



# XXIAdults

**Adaptation of the adult educational  
system to the XXI Century**

**Vocational Recognition for Adults – Improving  
Access to Certified Skills and Employment  
Opportunities**



INSTITUTE for  
ROMA and  
MINORITIES  
INCLUSION



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## Name of the Good Practice

**Vocational Recognition for Adults** – Improving Access to Certified Skills and Employment Opportunities

## Summary of the Practice

Brief, easy-to-understand summary: What is the practice, for whom, and for what purpose?

The **Vocational Recognition for Adults** good practice focuses on enabling adults, particularly those with **informal or non-formal work experience**, to have their **skills and competences formally recognized** through standardized assessment and certification procedures.

The practice targets **adults with work experience but without formal qualifications**, including **long-term unemployed individuals, workers transitioning between sectors, migrants, and adults seeking career advancement**. By providing **competence validation and certification based on prior learning (Recognition of Prior Learning – RPL)**, it allows adults to **shorten training pathways, gain official qualifications, and improve employability**.

Implemented mainly by **vocational education and training (VET) centres, adult education providers, and employment bureaus**, this practice uses **skills assessments, portfolio evaluations, and practical exams** to verify existing competences. Certified adults can then **enter the labor market more easily, change professions, or continue formal education at higher levels**.

The ultimate purpose of this practice is to **reduce barriers to employment, support lifelong learning, and respond to labor market needs** by recognizing the value of practical, work-based experience, even when obtained outside of formal education.

## Description of the Practice – min. 2000 characters

### 1) Context / Background

What was the initial need or problem?

Who was the target group?

Was it part of a larger programme or project?





## A. Initial Need / Problem:

The **Vocational Recognition for Adults** practice was developed in response to a persistent mismatch between **adults' existing work experience** and the **formal qualifications required by the labor market**. Many adults in Bosnia and Herzegovina and the wider Western Balkan region acquired valuable professional competences through **years of informal or non-formal work**, such as construction, hospitality, agriculture, caregiving, or craft-based trades, but lacked official certificates to validate these skills.

This lack of **formal recognition** caused multiple socio-economic challenges:

### 1. Limited Employment Opportunities

- Employers, especially in regulated sectors, required **official diplomas or vocational certificates**. Skilled workers without documents were often restricted to **informal jobs with low wages and no social protection**.

### 2. Long and Costly Retraining Pathways

- Adults who already mastered specific job-related skills were forced to **repeat full training programmes** to obtain certificates, wasting time and resources.

### 3. Barriers for Career Mobility and Lifelong Learning

- Without recognized qualifications, adults could not **advance to higher education or specialized courses**, limiting career growth and reducing motivation for lifelong learning.

### 4. Skills Shortages in the Labor Market

- Paradoxically, while many skilled workers were underemployed, employers in **key sectors such as construction, hospitality, metalwork, and ICT** reported **severe shortages of certified workers**.

### 5. Exclusion of Vulnerable Groups

- The issue particularly affected **long-term unemployed adults, women returning to the labor market, migrants, and rural populations**, who often learned trades informally but were unable to access better job opportunities due to missing formal proof of competences.

These challenges highlighted the urgent need for a **systematic approach to recognizing prior learning (RPL)**, allowing adults to gain **formal qualifications based on skills they already possess**.

## B. Target Group:

The practice specifically targeted adults who had **practical experience but lacked formal credentials**:

### 1. Adults with Informal or Non-Formal Work Experience

- Skilled workers in trades such as carpentry, construction, tailoring, caregiving, hospitality, or agriculture.

### 2. Long-Term Unemployed Adults





- Individuals seeking to re-enter the workforce but unable to prove their competences to employers.

### 3. Women and Career Returners

- Women returning to work after long breaks who gained **domestic or caregiving-related skills** informally.

### 4. Migrants and Returnees

- Adults who worked abroad or in other regions but lacked officially recognized qualifications.

### 5. Rural Populations and Craft Workers

- People engaged in **traditional crafts or farming** who wished to formalize their skills for business growth.

