



Tracking and monitoring the  
progress of adult learners

**Evidence operational Framework**  
for inter-institutional synergies and  
**Manual for evaluating lifelong**  
**and lifewide progress of**  
disadvantaged adult  
learners

July  
2020



Co-funded by the  
Erasmus+ Programme  
of the European Union





## Project information

<b>Project Title:</b>	Tracking and monitoring the progress of adult learners
<b>Project Acronym:</b>	TaMPADA
<b>Grant Agreement Number:</b>	2018-1-UK01-KA204-048118
<b>Coordinator:</b>	Derbyshire County Council (United Kingdom)
<b>Project Website:</b>	<a href="http://www.tampada.eu">www.tampada.eu</a>

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## 1. Introduction

Learners participating in adult education can belong to disadvantaged groups whose **life wide progress and lifelong progress** pathways are hard-to-track. Therefore, the Tampada partnership has developed material for an outreach Framework and guidelines on how to track individuals belonging to socially disadvantaged groups. This is available for download at [www.tampada.eu](http://www.tampada.eu)

The materials for data collection and impact-assessment purposes can be very relevant for **Adult Education Providers (AEPs)** working with disadvantaged adults. This guidance offers to AEPs a methodology for setting up community cooperation to provide long term track of **disadvantaged adult learners**.

The **Tampada Framework** is a tool that offers support to AEPs responsible for the support of disadvantaged adult learners. This document defines a structure of **interinstitutional cooperation** in terms of data collection and tracking of disadvantaged adults.

In many European countries the education policy and the supporting measures focus on helping disadvantaged adults in learning. However, there is no defined concrete and unified structure on monitoring the life wide progress of adults. This is though highly important, since such adults are often at higher risk of barriers and additional challenges in various life areas (employment, development, health and wellbeing), and may need particular support from AEPs on different steps of their life progress.

The crucial element is to create the common and simple system for **tracking disadvantaged adults**, support them in acquiring sustainable jobs, becoming independent, development of such life aspects as health and social involvement. Within the context of the use of the Tampada tools, the Framework for interinstitutional collaboration is focused on the providing a defined structure for AEPs on monitoring adults with support of relevant organisations and services.

The Framework was developed by collecting and analysing the input from **5 countries** (Sweden, UK, Greece, Belgium, Slovenia) in the area of tracking and monitoring of the progress of hard-to-reach disadvantaged adult learners. The input includes data of the most successful tracking strategies, services, organisations and policies relevant to support of disadvantaged adult learners in various educational and social aspects. The intermediaries were coded by the number and the country code, the coding was further used in the Framework tables for the use of AEPs.

The partnership also collected input regarding both **good practices and strategies of outreach** at various levels (local, national, EU) and in different settings. It provides evidence-based strategies for increasing educational capacity, and effectiveness of reaching and maintaining the engagement, participation and progress of adult learners. The good practices were carefully selected, by indicators of relevancy, results, and performance level. Thus, the material collects best practices from all partner countries regarding the issues of efficient education of disadvantaged learners, inter-institutional cooperation and facilitation of monitoring of hard-to-reach adults. The best practices are connected to respective areas (employment, social, and healthcare), thus can be easily used by AEPs and used as practical tips.





This document is linked to the first deliverable of the project, the [Tampada Evidence collection Toolkit](#), which provides the Framework for programme design and self-assessment of soft skills indicators – which form the basis of the tracking and monitoring Framework.

This document progresses the earlier Tampada publication, showing the benefits and practical considerations regarding relevant linkages, partnership work and cooperation with further organisations or services. It provides a structured approach for the monitoring of lifelong progress of the learner, which can be used in cross-organisational working. Thus, this operational Framework for inter-institutional synergies provides connection between the [Tampada Evidence collection Toolkit](#) and the other services and organisations who are, or can be, supporting disadvantaged learners. Many services of programs may overlap and be suitable for many more indicators. However, for clarity, the most relevant services have been identified for each of the indicators from the Framework and outcomes index.

## 2. Framework for inter-institutional collaboration

### 2.1. Concept of the Framework for interinstitutional synergies for disadvantaged learners' lifelong and life wide progress

The monitoring and tracking of disadvantaged adults is more effective when implemented in a unified system framework. For this reason, it is crucial to build the appropriate synergies between AEPs, QA authorities and third-party institutions serving as data collection outposts and supportive agencies. The intermediary institutions include all services and organisations with which adult learners may be service users of or have links with. The key elements for successful monitoring framework include shared understanding, a unified approach and feasibility.

