XXIAdults

# Adaptation of the adult educational system to the XXI Century

2024-1-ES01-KA220-ADU-000245715

# Implementation Plan

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# Introduction

The XXI Adults Implementation Plan is part of WP3: Educational Strategy 2.0. It supports adult education centres, coordinators, teachers and trainers in using the XXI Adults Training Guide and Online Platform to identify, select, adapt and implement actions that respond to 21st-century adult learning needs.

The Implementation Plan is designed as a practical roadmap. It explains how centres can prepare for implementation, use the platform, select suitable modules, good practices or measures, deliver activities, collect feedback and define realistic follow-up actions.

To support the navigation of the platform, before selecting any module, good practice or measure, users can consult the introductory guideline available at the beginning of the XXI Adults platform. This guideline explains how to navigate the platform, use the available filters and identify resources that match the organisation's profile, learner needs, digital readiness and available resources.

The plan is flexible and can be adapted to different institutional contexts, but it should always be used in connection with the XXI Adults Training Guide, the Online Platform and the official piloting surveys.

## Objectives of the Implementation Plan

The purpose of this Implementation Plan is to help adult education centres use the XXI Adults Training Guide and Online Platform to select and implement suitable actions, good practices and measures according to their needs, resources, learner profile and digital readiness.

The specific objectives are:

- Help centres assess their starting point (e.g. infrastructure, staff confidence, learner needs);
- Support the use of the platform guideline to select relevant modules, good practices or measures;
- Clarify the time, resources, roles and conditions needed for implementation;
- Support adaptation to face-to-face, online or blended formats;
- Ensure that digital tools support learning without becoming a barrier;
- Guide centres in collecting feedback through the official XXI Adults Teacher/Educator and Adult Learner Piloting Surveys;
- Help centres identify what should be kept, improved and continued after piloting.

The XXI Adults resources are organised into four thematic modules designed to be flexible, modular, and adaptable to different adult education contexts. Modules may be delivered independently or in combination, depending on organisational needs, capacities, and target groups.

Rather than functioning as a fixed curriculum, the programme provides a structured framework that organisations can tailor to their local realities. Each module includes practical approaches, real-life examples, and adaptable implementation models suitable for both small and large groups.

Adult education centres are encouraged to:

I. Assess local needs in order to determine which module(s) are most relevant
II. Select appropriate formats, as the modules are adaptable for varying group sizes
III. Adapt activities to available resources, whether in formal centres, NGO-led initiatives, or low-resource environments
IV. Integrate digital tools and platform resources while recognising that digital tools are supportive but not obligatory

## Overview Modules

The programme is organised into four distinct thematic modules that can be delivered independently or in combination. Each module bridges theory and practice through adaptable methodologies.

| Module | Focus Area | Description |
|---|---|---|
| **Module 1** | **Digital Learning** | Focuses on building digital confidence, media literacy, and practical competences for the modern world. |
| **Module 2** | **Creativity & Innovation** | Encourages experimentation and problem-solving through design thinking and community-based projects. |

| Module | Focus Area | Description |
|---|---|---|
| **Module 3** | **Social & Intergenerational Learning** | Aims to reduce isolation and foster civic engagement by promoting cooperation between different age groups. |
| **Module 4** | **Inclusion** | Focuses on strengthening accessibility, intercultural competences, and ensuring equal participation for marginalised groups. |

These modules also connect with three additional improvement areas:

| Improvement area | How it is reflected in the Implementation Plan |
|---|---|
| Governance | Readiness assessment, roles, responsibilities, institutional planning and decision-making |
| Training offer | Selection and adaptation of modules, good practices and measures |
| European feeling | European good practices, Erasmus+ context, social/intergenerational learning and participation |

## Implementation Process

The implementation process follows five practical phases:

1. Prepare

2. Deliver
3. Monitor
4. Feedback and Follow-up
5. Learning and Tools

## Phase 1: Prepare

### Know Your Starting Point

Assess your centre across three areas before planning anything:

- infrastructure and device access,
- staff digital confidence,
- openness to new approaches.