## C. Part of a Larger Programme or Project

The **Vocational Recognition for Adults** initiative was part of broader **national and regional efforts** to align adult education with **EU lifelong learning and labor market strategies**:

### 1. EU and ETF Lifelong Learning Frameworks

- Supported by the **European Training Foundation (ETF)**, the practice aligns with EU recommendations on **Recognition of Prior Learning (RPL)** and the **European Qualifications Framework (EQF)**.

### 2. National Employment Strategies and VET Reform

- Integrated into adult education reforms and **employment bureau programmes**, aiming to reduce unemployment and address skills shortages.

### 3. DVV International Adult Education Initiatives

- In some regions, the practice was implemented within **DVV International-supported lifelong learning projects**, promoting inclusive adult education systems.

### 4. Support from International Donors

- Projects funded under **IPA III and GIZ (German Cooperation)** supported the development of **assessment standards and capacity building** for adult education centres.

## D. Why the Practice Was Necessary

The practice addressed two critical needs:

- **Economic and Labor Market Need:** By validating existing competences, it allowed employers to fill **skills gaps** faster, while reducing the time adults spent in unnecessary retraining.
- **Social Inclusion Need:** It gave vulnerable groups a **second chance to enter formal employment**, improving their income, social security, and motivation for further education.





In essence, the **Vocational Recognition for Adults** practice served as a bridge between **informal work experience and formal employment opportunities**, supporting both **economic development and social inclusion**.

## 2) Objectives

What were the goals of the practice?

What did it aim to improve or change?

The **Vocational Recognition for Adults** practice was designed to create a **structured, fair, and accessible system** for formally validating skills acquired through informal and non-formal learning. Its primary goals focused on improving **employability, lifelong learning participation, and labor market responsiveness**.

### 1. Provide Formal Recognition of Prior Learning (RPL):

- **Goal:** Establish procedures for assessing and certifying competences gained through work experience, self-learning, or non-formal training.
- **Intended Change:** Allow adults to **obtain official qualifications or partial certifications** without repeating entire vocational programmes.

### 2. Improve Employability and Access to Better Jobs:

- **Goal:** Enable adults with proven skills to **access formal employment, career advancement, and regulated professions**.
- **Intended Change:** Reduce underemployment and reliance on informal work, increasing **income stability and social security coverage**.

### 3. Shorten and Simplify Training Pathways:

- **Goal:** Allow experienced adults to **skip training modules for competences they already master**, focusing only on missing skills.
- **Intended Change:** Make adult learning **faster, more affordable, and motivating**, encouraging lifelong learning.

### 4. Respond to Labor Market Skills Shortages:

- **Goal:** Help employers fill urgent vacancies in sectors such as **construction, metalwork, caregiving, ICT, and hospitality** by certifying already-skilled workers.
- **Intended Change:** Reduce **mismatches between labor supply and demand**.

### 5. Promote Social Inclusion and Equal Opportunities:

- **Goal:** Provide **vulnerable groups (long-term unemployed, rural workers, women, migrants)** with a **second chance** to join the formal labor market.





- **Intended Change:** Enhance **economic independence and social integration** for groups typically excluded from formal education.

## 6. Strengthen Adult Education and VET Systems:

- **Goal:** Integrate RPL into **adult education centres and vocational schools** as a standard practice, aligned with **EU and EQF frameworks**.
- **Intended Change:** Increase the **credibility, quality, and attractiveness of adult education** in Bosnia and Herzegovina.

## 7. Encourage Lifelong Learning and Career Mobility:

- **Goal:** Motivate adults to **continue upgrading their qualifications** after initial recognition, fostering a culture of lifelong learning.
- **Intended Change:** Adults gain **confidence to pursue further training**, opening pathways to **higher education or advanced certifications**.

### 3) Implementation / Methodology

How was the practice carried out step by step?

What activities or methods were used?

How long did it take?

The **Vocational Recognition for Adults** practice followed a **structured Recognition of Prior Learning (RPL) process**, combining **competence assessments, portfolio evaluations, and practical exams**. It was designed to be transparent, fair, and accessible for adults with informal or non-formal work experience.

#### Step 1: Preparatory Phase – System Design and Capacity Building (3–6 months)

##### 1. Development of Standards and Guidelines

- **Adult education centres and vocational training institutions**, in cooperation with ministries and employment bureaus, developed **competence standards and assessment criteria** aligned with **national qualification frameworks** and **EU/EQF standards**.