Analysis of existing frameworks collected by partners showed that, instead of standardization of service offers, the key need in terms of approach is that disadvantaged adult learners need focused support and a broader, agreed definition of what positive progress looks like, including health, employment, personal development, and other areas defined by the TaMPADA Framework. Service provision and evaluation should be built on a structured and agreed framework of inter-institutional collaboration of intermediaries and AEPs. Mutually beneficial partnership working can be established through consideration and implementation of two main aspects:

1. Partners, intermediaries and institutions already also working with the disadvantaged adult learners would benefit from working to a common definition and framework for tracking and monitoring the progress of those learners – to ensure consistency of definition and approach to lifelong and lifewide progress. This requires buy-in from organisations to the use of an agreed common Framework
2. To ensure meaningful and sustained progress for their disadvantaged adult learners, AEPs should seek to work with partners, intermediaries and institutions that can offer any of the following:
  - a. insight and open, two-way dialogue with AEPs in understanding the needs of the learners and how they may best be supported to progress



- b. insight and support in developing and delivering course or programme content to best meet the needs of the identified disadvantaged adult learners
- c. endorsement of a common tracking and monitoring system, and help and support to implement – including (and especially) maintaining support to the learners and AEPs once they complete their current learning cycle to ensure continued, longitudinal progress, tracking and monitoring

This may involve AEPs instigating working with new partners and organisations or working with existing partners or organisations in new ways.

Involvement of intermediaries, partners, and third party organisations at all stages of implementation of the common (TaMPADA) Framework will ensure full integration and best results, however, partnership working can happen at any stage, and may be instigated as a result of ongoing tracking and monitoring of progress made, as outlined within this document.

### **Shared understanding and collaboration**

Collaboration between institutions on different levels is key for effective monitoring of disadvantaged adults. There are a number of services offered each time one after the other to support disadvantaged individuals. By understanding adult learning as a holistic process, and connecting with intermediaries, AEPs can develop a better insight of how they can implement effective monitoring of learners' progress. Within then implementation of the Tampada Framework for inter-institutional synergies, intermediary organisations and AEPs can provide effective service on each of the steps of adult monitoring. A similarly important aspect is how services can be combined/integrated to cover the needs of the disadvantaged adults and provide data tracking in the best and most efficient way possible.

For example, employment services may be able to share information on further job placement of adult after the training, health services could provide information of possible health or psychological issues to the educational institution to track the pathway of the learners. Training organisations could successfully work together with private employers as well for that reason. The tracking process should be focused on the development route of the learners and their lifelong progress. The structured system of cooperation will ensure the highest effectiveness of the services provided.

### **Unified approach**

Outreach Framework for monitoring adult learners should consist of small and clear steps, since in such description the monitoring process becomes visible and therefore effective. The Framework is developed so it could define what step of the development process an adult learner is in at any given time. As part of the implementation process, AEPs can define and decide how they use any given monitoring and assessment option.

The operational Framework considers the aspects of:

- Realistic progress monitoring linked to an existing administrative system (e.g. teaching & learning system, AEP administrative system, employment system database, local authority, QA authority).
- Time frame: ensure that it is not too much time spent at different steps of the monitoring pathway, since it is not separate, and the only task of AEP and it has to be combined with everyday teaching
- Incorporation of detailed parameters for describing the characteristics of the disadvantaged adult group itself



- Incorporation of parameters describing where adults go to when leaving or ending the education program

Of course, gathering information only makes sense if it is clear what the information is useful for and how it can be collected in an easy way. This is what intermediaries need to consider as part of the implementation of Tampada Framework. The description of organisations, services and strategies for adult learners monitoring can provide valuable information with regards to learners' pathways. On each step of monitoring process AEPs are advised to keep in mind the following questions:

- Which adults are able to move quickly and successful in their pathway after education, why?
- What part of the lifelong progress is most challenging for disadvantaged learner, and for what reasons? What can they do to track this?
- Which adults withdraw from education, and for what reasons? How can services change their approaches to prevent this?
- Which adults temporarily pause their education and why? How can institutions support them to re-engage?

## Feasibility

The Framework considered the aspects of feasibility especially in terms of implementation and sustainability of the structure. These aspects partly address difficulties and limitations of AEPs that were found during the project partners' initial research on "Existing tracking and monitoring mechanisms and intermediaries' role" that was conducted in preparation of this Framework and Manual. The main elements of feasibility include:

- Possibility to implement and combine with the working routine of each AEP
- The opportunity to engage services and organisations, and keep their interest
- The challenge to sustain interactions of intermediaries for continuous monitoring
- Difficulties with access to specific personal data of the learners (for example healthcare issues)