Then locate your centre in the table below. These levels are thinking tools, not fixed labels — a centre can be Level 1 in equipment and Level 3 in motivation.

| **LEVEL 1 — BASIC** *Limited/no digital infrastructure* | **LEVEL 2 — DEVELOPING** *Some devices & basic digital use* | **LEVEL 3 — ADVANCED** *Regular digital tools & online learning* |
|---|---|---|
| **Typical signs/Examples** | | |
| • No / unreliable internet<br>• 1–2 shared devices<br>• Staff low digital confidence<br>• Face-to-face delivery only | • Intermittent internet, some devices<br>• Staff use email & office tools<br>• Occasional blended sessions | • Stable internet, multiple devices<br>• LMS or e-learning already in use by staff<br>• Online/hybrid delivery is standard |

### Five Preparation Steps (Weeks 1–2)

Complete these steps before any learning activities begin.

| | **Step** | **What to do — and why it matters** |
|---|---|---|
| 1 | **Read first** | At least one coordinator reads the Training Guide before any planning meeting, especially the pedagogical approaches |

| | | |
|---|---|---|
| | | and the good practices most relevant to your learners. One informed person can then orientate the rest of the team.<br>• Do not plan activities based on the title of a module alone. Read the content. |
| 2 | **Explore the platform** | Visit the XXI Adults platform (https://lms.xxiadults.eu/) and begin with the introductory guideline available at the beginning of the platform. This guideline explains how the platform is organised, how to navigate the available resources, and how to use the filters to identify good practices that fit the centre's profile, learner needs, digital readiness and available resources.<br>Spend 30–60 minutes exploring. Understand the structure and filters: how good practices are organised, what can be downloaded, what requires internet.<br>• If access is limited: *one staff member with a smartphone can explore on behalf of the centre and share screenshots at a team meeting.* |
| 3 | **Choose ONE starting module** | Select the single module that best matches your learners' most pressing need and your centre's current capacity. Do not attempt all four at once.<br>Ask: Which good practice could we adapt with minimal preparation time? |
| 4 | **Hold an orientation meeting** | A 1.5–2-hour internal meeting with management, and educators, to share the readiness assessment, walk through the Guide, agree on a starting module, which good practice(s) and name who is responsible for what.<br>• Allocate 10 minutes to a risk assessment of the plan. Check the section "Top Risks" that is below this table. |
| 5 | **Document your baseline** | Before any activity begins, note: number of active learners, staff profile, digital tools currently in use, and main challenges. This takes 15 minutes and is essential for measuring your own progress and evaluation later. |

### Top risks

Before the next phase, name your centre's top risks and a simple mitigation for each. You do not need a risk register. A shared note with 2–3 risks and named owners is enough.

Common examples:

- A key staff member is unavailable — who is the backup?
- Low learner attendance — how will you re-engage?
- Device or internet failure — what is the offline backup?
- Staff resistance to new methods — how will management support?

Since staff resistance can be an important problem, we dedicate the next section to it.

### People First — Staff Readiness & Learner Expectations

Technology is rarely the biggest barrier. Prepare your people before your infrastructure.

| | |
|---|---|
| **Managing staff resistance** | • Name the concern openly in the orientation meeting, do not pretend it isn't there<br>• Frame adoption as optional experimentation, not mandatory change<br>• Identify one enthusiastic educator as an internal champion<br>• Start with a good practice that requires little or no technology and it's easier for adoption<br>• Celebrate small wins publicly; avoid comparing staff to each other |
| **Setting learner expectations** | • Inform learners before the first session: something new is coming, here is why<br>• Emphasise that participation is voluntary and pace is learner-led<br>• For older adults or those with low digital confidence: begin with familiar tools (phones before computers)<br>• Be explicit about what the platform is and what it is not (it is a resource, not a surveillance tool)<br>• Collect one sentence of feedback after the first session to show their voice matters |

### Checklist

- Know your starting point - readiness level assessed and documented
- Training Guide read by at least one coordinator
- Platform explored — structure and content understood
- Internal orientation meeting held with all staff
- Staff concerns acknowledged and addressed

- Roles and responsibilities agreed (management / educators / admin)
- Learners informed of what is coming and why
- Starting module selected based on learner needs
- Offline/alternative solutions identified for access gaps
- Baseline data documented (learners, staff, tools, challenges)
- Top 2–3 local risks named with mitigation owners
- First implementation steps, dates, and owners defined

## Phase 2: Delivery

Before delivering the selected activity, educators should confirm the recommended steps, resources, digital/offline requirements and adaptation possibilities. They can do this by returning to the selected platform resource.

### Purpose of the Delivery Phase

The Delivery Phase focuses on the practical implementation of the XXI Adults Training Guide and the Educational Strategy 2.0 within participating adult education centres. Its main objective is to transform the developed educational resources and methodologies into meaningful learning experiences for adult learners through inclusive, flexible, and learner-centred approaches.

Training activities are delivered based on materials, tools, and plans developed and adapted during the preparation phase, ensuring relevance to local contexts and learner needs.

### Implementation of Training Activities

Training activities are adapted to the specific context of each participating organisation. Depending on local conditions and learner needs, activities may take place through:

- Face-to-face sessions
- Online learning environments
- Blended learning formats

This flexible approach ensures accessibility, continuity, and active participation of adult learners with diverse backgrounds and competences.