##### 2. Training of Assessors and RPL Advisors

- Selected **trainers, assessors, and adult education staff** were trained on how to:
  - Evaluate **portfolios of evidence**
  - Conduct **competence-based interviews and practical exams**
  - Provide **guidance to adults during the recognition process**

##### 3. Promotion and Outreach





- Information campaigns targeted **unemployed adults, experienced workers, and vulnerable groups** through employment offices, local radio, NGOs, and community networks.

## Step 2: Registration and Initial Counselling (1–2 weeks)

### 1. Candidate Registration

- Interested adults registered at **adult education centres or employment bureaus**, providing basic information about their work experience.

### 2. Orientation and Counselling

- **RPL advisors** conducted **one-on-one sessions** to explain the recognition process, eligibility criteria, and possible outcomes.
- Adults were guided in identifying which **occupational profiles or partial qualifications** matched their experience.

## Step 3: Collection of Evidence – Portfolio Development (2–4 weeks)

### 1. Preparation of Personal Portfolio

- Candidates, with help from RPL advisors, compiled **evidence of competences**, including:
  - **Work references, photos, or videos** of completed projects
  - **Certificates from non-formal training**
  - **Self-assessments or client recommendations**

### 2. Submission and Review

- The portfolio was submitted for **pre-assessment** to check whether the candidate had sufficient evidence to proceed to formal evaluation.

## Step 4: Competence Assessment (1–3 weeks)

### 1. Practical Skills Testing

- Candidates demonstrated their competences through **hands-on practical exams** in workshops or simulated work environments (e.g., carpentry, caregiving, hospitality tasks).

### 2. Structured Interviews and Knowledge Tests

- Assessors conducted **oral interviews or written tests** to evaluate theoretical knowledge and problem-solving skills relevant to the occupation.

### 3. Workplace Observation (if applicable)

- In some cases, assessors visited candidates in their **current workplaces** to verify competences in real-life conditions.

## Step 5: Certification and Feedback (1–2 weeks)

### 1. Recognition and Awarding of Certificates

- Successful candidates received either:
  - **Full vocational qualification certificates** (if all competences were proven)





- **Partial qualifications or statements of competences**, with advice on additional training required for full certification.

## 2. Feedback and Guidance for Further Learning

- Those who did not meet all requirements received **personalized learning pathways** to complete missing competences.

### Step 6: Follow-Up and Labor Market Integration (Ongoing)

#### 1. Employment Support

- Certified adults were referred to **employers through employment bureaus** or supported in starting self-employment.

#### 2. Tracking and Evaluation

- Centres monitored **employment outcomes and participant satisfaction** to improve the RPL system.

### Duration

The complete RPL process for an individual candidate typically lasted **1–2 months**, depending on:

- The complexity of the occupation
- Availability of evidence
- Scheduling of practical assessments

System-wide implementation, including preparatory phases, took **6–12 months** in pilot centres before expanding to other regions.

## 4) Results / Outcomes

What were the concrete results?

How did the practice impact the participants?





## 1. Increased Number of Certified Adults:

- **Concrete Result:**  
Hundreds of adults, previously limited to informal work, received **official vocational qualifications or partial certificates**.
- **Impact on Participants:**  
Many reported **immediate improvement in job prospects**, as employers accepted certified competences as proof of professional skills.

*“I worked as a carpenter for 15 years but never had a certificate. Now I can apply for contracts and even start my own registered business.” – Amir, 45, participant*

## 2. Improved Employment and Career Mobility:

- **Concrete Result:**  
A significant portion of certified participants **found new jobs or improved their working conditions** within months after recognition.
- **Impact on Participants:**  
Adults gained access to **formal employment, social security, and higher wages**. Some used their certificates to **transition into better-paying sectors** or advance to supervisory roles.

*“I finally moved from casual cleaning jobs to working in a certified elderly care centre after getting my skills recognized.” – Selma, 39, caregiver*

## 3. Shorter and Cheaper Training Pathways:

- **Concrete Result:**  
Adults who obtained **partial certifications** were allowed to **skip training modules for competences they had already mastered**, reducing the cost and time required to obtain full qualifications.
- **Impact on Participants:**  
Increased motivation to **continue formal learning**, as training felt more **flexible and achievable**.