## 2.2. Core elements of the inter-institutional Framework

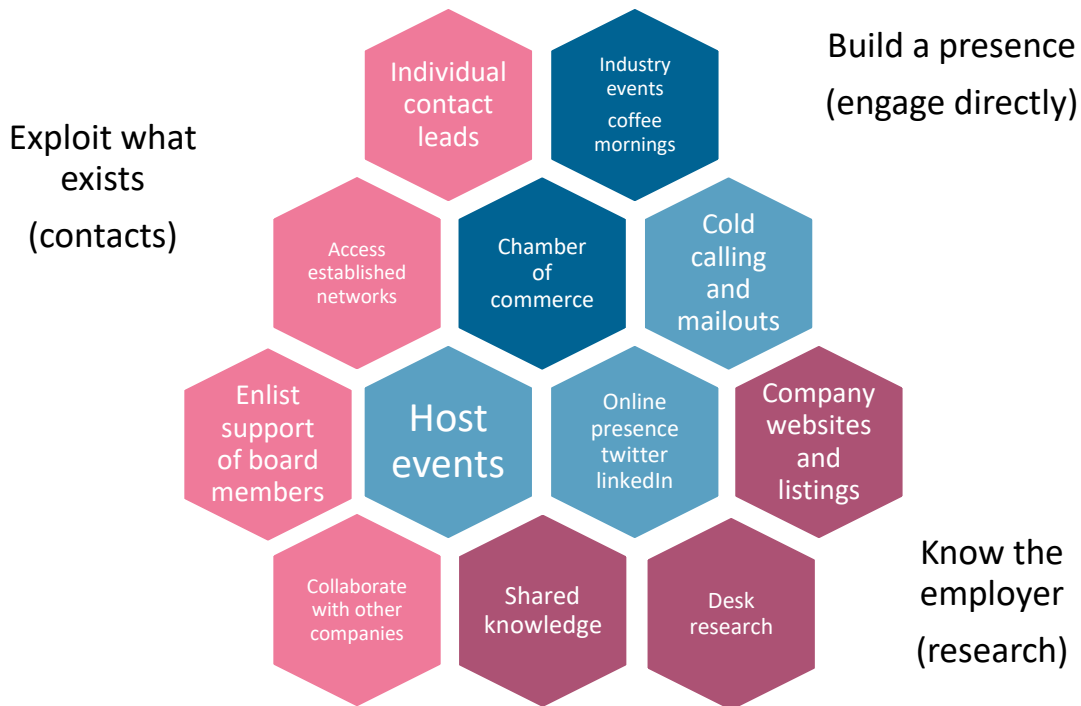
### Employer services involvement

The shared vision on all the steps required also provides a context for arranging for the involvement of employers. Local and regional employers can contribute in many ways in the path of each learner. Employers for example offer work experience positions, entry positions which relate to certain skills and competences levels, offer tasters which stimulate motivation, the job and career orientation, offer an opportunity for disadvantaged learners to contribute in some way and create a kind of sense of purpose. For what kind of reason employers are involved this will depend on the position the learner has in their progress pathway. It might be challenging for AEPs to develop a network with employers that is capable of offering data to help track the pathway of disadvantaged adult. However, focused strategy and connection to the most relevant organisation will be very beneficial. During contacting employment/job services or consultancies AEPs should always focus on the needs and interests of the learner, to ensure a learner-centered approach. For example, it is useful to consider the personal preferences or needs of the learner, possible challenges, and then it is good to make sure that the expectations and needs of the learner were met by the respective service. To enable such cooperation AEPs can send to





employment service or relevant organisations a list of learners’ names and this could be tracked for further employment steps or, with consent, the AEP could data-share to enable tracking of learners involved with the employment or inclusion programs. The below scheme suggests the structure for engagement of employer organisations for cooperation regarding monitoring learners.



*Example: In Uppsala, Sweden the municipal organisation for AEPs is in constant contact with Public Employment Service (Arbetsformedlingen). Those AEPs that provided education for disadvantaged adults for municipal costs get the payment for the learners which were further employed and stayed at the working position over 6 months. For learners that stayed at work over 1 year they get additional payments. In the UK there are several organisations which are specifically focused on the support of disadvantaged adults, such as:*

- [Access to Work Scheme](#), which provides financial support for the extra costs of being in work, which goes beyond the ‘reasonable adjustments’ that are required in law. Specialist support is provided to those people with learning disabilities and other less visible disabilities through a Hidden Impairment Specialist Scheme.
- The Work and Health Programme provides specialist employment and support for people with disabilities and long-term unemployed people. Provides support to help people to find and keep a job.
- “The voice of learning disability” gives advice and support for people with autism, learning disability, and those with disabilities. “We want more people with a learning disability to have jobs in the open labour market, and for more employers to know that people with a learning disability make good workers when supported properly.” Promotes inclusion at the heart of all its activities.







Example of elaborated best practice:

<b>Title</b>	<b>Sector Based Skills Academy - Customer Service</b>
<b>Tags</b>	Unemployed, employability, employment, customer service, job interview, work
<b>Location</b>	Buxton Fairfield Adult Community Education Centre, Derbyshire, UK
<b>Organisation, country</b>	DACES with The Crescent Hotel Buxton and JobCentre Plus
<b>Duration</b>	13 full days (65 guided learning hours)
<b>Description</b>	<p>In partnership with the JobCentre Plus and a new 5-star hotel in Buxton, 'The Crescent'.</p> <p>An academy is being run so that unemployed local people of Buxton have the opportunity of gaining the following qualifications over a 2 and a half week intensive programme of learning: Level 1 Customer Service; Level 1 Employability Skills; Level 2 Health &amp; Safety.</p> <p>At the end of the programme, learners are given a guaranteed interview for potential employment at the hotel, and will be signposted to other learning and employment opportunities.</p>
<b>Results/Impact</b>	<p>Unemployed people within Buxton and surrounding areas are provided the opportunity of gaining 3 qualifications over a 2 week period and a guaranteed interview with a new local employer.</p> <p>This will enable unemployed people opportunities into/back into the workplace and increase their life chances.</p>
<b>Challenges</b>	<p>Encouraging people to take that first step back into a learning environment can be a real challenge. The use of a very informal information session helps to get people feeling comfortable with their surroundings.</p> <p>Attendance is key for this project and it's essential that no one who signs up for the project withdraws as the time scales are very tight with the qualifications they are undertaking.</p> <p>Creating a positive, engaging and productive learning environment is key to incentivise learners to continue and complete the programme.</p>
<b>Next steps:</b>	<p>We will forward the candidates who have achieved the learning objectives will be signposted to the employer to attend an interview.</p> <p>A strict assessment and robust procedure is used from the outset to ensure that all learners can achieve (so we are not setting any learners up to fail) and that the employer gets a good standard of candidate to interview at the end of the process.</p> <p>The ultimate intended outcome is to help unemployed people into/back into the labour market and into further learning as appropriate to them.</p>
<b>Contact:</b>	<p>Kay Best, Programme Development Manager, Derbyshire Adult Community Education Service</p> <p><a href="mailto:Kay.best@derbyshire.gov.uk">Kay.best@derbyshire.gov.uk</a> 01629 535024/535897</p>
<b>Links to Resources:</b>	<p><a href="https://buxtoncrescent.com">https://buxtoncrescent.com</a></p> <p><a href="https://www.gov.uk/contact-jobcentre-plus">https://www.gov.uk/contact-jobcentre-plus</a></p>





## Healthcare services involvement

The life quality is important to measure not only by career indicators but also by the condition of health and wellbeing of the learner. Such crucial aspects as physical and mental health of the learner both during education and after should not be neglected. To ensure reaching disadvantaged adults in the health sector, the AEP can come in contact with local services for wellbeing and health, to monitor condition of the learner. Though it is unlikely that personal health data of the learner would be shared with the learning provider, the AEP can for instance ensure contact with social organisations, NGOs that are promoting health and wellbeing and track activity of the learner in such organisations. Moreover, the AEP can start common projects or build continuous collaboration with mental health services, and thus track the performance of the learner in such programs. This can be, for example, support service for adults with dyslexia (like teaching adults with dyslexia foreign language).

*Example: 'I love dyslexia' school for people with dyslexia to support their learning of English and natural Sciences based in Athens, Greece. The 'I love dyslexia' learning program of studies applies a combination of appropriate teaching techniques, original handmade tools and specialized software and augmented reality tools for interactive whiteboards and iPads. It is organic in nature, so it is renewed, updated and amended as necessary to meet the needs of each student individually. The big vision of 'I love dyslexia' through the successful learning of English, is each student with dyslexia and special educational needs (SEN) to experience not only success in the foreign language acquiring a global voice and global identity, so crucial for the 21st century, but also personal empowerment and self-awareness, necessary of happiness, success and personal growth.*

## Social Services

The Social Services Center is a special institution that provides social services to people in difficult life circumstances and for people who need outside help. The main purpose of the activities of social and municipal centers, charity and civic life is to provide psychological, social-pedagogical, socio-medical, socio-economic, information and legal services for disadvantaged adult learner. Disadvantaged adult learners should be able to control their life, independently to solve challenges that arise. For this purpose, optimal conditions for self-development and self-realization must be created, and maintaining self-esteem. To ensure social wellbeing for disadvantaged adults in the social sector, AEPs can come in contact with social centers, municipality centers, charity centers, trade unions, employers' organizations which will provide information about employment, places of residence, study, life skills, cultural and artistic development. Also, AEPs can create projects with social centers where destinations and tracking information will be shared. There is scope for much more internal data sharing which would enable good tracking and monitoring of different groups of people. This can be, for example, social support services for vulnerable adults with challenging life circumstances including aging, additional needs, disabilities or in need of social support. Support includes the offer of (often free) accommodation such as care homes.





Best practices examples:

<b>TITLE</b>	Outreach, Empowerment and Diversity (OED) Implementing Outreach, Empowerment and Diversity (ImplOED)
<b>Tags</b>	#adulthoodeducation #outreach #empowerment #diversity #activecitizenship
<b>Location</b>	Europe
<b>Promoting organisation, country</b>	European Association for the Education of Adults (Belgium)
<b>Duration</b>	OED 2 years / ImplOED 34 months
<b>Description</b>	<p>OED - The project aimed at creating a European Network on Outreach, Empowerment and Diversity (OED). The reason behind the project was the urgent need for outreach to marginalised groups (especially migrants and ethnic minorities), for the development of more diversity in adult education, and for the empowerment of its learners to become active European citizens. The network improved approaches in reaching out to disadvantaged groups as well as in promoting diversity in organisations. It contributed to better teaching methodology and enhanced active citizenship by advocating for participatory education and tailor-made learning. The network also supported the development of better policies aimed at integration and lifelong learning. The OED project had an impact on the participating institutions, teachers, trainers and (managing) staff in adult education, learners, especially from disadvantaged groups, other stakeholders in lifelong learning and policy makers.</p> <p>ImplOED - The project gave the OED Grundtvig network the opportunity to mainstream the results and implement them at different levels (policy and providers) as well as transfer them to different sectors (vocational, basic skills, etc.). By making outreach strategies mainstreamed and adult education more diverse, the project engaged disadvantaged adults in learning and thus substantially contribute to achieving of the ET2020 benchmarks, decreasing the number of NEETS and reducing geographic and social disparities within the EU. By fostering the empowerment of learners, the project promoted a more inclusive and fair society, increasing active citizenship and making education policies more effective for the needs of the disadvantaged groups.</p>
<b>Results/impact</b>	<p>Among others, the OED project:</p> <ul style="list-style-type: none"> <li>• Provided a collection and analysis of good practice examples from across Europe that tackle the overlap of social inclusion and active citizenship;</li> <li>• Analysed outreach strategies to marginalised groups and provided information to other adult education institutions how to organise this;</li> <li>• Developed empowerment strategies based on good practice and experiences of the network in order to activate learners from disadvantaged backgrounds;</li> </ul>