Each training session follows a structured pedagogical flow:

1. Engagement and awareness-raising: Introduction of the topic, activation of prior knowledge, and connection with learners' personal and professional experiences.
2. Knowledge introduction: Presentation of key concepts, tools, and practical information in a clear, accessible, and structured way.
3. Practical application: Hands-on activities such as exercises, group work, case studies, simulations, and real-life scenarios that allow learners to apply newly acquired knowledge.
4. Reflection and feedback: Opportunities for learners to reflect on their learning, exchange experiences, and identify ways to apply knowledge beyond the training context.

### Pedagogical Approach

The delivery of training activities is based on adult learning principles and prioritises:

- Learning by doing
- Experiential learning
- Peer learning and collaboration
- Active participation and dialogue

Trainers act as facilitators, supporting learners in building on their existing knowledge and experiences. The methodology encourages autonomy, critical thinking, and practical skill development.

Good practices included in the XXI Adults Training Guide are used as reference models and are adapted to the needs of each learner group, ensuring both quality and flexibility during implementation.

During delivery, educators can take simple observation notes on participation, barriers, learner engagement and adaptations made. These notes will complement the official piloting surveys during Phase 4.

## Phase 3: Monitoring

### Purpose of the Monitoring Phase

The Monitoring Phase plays an essential role in the implementation of the XXI Adults Educational Strategy 2.0. Its purpose is to support adult education centres in observing, evaluating, and continuously improving the implementation of training activities and educational approaches introduced through the XXI Adults Training Guide and Online Platform. Monitoring is understood not as a control mechanism, but as a supportive and reflective process that helps organisations better understand learners' needs, participation patterns, accessibility barriers, and the effectiveness of selected methodologies.

The XXI Adults project promotes flexible, learner-centred, and inclusive adult education. For this reason, monitoring activities should focus not only on quantitative indicators such as attendance or completion rates, but also on qualitative aspects including learner confidence, participation, engagement, collaboration, and practical application of knowledge and skills. Monitoring should help centres identify strengths, recognise challenges, and adapt implementation strategies to their local realities and institutional capacities.

This phase also contributes to the long-term sustainability of the project results by encouraging organisations to reflect on how the selected modules, methodologies, and digital tools can become part of their regular educational offer. Monitoring supports continuous learning for educators, coordinators, facilitators, and learners themselves.

## Key Areas of Monitoring

Participating centres are encouraged to monitor several interconnected dimensions during the implementation process. These dimensions should remain adaptable to different educational contexts, delivery formats, and learner profiles.

The first important area is participation and attendance. Centres should observe the number of participants involved in activities, regularity of attendance, and learners' willingness to continue participation throughout the implementation cycle. Particular attention should be given to barriers that may affect attendance, such as digital access limitations, lack of confidence, language difficulties, or personal responsibilities.

The second area concerns learner engagement and interaction. Educators and facilitators should observe how actively learners participate in discussions, practical exercises, peer-learning activities, and collaborative tasks. Since XXI Adults promotes experiential and community-based learning, active participation is considered an important indicator of meaningful learning.

Another important area involves accessibility and inclusion. Monitoring should help centres evaluate whether learning materials, digital tools, and teaching approaches are accessible for learners with different levels of digital competence, educational backgrounds, or social situations. This is particularly important for vulnerable learners, older adults, migrants, or participants with limited previous experience in digital learning environments.

Centres should also monitor the effectiveness of the selected delivery format, whether face-to-face, online, or blended learning. Educators should identify which formats are most suitable for their learners and whether additional support or adaptation is necessary.

Finally, monitoring should assess the achievement of intended learning outcomes. This does not require formal testing but rather observation of practical progress, increased confidence, learner autonomy, communication skills, digital competences, creativity, or participation in community-oriented activities.

## Monitoring Methods and Tools

The monitoring process should remain practical, proportionate, and easy to implement. Adult education centres may use a combination of formal and informal monitoring methods depending on their capacities and resources.

Recommended monitoring methods include:

- trainer observation during activities;
- attendance records;
- learner reflection forms;
- informal discussions and group reflection;
- official piloting surveys and, where useful, short optional feedback notes;
- peer reflection among educators;
- follow-up meetings after implementation activities.

Monitoring tools should support reflection and improvement rather than create unnecessary administrative burden. In low-resource environments, centres may rely on printed materials, oral feedback, or simple observation notes, while organisations with stronger digital infrastructure may additionally use online surveys or platform-based analytics.

Educators and facilitators play a central role in this phase. Through direct interaction with learners, they are able to identify barriers, recognise successful approaches, and introduce immediate adaptations when necessary. Coordinators should support internal communication, documentation, and exchange of good practices within the organisation.