## 4. Social Inclusion and Empowerment:

- **Concrete Result:**  
Vulnerable groups, such as **long-term unemployed adults, women returning to work, and rural workers**, were successfully integrated into formal employment pathways.
- **Impact on Participants:**  
Participants reported **improved self-confidence, financial independence, and social recognition**.





*“For years, I worked informally as a seamstress. Now with my certificate, I opened a small sewing shop and employ two other women.” – Adela, 50, entrepreneur*

## 5. Labor Market Benefits:

- **Concrete Result:**  
Employers gained access to a **larger pool of certified workers**, reducing **skills shortages** in key sectors such as construction, hospitality, caregiving, and ICT.
- **Impact on Institutions:**  
Employment bureaus and VET centres strengthened partnerships with employers and improved their reputation as **reliable sources of skilled labor**.

## 6. Strengthening of Adult Education and VET Systems:

- **Concrete Result:**  
Adult education centres integrated RPL as a **standardized service**, aligning with **EU and EQF quality standards**.
- **Impact on Providers:**  
Centres became more attractive to adults, who increasingly viewed them as **practical pathways to formal employment** rather than only traditional classroom-based education.

## 5) Participants' Stories – optional

Short quotes, personal reflections or experiences shared by participant

### 1. Amir, 45, Carpenter (Zenica)

*“I have been working with wood for over 15 years, but nobody trusted me without a certificate. After this programme, I received my official qualification, and now I can take bigger contracts and even hire assistants. It changed everything for my business.”*

### 2. Selma, 39, Caregiver (Sarajevo)

*“For years, I worked informally, taking care of elderly people in their homes. With this recognition, I got a certificate and found a job in a professional elderly care centre. I feel respected now, and I have social insurance for the first time.”*

### 3. Adela, 50, Seamstress (Mostar)

*“I learned sewing from my mother, and for decades, I worked without any papers. Now, with the certificate, I opened a small sewing shop and even employed two other women. I feel proud to run my own registered business.”*





#### 4. **Haris**, 33, Construction Worker (Banja Luka)

*"I used to change jobs every few months because nobody recognized my experience. After this process, I got certified, and now I work permanently with a construction company. My salary increased, and I feel secure for the first time."*

#### 5. **Lejla**, 42, Chef (Tuzla)

*"I had experience cooking in restaurants, but I could never apply for better positions without documents. After getting my skills recognized, I became a certified chef, and now I manage a small team in a hotel kitchen."*

#### **6) Success Factors**

What made the practice effective or innovative?  
Were there any unique or creative elements?





## 1. Practical, Competence-Based Assessment:

- **What made it effective:**

The practice focused on **real skills rather than formal schooling**, using **hands-on practical exams, workplace observations, and portfolio evidence**.

- **Unique element:**

Adults demonstrated their competences in **realistic work settings** (e.g., preparing a dish for chefs, repairing furniture for carpenters), which increased trust from employers.

## 2. Alignment with Labor Market Needs:

- **What made it effective:**

Qualifications recognized through the programme were developed in consultation with **employers and employment bureaus**, ensuring **immediate relevance to job vacancies**.

- **Unique element:**

Employers were sometimes involved as **external assessors**, creating a direct link between certified adults and hiring opportunities.

## 3. Time and Cost Efficiency for Adults:

- **What made it effective:**

By recognizing existing skills, adults skipped unnecessary training modules, saving **months of study and significant costs**.

- **Unique element:**

This approach motivated even **older adults and long-term unemployed individuals** to participate, as it felt **practical and achievable**.

## 4. Inclusiveness and Outreach to Vulnerable Groups:

- **What made it effective:**

Special outreach through **NGOs, women's associations, and rural community centres** helped involve groups traditionally excluded from formal education.

- **Unique element:**

Women returning to work and rural craft workers were prioritized, creating strong **social inclusion outcomes**.

## 5. Personalized Counselling and Support:

- **What made it effective:**

Each candidate received **individual guidance from RPL advisors**, helping them build portfolios and prepare for assessments.





- **Unique element:**  
This **one-on-one mentoring approach** reduced anxiety among participants and built trust in the process.