	<ul style="list-style-type: none"> <li>Improved teaching methodology for diverse target groups that empowers them and published methodology guidelines for trainers;</li> <li>Provided policy recommendations that tackled the integration of marginalised groups, their empowerment and participation in lifelong learning.</li> </ul>
Information/ Contact	<a href="mailto:francesca.operti@eaea.org">francesca.operti@eaea.org</a>
Links to resources	<p>Website: <a href="https://www.oed-network.eu/">https://www.oed-network.eu/</a></p> <p>Collection and analysis of good practice examples from across Europe: <a href="https://www.oed-network.eu/wp-content/uploads/2018/06/oed-collection-of-good-practice-report_26-04_final-2.pdf">https://www.oed-network.eu/wp-content/uploads/2018/06/oed-collection-of-good-practice-report_26-04_final-2.pdf</a></p> <p>Methodology guidelines for trainers: <a href="https://www.oed-network.eu/wp-content/uploads/2018/04/guidelines-for-trainers_en.pdf">https://www.oed-network.eu/wp-content/uploads/2018/04/guidelines-for-trainers_en.pdf</a></p> <p>Policy recommendations: <a href="https://www.oed-network.eu/wp-content/uploads/2018/04/oed_policy_recommendations_en.pdf">https://www.oed-network.eu/wp-content/uploads/2018/04/oed_policy_recommendations_en.pdf</a></p>

<b>TITLE</b>	<b>Project learning for young adults (PLYA): Reaching out to NEETs</b>
<b>Location</b>	Slovenia, Podravje region,
<b>Promoting organisation, country</b>	Andragoški zavod Maribor-LU (AZM-LU)
<b>Duration</b>	Since 2001
<b>Description</b>	<p>Guidance centre Maribor at Maribor Adult Education Centre has been active since 4. 10. 2001 and is one of 14 guidance (ISIO – Adult Education Guidance Centre) centres developed by The Slovenian Institute for Adult Education. Basic aims of the local information and guidance centres are:</p> <ul style="list-style-type: none"> <li>giving quality, confidential and complete information and guiding as a support to learning and education,</li> <li>informing and guiding adults before the beginning, during and after the completion of educational process,</li> <li>making the access to information available in many ways: face to face, by phone, by letter (conventional correspondence, e-mail),</li> <li>connecting and coordinating all information and guidance services in the local area.</li> </ul> <p>Annually the guidance centre is visited by 1000 to 1500 people (this numbers summarise individual and group guidance).</p>

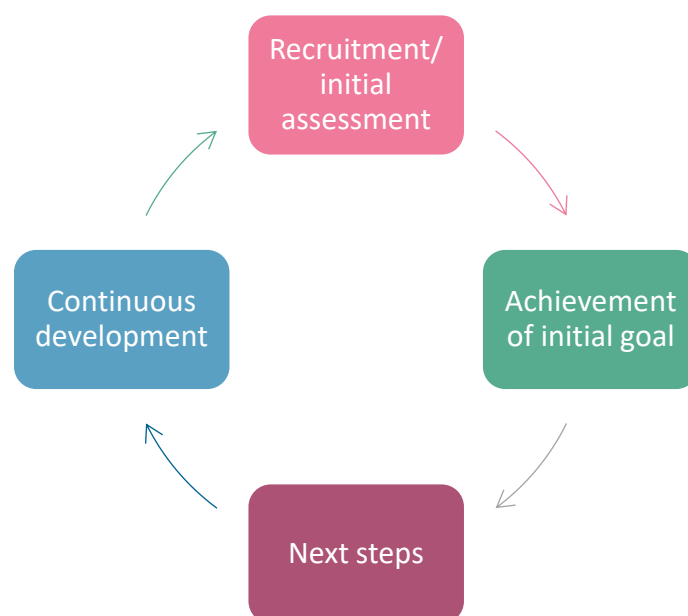




	One of the main tasks of the Guidance Centre was to establish a Strategic Council which members are the representative of all important institution in the community such as employment and social services, libraries chambers of craft and commerce, unions... ISIO Strategic Council meets regularly to discuss ongoing issues and relevant novelties. They work together to provide the widest possible outreach to people with less opportunities.
Results/impact	People with less opportunities receive the ISIO Services sooner. According to their needs they are quickly directed to the available and relevant programmes and services.
Difficulties/challenges	Funding issues (lack of thereof or discontinued funding), changes regarding the characteristics of target groups depending on different calls and projects of Ministry of Education throughout the time.
Information/Contact	alenka.sagadin.mlinaric@azm-lu.si
Links to resources	<a href="https://www.acs.si/en/projects/national/adult-education-guidance-centres/">https://www.acs.si/en/projects/national/adult-education-guidance-centres/</a>