## Monitoring Through Good Practices and Practical Activities

Monitoring activities should be directly connected to the practical implementation of the XXI Adults Training Guide and its good practices. Since the project is based on learner-centred and participatory methodologies, monitoring should focus on practical experiences and learner development within real educational situations.

For example, within the good practice *"Digital Literacy Circles for Older Adults"*, monitoring may focus on learners' confidence in using digital tools, participation in peer-support activities, and their ability to complete real-life digital tasks independently. Trainers may observe whether learners progressively improve their ability to use smartphones, access online services, communicate digitally, or participate more actively in digital environments. Feedback may also examine whether participants feel less digitally excluded and more socially connected through the activities.

Similarly, in the good practice *"Back to the Future – Seniors as Digital Storyteller Gurus"*, monitoring may include observation of creativity, self-expression, collaboration, and emotional engagement throughout the storytelling process. Educators may document how learners develop confidence in using digital storytelling tools, share personal experiences, and interact with peers and facilitators. The monitoring process may also identify how intergenerational cooperation contributes to learners' motivation and social inclusion.

For intergenerational and community-based activities such as *"Education and Culture Classrooms"*, monitoring may focus on participation in group discussions, collaborative learning processes, and learners' willingness to engage in community activities. Centres may also observe how cultural and social activities contribute to motivation, communication skills, and active participation in lifelong learning.

These examples demonstrate that monitoring within XXI Adults should remain flexible and adapted to the nature of each activity while maintaining a consistent focus on participation, inclusion, accessibility, and learner empowerment.

## Documentation and Continuous Improvement

Each participating centre should maintain a simple internal monitoring record documenting the implementation process. Recommended information may include:

- implemented modules and activities;
- number and profile of participants;
- delivery format used;
- identified strengths and successful practices;
- barriers and challenges encountered;
- adaptations introduced during implementation;
- learner and educator feedback;
- recommendations for future implementation.

No sensitive or unnecessary personal data should be collected. The documentation process should remain ethical, respectful, and proportionate to the educational context.

The information collected during monitoring should support continuous improvement throughout the implementation process. Centres are encouraged to use monitoring outcomes to adapt methodologies, improve accessibility, strengthen learner support, and identify sustainable approaches that may continue beyond the project duration.

Monitoring therefore becomes an important element of organisational learning and institutional development. By combining observation, feedback, reflection, and adaptation, adult education centres can strengthen the quality and long-term impact of the XXI Adults Educational Strategy 2.0 and contribute to the broader modernisation of adult education in Europe.

## Phase 4: Feedback & Follow-up

### Purpose of this phase

The Feedback and Follow-up phase helps adult education centres reflect on the pilot experience, understand what worked well, identify what should be improved, and decide how the XXI Adults resources can continue to be used after the pilot period.

This phase is not only an evaluation step. It is also an opportunity to transform the pilot experience into practical learning for the centre, its educators, and its adult learners.

The information collected during this phase will support:

- improvement of future training activities;
- adaptation of the XXI Adults Training Guide and Platform to real learning contexts;
- identification of learners' needs, barriers, and motivation factors;
- reflection on how digital, inclusive, creative, and intergenerational approaches can be integrated into regular adult education activities;

- preparation of recommendations for future implementation.

## When should feedback be collected?

Feedback should be collected during or immediately after the piloting activities using the standard XXI Adults piloting surveys, collecting feedback from both trainers/educators and adult learners.

The surveys are available here (*choose your own language*):

Adult learners

Español - Ελληνικά - Polski - Português - Deutsch - Bosanski

Trainers

Español - Ελληνικά - Polski - Português - Deutsch - Bosanski

The surveys will assess the following:

| Survey | Main dimensions |
|---|---|
| Teacher / Educator | • Platform utility, relevance, navigation, measures and strategies, Implementation Plan, teaching practice, institutional adaptation, future use, challenges |
| Adult Learners | • Relevance, clarity, knowledge and skills acquisition, digital competences, confidence using digital tools, learning needs, overall impact |

Where feasible, centres may also carry out a short informal follow-up conversation or educator reflection after participants have had time to apply what they learned. This optional follow-up should complement the survey results with practical observations; it is not an additional mandatory questionnaire.

## How to use the feedback

Feedback should lead to practical decisions. After collecting feedback, the centre should organise the main findings into three categories:

1. What should be kept?
Examples:

- activities that motivated learners;
- tools that were easy to use;
- methods that supported participation;
- materials that were clear and accessible;

- group formats that encouraged peer support.

2. What should be improved?
Examples:

- instructions that need to be simplified;
- digital tools that require more guidance;
- activities that need more time;
- materials that should be translated, adapted, or printed;
- accessibility issues that should be solved.