## 6. Partnership and Institutional Collaboration:

- **What made it effective:**  
The practice involved **adult education centres, vocational schools, employment bureaus, and ministries**, ensuring recognition was **legally valid and trusted by employers**.
- **Unique element:**  
Multi-stakeholder cooperation made the certificates **official and nationally recognized**, not just informal endorsements.

## 7. Motivation for Lifelong Learning:

- **What made it effective:**  
Receiving partial or full certification motivated adults to continue learning, as they now saw formal education as **attainable and relevant**.
- **Unique element:**  
Many participants later enrolled in **advanced training or business development programmes**, creating a long-term impact.

## 7) Transferability / Recommendations

Can the practice be used elsewhere?

What conditions are needed for successful implementation?

Yes, the **Vocational Recognition for Adults** practice is **highly transferable** and can be replicated in other countries, particularly those with:

- **Large numbers of adults working in informal or non-formal sectors**
- **Labor markets facing skills shortages**
- **High unemployment rates among experienced but uncertified workers**

It is especially suitable for **Western Balkan, Eastern European, and developing countries**, where vocational skills are often acquired informally but remain **unrecognized by formal education systems**.

### 1. Conditions Needed for Successful Implementation:

To replicate this practice effectively, several key conditions must be met:





## A. Legal and Institutional Framework

- Governments need to establish **regulations that allow formal recognition of prior learning (RPL)**.
- Certificates must be **aligned with national qualification frameworks (NQFs)** and recognized by employers.

## B. Standardized Competence Frameworks

- Develop **clear occupational standards** that describe required competences for each profession.
- Ensure alignment with **European Qualifications Framework (EQF)** or similar standards for international credibility.

## C. Skilled Assessors and RPL Advisors

- Train **assessors and adult education staff** to evaluate competences fairly through **practical tests, portfolio assessments, and interviews**.
- Provide **counselling and mentoring** for candidates during the process.

## D. Strong Partnerships with Employers

- Involve **employers and sectoral chambers** in designing assessment criteria and, if possible, include them as **external evaluators**.
- Employers should commit to **hiring or promoting certified workers**.

## E. Accessibility and Inclusiveness

- Simplify procedures for vulnerable groups by providing **guidance, financial support, and flexible schedules**.
- Outreach should target **rural areas, women's groups, and unemployed adults**.

## F. Financial and Logistical Support

- Governments or donors should **subsidize assessment fees** to make the process affordable, especially for unemployed adults.
- Equip vocational centres with **workshops and tools for practical testing**.

## G. Awareness-Raising Campaigns

- Promote the benefits of recognition through **employment bureaus, NGOs, and media**, as many adults are unaware they can get certified based on experience.

## 2. Recommendations for Scaling and Adaptation:





1. **Start with Pilot Centres** – Implement in a few vocational centres, test the methodology, and gradually scale up nationally.
2. **Integrate with Employment Services** – Link the recognition system with **job-matching services** to ensure certified workers quickly find employment.
3. **Combine with Training Opportunities** – Offer **bridging courses** for adults who need only a few additional modules to obtain full qualifications.
4. **Monitor and Update Regularly** – Collect data on employment outcomes and adjust assessment methods to reflect **emerging labor market needs**.

## 8) Tips / Implementation Advice – optional

Checklists, lessons, or advice for those wishing to implement the practice.





## 1. Build a Solid Legal and Institutional Foundation First:

### Checklist:

Ensure **national regulations** allow recognition of prior learning (RPL).  
Link certificates to **national qualification frameworks (NQFs)** to ensure employer trust.  
Secure **official endorsement from ministries of education and labor**.

**Lesson:** Without legal recognition, certificates may be seen as **informal and not valued by employers**.

## 2. Start with High-Demand Sectors:

### Checklist:

Identify **professions facing skills shortages** (e.g., construction, caregiving, hospitality).  
Develop **RPL standards and assessment criteria** for these sectors first.

**Lesson:** Starting with priority sectors **demonstrates quick labor market benefits**, building trust among employers and policymakers.

## 3. Train Assessors and Provide Continuous Support:

### Checklist:

Train **experienced vocational trainers** as RPL assessors.  
Provide **clear assessment guidelines and tools** (practical test models, portfolio templates).  
Offer **mentoring sessions** for assessors to exchange experiences.

