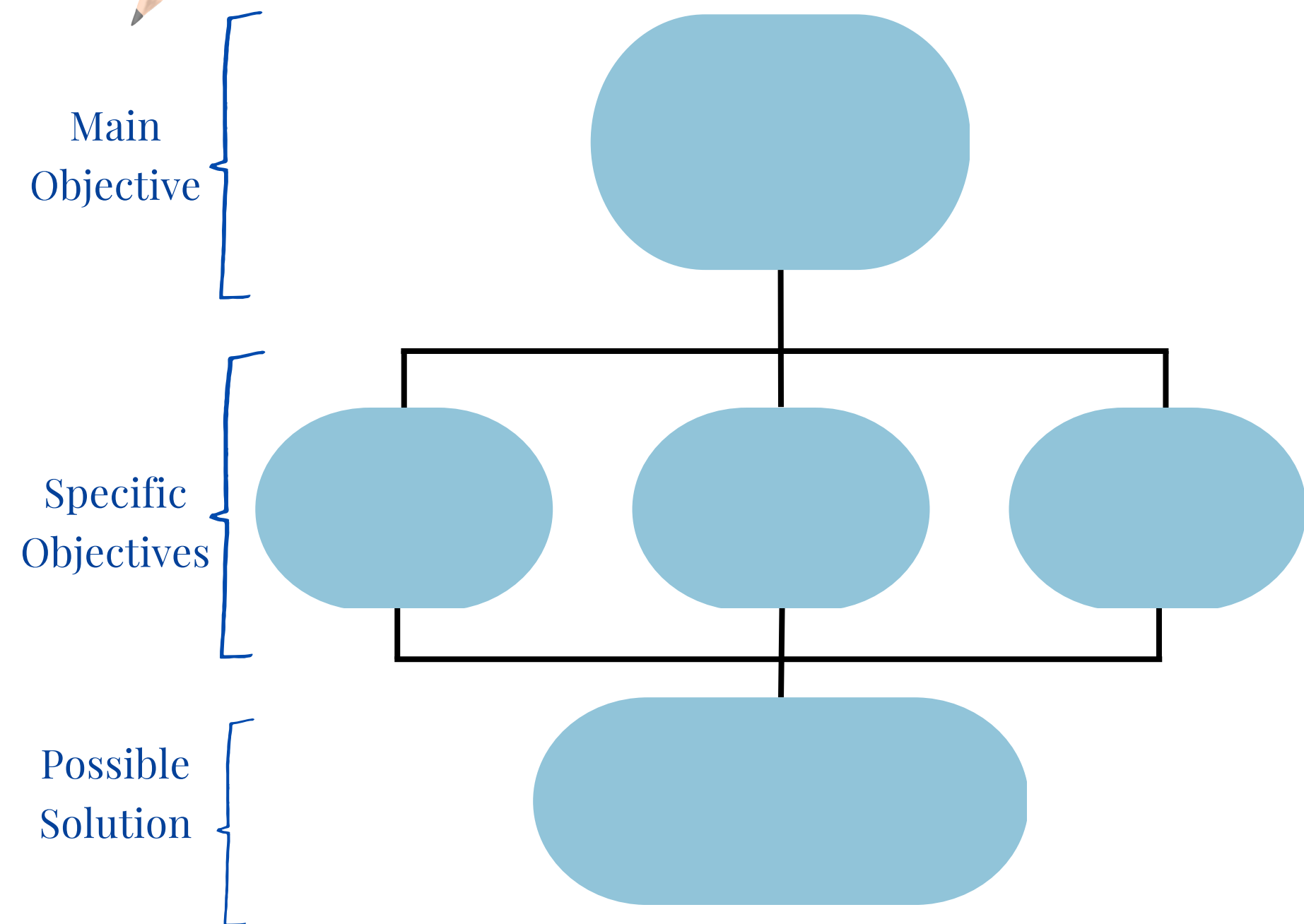
STEP 5. DEVELOP A PROPOSAL TO ADDRESS THE SITUATION



Here is an example:



You can use this diagram to put the information:



STEP 6. ESTIMATE THE BUDGET

When estimating the budget of a public policy, direct costs (resources that have served as the basis for carrying out the policy) and indirect costs (those that are just related) must be taken into account.

Some elements to take into account when estimating costs:

- Quality assurance
- Infrastructure
- Displacement and mileage
- Subsistence allowance
- Wages
- Administrative expenses
- Dissemination
- External services (electricity, water, etc.)
- Others



LEAP practical tips

It is important to know the criteria established by the public body regarding the budget.