3. What should be continued?
Examples:

- repeating the activity with another group;
- integrating the resource into an existing course;
- creating a peer-support group;
- offering follow-up mentoring;
- using the XXI Adults Platform as a regular support tool;
- developing a small internal action plan for future implementation.

## Follow-up actions for centres

After analysing the feedback, each centre should define one or more follow-up actions.

Possible follow-up actions include:

- repeat the pilot activity with improvements;
- adapt the activity to another learner group;
- combine the activity with other modules from the XXI Adults Platform;
- organise a short support session for learners who need more guidance;
- create a peer-learning or mentoring group;
- share the experience with other educators in the centre;
- include the activity in the centre's annual training plan;
- collect additional feedback after a second implementation;
- identify resources, partnerships, or staff training needs.

The follow-up should be realistic and proportional to the centre's capacity. Small, concrete improvements are preferable to complex actions that cannot be maintained.

## Practical checklist for centres

Before closing the pilot phase, please check whether the following steps have been completed:

| Step | Completed |
|---|---|
| Feedback was collected from adult learners. | ☐ |
| Feedback was collected from educators or facilitators. | ☐ |
| Main strengths of the pilot activity were identified. | ☐ |
| Main difficulties or barriers were recorded. | ☐ |
| Adaptations made during the activity were documented. | ☐ |
| At least one follow-up action was defined. | ☐ |
| Recommendations for future implementation were written down. | ☐ |
| No personal or sensitive participant data was included. | ☐ |

### Final recommendation

The Feedback and Follow-up phase should be approached as a learning process for the whole centre. The aim is not to judge the pilot as a success or failure, but to understand how the XXI Adults resources can better support adult learners, educators, and institutions.

Centres are encouraged to keep the process simple, participatory, and learner-centred. The most useful feedback is often the most practical: what learners experienced, what educators observed, and what the centre can realistically improve in the next implementation.

## Phase 5: Learning & Tools

### Purpose of this phase:

Phase 5 consolidates the results of implementation and feedback. It helps centres review the official piloting survey results, identify what worked well, select the most useful tools, adapt materials where needed and plan realistic next steps for continued use of the XXI Adults Training Guide, Online Platform and Educational Strategy 2.0.

This phase supports sustainability, transferability, and daily use of the project outputs. It connects practical learning outcomes with concrete tools that educators, coordinators, and adult learners can use beyond the pilot period.
The phase is designed to help adult education centres move from one-time piloting towards repeated, improved, and institutionally supported learning activities.

## Expected results of Phase 5:

- A clear overview of what the centre learned from implementation.
- A selected set of tools that can be reused by educators and learners.
- A realistic implementation timeline for continued use of the modules.
- Defined responsibilities for coordinators, educators, facilitators, and support staff.
- A simple resource plan covering people, materials, space, devices, and support needs.
- A practical sustainability pathway for integrating XXI Adults resources into regular adult education activities.

## Learning principles

Phase 5 follows the same adult learning logic used across the Implementation Plan. Adult learners are approached as active participants whose knowledge, motivation, and life experience shape the learning process. For this reason, tools should not be introduced as fixed templates, but as flexible resources that can be adapted to learners' needs and local realities.

The recommended learning approach is based on the following principles:

- Learner-centred design: activities respond to the real needs, interests, and daily realities of adult learners.
- Practical application: learning should lead to visible skills, confidence, or behaviours that can be used outside the classroom.
- Accessibility and inclusion: tools should be understandable, available in suitable formats, and usable by learners with different digital levels.
- Peer learning: learners are encouraged to support each other, exchange experiences, and solve tasks collaboratively.
- Reflection: each learning cycle should include space for learners and educators to identify what worked, what was difficult, and what should change.
- Flexibility: centres may use the tools fully, partially, or in adapted form depending on their capacity and context.

## Learning outcomes for centres

By the end of Phase 5, each participating centre should be able to:

1. Identify which XXI Adults modules and good practices are most useful for its adult learners.
2. Select and adapt tools for face-to-face, online, or blended learning formats.
3. Plan repeated implementation using available staff, space, devices, and time.
4. Use learner and educator feedback to improve future activities.
5. Document learning results in a simple and non-sensitive way.

6. Decide how XXI Adults resources can be integrated into the centre's regular training offer.

## Learning outcomes for educators and facilitators

1. Improved confidence in using the Training Guide and Online Platform.
2. Ability to adapt instructions, activities, and tools for different learner profiles.
3. Stronger capacity to combine digital, creative, intergenerational, and inclusive approaches.
4. Better understanding of learner barriers, motivation factors, and support needs.
5. Capacity to use reflection and feedback as part of regular teaching practice.