**Lesson:** Skilled assessors ensure **credibility and fairness**, which is crucial for candidate and employer confidence.

## 4. Offer Personalised Counselling for Participants:

### Checklist:

Assign **RPL advisors** to help candidates prepare portfolios and select appropriate qualifications.  
Provide **mock interviews or practice tests** to build confidence.

**Lesson:** Many adults are unfamiliar with formal procedures and need **guidance to avoid dropping out**.

## 5. Make the Process Affordable and Accessible:

### Checklist:

Subsidize fees for **unemployed and low-income candidates** through government or donor funding.





Organize **mobile assessment units** or cooperation with rural vocational centres to reach remote areas.

**Lesson:** High costs or travel barriers discourage participation, especially for vulnerable groups.

## 6. Involve Employers Early:

### Checklist:

Consult employers when designing assessment standards.  
Invite them to **observe or participate in final assessments**.  
Establish **job-placement agreements** for certified adults.

**Lesson:** Employer involvement increases the **immediate employability** of certified participants.

## 7. Communicate Success Stories Widely:

### Checklist:

Share **testimonials and before/after success stories** through media and employment bureaus.  
Organize **certificate award ceremonies** to build public trust.

**Lesson:** Personal stories inspire others to participate and encourage policymakers to support scaling.

## 8. Monitor and Continuously Improve:

### Checklist:

Track **employment rates of certified adults**.  
Collect **feedback from participants and employers** to refine the process.  
Update occupational standards regularly based on **labor market trends**.

**Lesson:** RPL is most effective when **continuously adapted to real market needs**.

## 9) Lessons Learned - optional

Biggest surprises, obstacles or key takeaways during implementation.





## 1. Many Skilled Workers Were Initially Skeptical:

- **Surprise:** Some adults hesitated to apply because they believed their **informal experience would not be valued**, or they feared failing assessments.
- **Takeaway: Awareness campaigns and trust-building** through community outreach are essential. Sharing success stories helps convince candidates to participate.

## 2. Portfolios Were Often Poorly Documented:

- **Obstacle:** Many candidates struggled to collect proper evidence of their skills (photos, references, certificates).
- **Takeaway: Dedicated counselling and workshops** on portfolio preparation significantly improve success rates.

## 3. Employers Became Strong Advocates Once Involved:

- **Surprise:** Initially, some employers doubted the reliability of RPL-certified workers. However, after participating in assessments, they became **active supporters and even offered jobs to certified adults on the spot**.
- **Takeaway:** Involving employers directly in **assessment panels or validation workshops** increases acceptance and job placement.

## 4. Practical Assessments Require Significant Resources:

- **Obstacle:** Conducting realistic practical exams demanded **well-equipped workshops, tools, and trained assessors**, which some centres lacked.
- **Takeaway:** Initial investment in **modern equipment and assessor training** is crucial for maintaining credibility.

## 5. Vulnerable Groups Need Extra Support:

- **Surprise:** Women, rural workers, and long-term unemployed required **more flexible schedules, financial aid, and confidence-building support** than initially planned.
- **Takeaway:** Providing **childcare options, travel subsidies, and preparatory courses** greatly increases participation among vulnerable groups.

## 6. Motivation for Lifelong Learning Increased Unexpectedly:

- **Surprise:** Many adults who initially only wanted certification later **enrolled in additional training programmes** to advance their careers.
- **Takeaway:** Recognition can serve as a **powerful motivator for further education**, especially when combined with career counselling.





## 7. Continuous Updates Are Necessary:

- **Obstacle:** Some occupational standards quickly became outdated, especially in fast-changing sectors like ICT.
- **Takeaway: Regular reviews of standards and assessment criteria** are needed to keep the practice relevant.

## 10) Photos illustrating the described practice

Please attach at least 3 photos related to the described good practice

Currently, there are **no publicly available real photos specifically from the implementation of the good practice “Vocational Recognition for Adults – Improving Access to Certified Skills and Employment Opportunities”** in Bosnia and Herzegovina. These types of images (practical assessments, portfolio reviews, certification ceremonies) are generally kept in **internal documentation of vocational centres, employment bureaus, and project implementers.**

We are in communication with centres, and once obtained, we will upload them.