### 2.3. Operational Framework model for monitoring of lifewide progress of disadvantaged learners

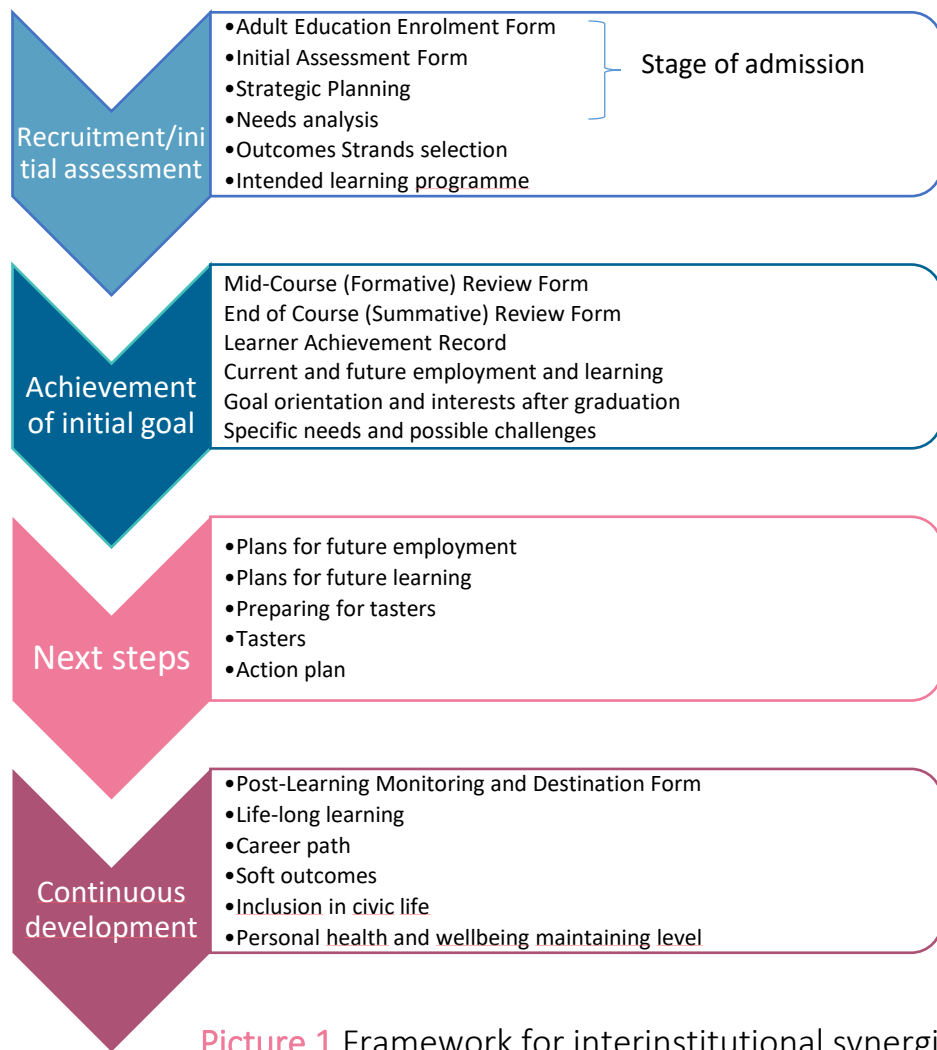
Based on the input from partners, best practice case studies, research results and analysis of needs and limitation in disadvantaged adults tracking and monitoring, the Framework model was constructed (*Cycle of Tampada Framework*). The Framework includes elaborated steps of the learner life wide pathway (education, graduation, orientation and sustaining), components of each step for AEP monitoring and relevant organisations/services on each of the step.



Cycle of Tampada Framework



## Steps of learner Steps of AEP in data collection



## Examples of relevant organisation/services



Picture 1 Framework for interinstitutional synergies in the monitoring of disadvantaged adult learners



After the application of the Framework, the AEP representative might need more detailed information regarding available services and organisations. The following tables (Table 1-5) include classified available services, organisations and policies according to the 4 key activity areas (Development of self and life skills, Health and wellbeing, Employability, employment and learning, Social, community, and citizenship). The AEP or any evaluator is recommended to choose the most relevant organisations according to the needs and possible challenges of a given group of disadvantaged adult learners. Thus, if the most challenging area for learners is Employability, the AEP is recommended to focus on collaboration with respective organisations first, and then gradually build connections with organisations from the other areas. The tables contain the description of the areas, practical examples to provide clear understanding and respective organisations/services list.