## Learning outcomes for adult learners

1. Increased confidence in participating in adult learning activities.
2. Improved practical competences related to the selected module(s).
3. Better ability to apply learning in daily life, work, community participation, or further education.
4. Improved digital confidence where digital tools are used, while keeping non-digital alternatives available.
5. Greater motivation to continue learning through accessible and supportive formats.

## Toolbox for Implementation

The toolbox is a practical set of resources that helps centres plan, deliver, monitor, and improve XXI Adults learning activities. It should remain simple, editable, and proportionate to the centre's capacity. Centres with advanced digital infrastructure may use online forms, shared drives, and LMS tools. Centres with limited access may use printed templates, offline materials, and oral reflection methods.

### *Recommended tool categories*

| Tool category | Purpose | Examples of use |
|---|---|---|
| Planning tools | Support preparation and coordination before activities begin. | Readiness checklist; module selection sheet; roles and responsibilities table; risk mitigation note. |
| Learning tools | Support the delivery of activities and learner engagement. | Activity sheets; step-by-step instructions; case studies; group |

| | | |
|---|---|---|
| | | tasks; printed guides; platform-based learning units. |
| Accessibility tools | Help learners participate regardless of digital level, language needs, or learning barriers. | Simplified instructions; visual prompts; paper alternatives; additional time; peer support; translated or adapted materials. |
| Monitoring tools | Help trainers observe participation, barriers, and learning progress. | Attendance list; trainer observation notes; engagement checklist; short module reflection form. |
| Feedback tools | Collect learner, educator, and coordinator reflections. | Standard Teacher/Educator Piloting Survey; Standard Adult Learners Piloting Survey; optional oral feedback questions; optional group discussion template; colour-card or rating scale activity. |
| Follow-up tools | Transform feedback into action and future implementation. | Keep-improve-continue matrix; follow-up action plan; resource needs table; sustainability checklist. |
| Reporting tools | Document learning without collecting personal or sensitive data. | Pilot summary template; anonymised examples; recommendations table; internal learning note. |

### *Minimum toolbox for all centres*

Each centre should keep at least a small implementation file containing the following documents:

- Centre readiness note: infrastructure, staff confidence, learner needs, and access barriers.
- Selected module(s) and good practice(s): explanation of why they were chosen.
- Session plan: topic, objectives, format, duration, roles, materials, and support needs.
- Attendance and participation record: only necessary non-sensitive information.
- Trainer observation note: what happened during implementation and what adaptations were made.
- Survey feedback summary: main results from the Teacher/Educator Piloting Survey and/or Adult Learners Piloting Survey, complemented by trainer observations where relevant.
- Follow-up action plan: one to three concrete next steps with owners and deadlines.

### *Digital and non-digital use*

Digital tools should support the learning process, but they should not become a barrier. When the Online Platform is used, centres should prepare learners through a short orientation and offer printed or offline instructions when needed. In low-resource environments, activities may still be implemented successfully through face-to-face facilitation, printed materials, group discussion, and practical tasks.

## Implementation Timeline & Resources

### *Recommended timeline*

The timeline below can be used after the pilot activity or as a planning structure for the next implementation cycle. It is intentionally flexible and can be shortened or extended depending on the centre's calendar, learner availability, and institutional capacity.

| Step | Suggested timing | Key activities | Main resources |
|---|---|---|---|
| 1. Consolidate learning | Week 1 | Review feedback, trainer notes, attendance, learner barriers, and adaptations made during the pilot. | Coordinator, educators, feedback forms, observation notes. |
| 2. Select tools | Week 1–2 | Choose which tools should be kept, improved, translated, printed, digitised, or removed, including the platform resources | Training Guide, Online Platform, templates, educator input. |
| 3. Adapt materials | Week 2–3 | Simplify instructions, adjust timing, prepare offline versions, improve accessibility, and align activities with learner needs. | Educators, facilitators, design/printing support, digital access. |
| 4. Prepare next cycle | Week 3–4 | Define target group, format, dates, roles, venue, devices, risk mitigation, and communication with learners. | Management, trainers, venue, devices, communication channels. |
| 5. Deliver improved activity | Weeks 4–8 | Repeat or expand the selected module/good practice using improved tools and support measures. | Trainers, learners, platform or printed tools, facilitation materials. |
| 6. Monitor and support | Ongoing | Observe engagement, collect short feedback, solve access barriers, and provide additional guidance where needed. | Trainer notes, peer support, feedback tools, technical support. |

| | | | |
|---|---|---|---|
| 7. Document and share | Final week | Prepare a short internal learning report and share key recommendations within the centre or partnership. | Coordinator, reporting template, anonymised examples. |

*Resource planning*

Resource planning should remain realistic. Centres are encouraged to start with what they already have and add only the tools and support measures that are necessary for quality implementation.