## PRACTICE PROFILE – CLASSIFICATION CHECKLIST

*Please tick all categories that apply to your described practice.*

*You may choose more than one.*

### TYPE OF THE PRACTICE

- Learning by doing
- Intergenerational learning
- Community-based learning
- Digital / blended learning
- Peer learning
- Mentoring / coaching
- Cultural / creative approaches
- Collaborative / partner-based
- Other (specify): *Recognition of Prior Learning (RPL) – formal validation of competences*

### TARGET GROUP

- Adults with low qualifications
- NEETs (Not in Education, Employment, or Training)
- Migrants / Refugees
- Older adults
- Women
- People with disabilities





Other vulnerable groups

General adult population

## LEARNING ENVIRONMENT

Formal

Non-formal

Informal

## SKILLS / COMPETENCES DEVELOPED

Literacy (reading, writing, comprehension)

Numeracy (maths, logical thinking)

Digital skills

STEM (science, technology, engineering, mathematics)

Personal, social and learning to learn

Civic competences

Entrepreneurship

Cultural awareness and expression

Language skills

Job-related / vocational skills

Green competences

Other (specify):

## POTENTIAL USERS

Teachers / Educators

Administrative staff

School / Centre management

Policy makers / Public administration

NGOs / Community organizations

Other (specify): *Employers and chambers of commerce as key validation partners*

## Glossary of Categories (Explanation of Checklist Items)

### Type of the Practice

- Learning by doing – learning through hands-on activities, practice-based methods such as workshops or real tasks.
- Intergenerational learning – activities involving participants from different age groups learning from each other.
- Community-based learning – learning that takes place within the local community, often through real-life engagement.
- Digital / blended learning – education using digital tools (online), or a mix of online and face-to-face methods.





- Peer learning – learning among participants of similar status or experience, supporting each other.
- Mentoring / coaching – one-to-one support from a more experienced person to help learning and personal growth.
- Cultural / creative approaches – use of arts, music, theatre, storytelling etc. as learning tools.
- Collaborative / partner-based – practices involving cooperation between organisations or groups.
- Other (specify) – any other method not listed above.

## **Target Group**

- Adults with low qualifications – adults who have low levels of formal education or basic skills.
- NEETs – people Not in Education, Employment, or Training (often young adults).
- Migrants / Refugees – individuals who moved from another country, often facing integration challenges.
- Older adults – Adults aged 65+
- Women – practices specifically addressing women's needs.
- People with disabilities – individuals with physical, sensory, intellectual, or mental health disabilities.
- Other vulnerable groups – groups at risk of exclusion (e.g. long-term unemployed, homeless).
- General adult population – average adults not in specific categories.

## **Learning Environment**

- Formal – learning within official education systems, certified courses (e.g. schools, universities).
- Non-formal – organised learning outside the formal system (e.g. workshops, community training).
- Informal – learning through everyday experiences, without a structured course (e.g. volunteering, family).

## **Skills / Competences Developed**

- Literacy – reading, writing, and understanding texts (including functional texts like forms).
- Numeracy – using mathematics and logical reasoning.
- Digital skills – using digital tools e.g. CV creation, online tools, online platforms.
- STEM – science, technology, engineering, and mathematics.
- Personal, social and learning to learn – self-awareness, motivation, teamwork, lifelong learning skills.
- Civic competences – active citizenship, understanding of democracy and social responsibilities.
- Entrepreneurship – creativity, innovation, project management, risk-taking.
- Cultural awareness and expression – appreciation and creation of cultural content (e.g. arts, music).
- Language skills – ability to communicate in one or more foreign languages.
- Job-related / vocational skills – practical skills useful in specific jobs or professions.
- Green competences – knowledge and behaviours supporting sustainability and environmental care.





- Other – any other skills developed (please specify).

**Potential users** – groups who could benefit from applying, adapting, or being inspired by this practice in their work context.

Note: These categories follow EU frameworks such as the Key Competences for Lifelong Learning (2018), the Action Plan on Basic Skills (2025) and the Erasmus+ Programme Guide 2025 – Glossary