### Development of self and life skills

Area	Practical examples	Relevant organisations/services (local, regional, national, EU wide)
<p><b>Resilience</b></p> <p>The learner is able to quickly recover from difficult situations in personal life/school/career, etc.</p> <p>The learner is aware of mechanisms on how to deal with emotional pressure</p> <p>In case of disadvantaged learner this is particularly important since THEY may have higher chances to encounter such situations</p>	<p>Pay attention on how learner reacts to:</p> <ul style="list-style-type: none"> <li>• negative evaluation</li> <li>• difficulties in performing task</li> <li>• education challenges</li> </ul> <p>How does personal difficulties reflect on student performance?</p>	<p>Social institutions</p> <p>Psychological support groups</p> <p>Immigration, refugee groups</p> <p>Social Care Provider</p>
<p><b>Self-confidence</b></p> <p>The person is secure in own potential, abilities.</p> <p>Learner does not over criticise oneself and acknowledge own success.</p>	<p>How does student reacts to:</p> <ul style="list-style-type: none"> <li>• Compliments</li> <li>• Criticism</li> <li>• Successful work result</li> <li>• Problems</li> </ul> <p>of</p>	<p>Adult Education Centre</p> <p>Social Services</p> <p>Social Care Provider</p> <p>Multi-agency team for community outreach (vulnerable communities)</p> <p>Job centres</p>
<p><b>Positive attitude</b></p>	<p>Challenging situations</p> <p>Unsuccessful projects</p>	<p>Psychological groups</p> <p>Employment services</p>



<p>The ability to see positive aspects of different situations, regardless of the circumstances</p>	<p>Job opportunities Personal relationship situations</p>	<p>Department of social work</p>
<p><b>Problem solving</b> The possibility to think critical and analytical in problematic situations and applying the planned scenario in real actions to manage the situation (whether working or personal)</p>	<p>Resolving of problematic situations in class with other learners Reaction to personal problematic situations</p>	<p>Adult Social Care National Careers Service</p>
<p><b>Motivation/aspiration</b> Learner seeks and finds inspiration in various circumstances, he or she is willing to develop, build career, personal life, relationship</p>	<p>New challenges Moving forward Aspiration regarding new tasks/opportunities</p>	<p>National Careers Service Employment services Disability support organisations</p>
<p><b>Self-esteem</b> Ability to recognise and appreciate own positive qualities, objectively realise own weaknesses and having plan to fix them or work them through, sense of personal identity</p>	<p>The student can adequately evaluate own strengths and weaknesses, work on self-development</p>	<p>Community mental health service Women’s Aid Social inclusion organisation</p>
<p><b>Self-awareness</b> Learner can clearly recognise own emotions, feelings, their reason, what cause them Student can control own emotions</p>	<p>Learner has clear understanding of own emotions, which is noticeable during personal conversations, discussion of sensitive issues, dealing with complicated social situations, work in the team in class/working environment</p>	<p>Community mental health service Adult support organisations</p>
<p><b>Self-management</b> Ability to consciously choose how to behave in different situations</p>	<p>The learner is aware and controlling over own actions, behaviour toward others</p>	<p>Adult Community Learning Providers Career consultants</p>





<p><b>Social awareness</b></p> <p>Skill to understand others, provide empathy</p>	<p>How does learner work in the group with others, in the co-workers,</p>	<p>Support groups</p> <p>Social groups</p> <p>Study circles</p> <p>Informal groups</p> <p>Clubs</p>
<p><b>Social skills/relationship management</b></p> <p>Learner can manage various social situations</p>	<p>The student is confident and knows how to behave in complex situations, able to manage their relationship</p>	
<p><b>Levels of concentration</b></p> <p>Student can concentrate in class in tasks with different level of difficulty</p>	<p>Learner can be focused in classroom during even long tasks, or assignments which are complicated, not interesting for the learner</p>	<p>Community mental health service</p> <p>Adult support organisations</p>
<p><b>Independence</b></p> <p>The level of students' empowerment</p>	<p>How student deals individually with:</p> <ul style="list-style-type: none"> <li>• learning tasks</li> <li>• personal issues</li> <li>• development</li> </ul>	<p>Adult Social Care</p>
<p><b>Assertiveness</b></p> <p>The ability to set boundaries, limits, stand up for oneself, particularly in complicated social situations</p>	<p>Student can set limits, he or she can calmly explain and demand personal space when their boundaries are violated</p>	<p>Community mental health service</p> <p>Adult support organisations</p> <p>Public health organisations</p>
<p><b>Ownership of actions</b></p> <p>Being able to take responsibility for own actions</p>	<p>Learner is responsible and serious about own actions</p>	<p>JobCentre Plus</p>
<p><b>Taking initiative</b></p> <p>Proactive attitude of the learner</p>	<p>They often are leaders of small working groups, actively suggest ways to solve different issues</p>	<p>National Careers Service</p>
<p><b>Decision making</b></p> <p>Learner can analyse facts, assess and evaluate</p>	<p>Learner is able to:</p> <p>make decisions regarding personal issues, learning situations, career, self-development</p>	<p>Care homes</p> <p>National Careers Service</p>



situation to make a good decision		
<b>Budgeting skills</b> Ability to manage own budget	The learner has stable income, can make savings, live according to own resources, can objectively analyse the level of own income and resources spent for living	Financial support groups Social welfare services
<b>Organisational skills</b> The ability to manage teamwork, organise projects, fix difficulties.	The learner presented both in classroom and outside: Teamwork Leadership Management skills	European Association for the education of adults European Social Network European Social Funds (ESF) Managing authorities (MA) and their EU networks