| Resource area | Minimum requirement | Optional enhancement |
|---|---|---|
| Human resources | One coordinator and at least one educator/facilitator responsible for the selected activity. | Additional peer mentors, volunteers, digital support staff, or external experts. |
| Learning materials | Selected module materials, session plan, printed or digital instructions. | Adapted handouts, translated materials, visual prompts, case studies from the local context. |
| Digital resources | Access to the XXI Adults Online Platform where possible. | Shared folders, online questionnaires, projector, tablets/laptops, assistive technology. |
| Physical space | Accessible room suitable for group work and discussion. | Separate support corner, computer room, flexible seating, quiet reflection space. |
| Time resources | Enough time for preparation, delivery, reflection, and feedback. | Additional learner orientation session or follow-up mentoring. |
| Documentation | Simple notes on activities, adaptations, feedback, and follow-up decisions. | Internal learning report, presentation for staff, reusable tool folder. |

## Roles and Responsibilities

*Coordinator*

- Keeps the implementation timeline realistic and aligned with centre capacity.
- Ensures that selected tools are stored, updated, and accessible to relevant staff.
- Coordinates communication between management, educators, learners, and partners where relevant.
- Checks that no personal or sensitive data is included in reports or shared materials.
- Collects final recommendations and supports integration into future activities.

- Coordinates the use and storage of the official piloting survey results.

*Educators and facilitators*

- Adapt tools to learner needs, digital levels, and group dynamics.
- Use participatory, practical, and learner-centred methods during delivery.
- Observe barriers and adjust the activity when needed.
- Collect short feedback and encourage learner reflection.
- Share practical observations with the coordinator after the session.
- Support adult learners in completing the Adult Learners Piloting Survey where needed.

*Management or institutional representatives*

- Provide institutional support, time, space, and basic resources.
- Decide which tools or modules can be integrated into regular training offers.
- Support staff readiness and address resistance or capacity limitations.
- Encourage internal sharing of good practices and learning results.

*Learners*

- Participate actively in activities and reflection moments.
- Share feedback about clarity, accessibility, relevance, and practical usefulness.
- Support peer learning where possible.
- Identify how learning can be applied in daily life, work, or community participation.
- Provide feedback through the Adult Learners Piloting Survey where applicable.

## Suggested responsibility matrix:

| Task | Coordinator | Educator | Management | Learners |
|---|---|---|---|---|
| Select module and tools | Lead | Support | Approve/support | Consulted |
| Adapt materials | Support | Lead | Provide resources | Consulted |
| Prepare timeline | Lead | Support | Approve/support | Informed |
| Deliver learning activity | Support | Lead | Support | Active participation |
| Collect feedback | Coordinate | Lead | Support | Provide feedback |
| Complete official piloting surveys | Coordinate | Support/complete | Support | Provide feedback |
| Define follow-up actions | Lead | Support | Approve/support | Consulted |

| | | | | |
|---|---|---|---|---|
| Document recommendations | Lead | Support | Review | Not identified individually |

## Learning and Tools Pathways

### *Pathway A – Basic capacity centre*

This pathway is suitable for centres with limited digital infrastructure, few devices, or low staff confidence in online learning. The focus should be on simple, face-to-face activities supported by printed tools and oral reflection.

- Use one module or one good practice at a time.
- Prepare printed instructions and simple visual materials.
- Use small group work and peer support to strengthen participation.
- Collect feedback orally or through very short paper forms.
- Document only the most important findings and one realistic follow-up action.

### *Pathway B – Developing capacity centre*

This pathway is suitable for centres that have some devices, basic staff digital confidence, and occasional blended learning experience. The focus should be on combining practical face-to-face learning with selected online platform elements.

- Use one or two connected modules depending on learner needs.
- Introduce the XXI Adults Online Platform gradually through guided tasks.
- Combine printed materials with digital resources.
- Use short online or paper feedback forms.
- Create a reusable folder of adapted tools for future educators.

### *Pathway C – Advanced capacity centre*

This pathway is suitable for centres that already use digital tools, online learning, or learning management systems. The focus should be on expanding implementation, improving transferability, and supporting other educators or centres.

- Combine multiple modules or design a longer learning pathway.
- Use the Online Platform as a regular support environment.
- Collect structured feedback and compare results across groups.
- Develop internal guidance for educators and peer mentors.
- Share tested tools and recommendations with the partnership or wider network.

### *Selecting the right pathway*

A centre does not need to belong fully to one pathway. For example, it may have advanced staff motivation but basic equipment. The pathway should be selected according to the activity, target group, and available resources. The most important principle is proportionality: tools should make implementation easier, not more complicated.