Here is an example:

Learning City activities should be co-financed in between public bodies (municipalities), educational and training providers, businesses, multinational SMEs, state/EU funded grants. UNESCO is not financing such an initiative. As an example, Cork has built up an Executive Board consisting of key stakeholders, to establish and promote cofinancing.

STEP 7. DESIGN EVALUATION STRATEGIES

What is the evaluation for?

The evaluation is a process that allows us to systematically and objectively assess the relevance, performance and success of policies.

- Evaluation criteria:
 - Relevance: To what extent was the intervention carried out aligned with the needs and priorities of the context?
 - Pertinence: Did the proposed objectives respond to the actual needs of the beneficiary population?
 - Effectiveness: To what extent were the objectives met?
 - Efficiency: Were the resources used in the most economical way?
 - Sustainability: Does it have continuity? Should it be adjusted?



Here is an example:

Objective	Deadline or time required	What progress has been made so far?	What is there left to do	Responsible	Observations
Collecting feedback from Learning City activities	3 months from the event	Limited	PDCA = Plan, do, check, act	Learning City coordination	Limited usage – improvement necessary to turn towards change



STEP 7. DESIGN EVALUATION STRATEGIES



You may find this table useful for monitoring/evaluating public policies:

Objective	Deadline or time required	What progress has been made so far?	What is there left to do	Responsible	Observations

Examples of Evaluation Instruments

- Questionnaires
- Scales
- Interviews
- Focal groups
- Systematic observation
- Anecdotal diary
- Others

FURTHER INFORMATION

Relevant information:

You can find relevant information in the following links to LEAP material:

https://leap2local.eu/ELEARNING/EN/Platform_EN/index.html

<https://leap2local.eu/>

Other resources:

- Social Economy Portal (Information on public policies, resources, links of interest and examples):
<https://www.economiasolidaria.org/politicas-publicas/>
- Public Policy Proposals:
<https://espolitikak.eus/es/recursos/propuestas-politicas/>
- Evaluation of Public Policies (European Commission):
https://ec.europa.eu/info/law/law-making-process/evaluating-and-improving-existing-laws/evaluating-laws_es#documentos

GOOD PRACTICES – LEARNING CITIES

The "Learning Cities" promote practices and policies in accordance with promoting sustainable development, mainly through lifelong learning. "Learning Cities" guarantee equity and inclusion, for this, according to UNESCO:

- They offer alternative educational opportunities aimed primarily at vulnerable groups.
- Provide free online learning classes.
- Found educational centers for migrants.
- Promote intergenerational learning initiatives.
- Offer career counseling for women.
- Found mobile libraries.
- Take advantage of cultural centers as learning spaces.
- Mobilize trained volunteers.
- Create networks of civic participation



The UNESCO Global Network of Learning Cities has 229 cities (55 countries) that have developed policies and practices aimed at lifelong learning (<https://uil.unesco.org/es/node/3235>).



L E A P

#1 LEARNING CITIES (HUNGARY)

Pécs, in Hungary, is part of the UNESCO Global Learning Network. The motivation of the project is to strengthen communities by sharing knowledge and improving practices with other GLNC members. In this city, an "Integrated Strategy for Urban Development" was established that directs industrial development towards green energy and sustainability. Its actions fall within the framework of the "Pécs Civic Gate Movement", this includes (UNESCO):

- Expanding dialogue with citizens to identify and meet learning needs.
- Permanent commission on the construction of the structure of the learning city.
- Offer of informal courses for adults.
- "Senior Academy", this project is aimed at older people, offering them an educational offer that allows them to improve their skills and knowledge.
- Annually hold a learning festival.



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The first Pécs Learning Festival was organized in 2017. A total of 73 organizations were involved, 141 programs were offered in 11 locations, and a total of 3,000 people participated. At the 2018 festival the number of participants increased to 8,000.





#2 LEARNING CITIES (SPAIN)



Viladecans, in Barcelona (Cataluña), was the first Spanish city to be part of the UNESCO “learning cities” network. Some of the actions carried out in this city to promote lifelong learning policies are:

- Library network and workshops to create “clean air” zones.
- Installation of digital blackboards in all educational centers.
- Network of Educational Innovation, introduce a large number of educational innovation projects.
- Programs to improve the quality of jobs and the professional skills of workers.
- Program for mothers and fathers to accompany them in the parenting process.

Recently (2020) L'Alcora in Castellón (Valencian Community) became the second Spanish city to be part of the UNESCO "Learning Cities" network. His educational initiative "Music for Life" claims that music promotes people’s health and well-being.



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