## Quality, Accessibility and Documentation

### *Quality criteria*

Before tools are reused or shared, centres should check whether they meet the following quality criteria:

- Clarity: instructions are understandable and not unnecessarily long.
- Relevance: activities connect with learners' real needs, daily life, work, or community participation.
- Accessibility: tools are usable by learners with different digital skills and learning barriers.
- Flexibility: materials can be adapted without losing the educational objective.
- Practical value: the activity helps learners apply knowledge or build confidence.
- Sustainability: the tool can realistically be used again by the centre.

### *Accessibility checks*

- Are instructions available in simple language?
- Can learners participate if they have low digital confidence?
- Is there an offline or printed alternative when needed?
- Is enough time provided for learners who need additional support?
- Are visuals, examples, and tasks culturally and socially appropriate?
- Is the activity inclusive for learners from different backgrounds and age groups?

### *Documentation rules*

Documentation should be useful, short, and safe. Centres should avoid complex reporting systems that are difficult to maintain. The aim is to preserve practical learning, not to create administrative burden.

- Record what was implemented, with whom, when, and in which format.
- Summarise main strengths, difficulties, adaptations, and follow-up decisions.
- Include anonymised examples only when they help explain a learning point.
- Do not include personal, sensitive, medical, or unnecessary participant data.
- Store tools in an accessible folder so they can be reused by other educators.

### *Simple learning report structure*

| Section | What to include |
|---|---|
| 1. Activity overview | Centre, country/local context, date, duration, module/resource tested, format, number/profile of participants in general terms. |
| 2. Tools used | Materials, platform elements, printed instructions, feedback tools, accessibility adaptations. |
| 3. What worked well | Methods, tools, group formats, support measures, learner engagement examples. |
| 4. What was difficult | Access barriers, timing issues, unclear instructions, technical or motivation challenges. |
| 5. What was changed | Adaptations made before, during, or after implementation. |

| | |
|---|---|
| 6. What comes next | One to three realistic follow-up actions, responsible persons, and suggested timeline. |

## Practical Tools and Templates

### *Tool 1 – Module and tool selection sheet*

| Question | Short answer |
|---|---|
| Which module or good practice will be used? | |
| Why is this relevant for the learner group? | |
| Which format will be used: face-to-face, online, or blended? | |
| Which tools are needed? | |
| What support do learners need before the session? | |
| What offline or accessibility alternative is available? | |

### *Tool 2 – Session planning checklist*

- Learning objective is clear and realistic.
- Activity is connected to one or more XXI Adults modules.
- Materials are prepared in digital and/or printed format.
- Learners know what they will do and why it matters.
- Trainer has prepared practical tasks, examples, or case studies.
- Reflection and feedback moment is included at the end.
- Technical or access risks have a backup solution.

### *Tool 3 – Keep, improve, continue matrix*

| Keep | Improve | Continue / Next step |
|---|---|---|
| Tools, methods, or activities that worked well and should be reused. | Tools, instructions, timing, or support measures that need adjustment. | Actions that should happen after this activity, with an owner and timeline. |
| | | |
| | | |

### *Tool 4 – Follow-up action plan*

| Action | Responsible person | Resources needed | Deadline | Completed |
|---|---|---|---|---|
| Repeat the activity with improvements | | | | ☐ |
| Adapt the activity for another learner group | | | | ☐ |

| | | | | |
|---|---|---|---|---|
| Prepare simplified or printed tool versions | | | | ☐ |
| Share learning with other educators | | | | ☐ |
| Integrate the tool into regular centre activities | | | | ☐ |

### *Final Checklist for Phase 5*

Before closing Phase 5, each centre should check whether the following steps have been completed:

| Step | Completed |
|---|---|
| Feedback and trainer observations were reviewed. | ☐ |
| Main learning points from the pilot were identified. | ☐ |
| Useful tools were selected and organised for reuse. | ☐ |
| Tools were adapted for accessibility and learner needs. | ☐ |
| Digital and non-digital alternatives were considered. | ☐ |
| A realistic timeline for the next implementation cycle was prepared. | ☐ |
| Roles and responsibilities were agreed. | ☐ |
| Resource needs were identified. | ☐ |
| At least one follow-up action was defined. | ☐ |
| No personal or sensitive learner data was included in documentation. | ☐ |
| Recommendations were shared with relevant staff or partners. | ☐ |

### *Final recommendation*

The Learning and Tools phase should be approached as a practical bridge between piloting and long-term use. The most valuable result is not a large number of documents, but a clear understanding of what supports adult learners and what centres can realistically continue. Centres are encouraged to keep the process simple, participatory, and adaptable.

A successful Phase 5 should leave each centre with a small but strong set of reusable tools, a realistic timeline, and confidence to continue improving adult learning activities through the XXI Adults Training Guide, Educational Strategy 2.0, and Online Platform.