## Health and wellbeing

Area	Practical examples	Relevant organisations/services (local, regional, national, EU wide)
<b>Life satisfaction</b>	Learner does not complain regarding own life situation, very positive about own life, and does not wish to change everything about own life completely	Social Services Centres for adult education European Social Funds
<b>Coping with stress</b>	How is student coping with stress in classroom, work environment, at home	Migrant Mentorship Model
<b>Anxiety</b>	Student can cope with anxiety in various difficult situations, knows and successfully applies techniques for coping with anxiety, or does not experience anxiety	Centres for adult education
<b>Happiness</b>	Student is happy with own life, personal situation, relationships, work, education, potential, etc.	Working Group on Adult Learning European Social Funds
<b>Visual appearance/Improved personal hygiene</b>	Learner is always clean, neat, care about own appearance, keeps daily hygiene routine	Health Provider and Healthcare Commissioner

		Social services
Keeping safe, feeling safe	Learner does not appear feel unsafe, does not express concerns about own safety, safeguarding issues are not raised	Social services
Fine motor skills and/or flexibility	Learner has good motor skills, no apparent motor challenges	Service and Disability Company The Cerebral Palsy Association of Slovenia
Physical activity	Student is physically active (ride bicycle, walks, exercise routinely)	Service and Disability Company
Reliance on the health service/visits to GP	How often does learner visit health institutions/doctors	Non-profit organization for sexual education and sexual politics (SE) Department of Public Health and Caring Sciences (SE)
Weight management	The weight of the learner in stable and is within normal BMI (18-25)	Welfare services Psychological groups
Healthy eating choices	Student knows the principles of healthy eating, eats healthy lunch, bring healthy snacks to class, avoid overeating junk food, processed sugars, eats vegetables and fruits every day, keeps balance in nutrients, has no eating disorders	Service and Disability Company (UK) Welfare services Psychological groups

### Employability, employment and learning

Area	Practical examples	Relevant organisations/services (local, regional, national, EU wide)
Verbal communication skills	Learner possesses basic skills of communication, practically applies them in various situation in class (group assignments, presentations, discussions), work	Employment services Adult, Further Education and Higher Education learning



	(interviews, communication with colleagues), personal interactions.	Effective policy in adult education
<b>Written communication skills</b>	Learner can effectively work with text assignments, tasks, can analyse and discuss complicated texts, on wide range of subjects. Learner writes high quality essays, texts, written assignments.	Employment services European Network of Public Employment Services Public service for social affairs
<b>Numeracy</b>	Learner is confident and effective in performing maths assignments, accounting, easily can deal with numeric tasks at workplace and regarding specific purposes in working life	Adult, Further Education and Higher Education learning Job integration Centres (Centres d'Insertion Socioprofessionnelle - CISP)
<b>Digital skills</b>	Learner is confident using features of spreadsheets, word processing and presentation software. Learner is confident to self-teach use of different personal devices and help others to use them	Adult, Further Education and Higher Education learning Job integration Centres (Centres d'Insertion Socioprofessionnelle - CISP)
<b>Speaking in public and presentation skills</b>	Learner has good skills of presentation, speaks easily in public, successful present the assignments, is not afraid of public speaking	JobCentre Plus Effective policy in adult education European Network of Public Employment Services
<b>Listening skills</b>	Student actively listens in class, is paying attention when the teacher or classmates are speaking, taking body language and tone of voice into account	Effective policy in adult education Job integration Centres (Centres d'Insertion Socioprofessionnelle - CISP)
<b>Attendance and punctuality</b>	Student gets to the class on time, is very respectful and aware of other people's time, consistently on time	JobCentre Plus Foundation for employability improvement
<b>Time management</b>	He or she can manage time effectively, for example meets	Employment services Public service for social affairs





	deadlines, effectively manages personal commitments	Adult Education Centres
Confidence to seek employment/progression	Learner is confident in own ability to seek work/better employment	Employment services Social inclusion services New system of communication between job seekers and case mangers
Work-related skills	Have a wide range of current and transferable work-related skills	Employment services
Independence and autonomy in the workplace	Student is self-motivated, enjoys working alone and can anticipate what needs to be done	Career consultancy Foundation for employability improvement New system of communication between job seekers and case mangers
Teamwork in the workplace	Learner works very effectively in team in practical work and learning assignments	Social inclusion services Adult Education Centre
Job stability	He or she is secure in work after education and considers it is unlikely to become unemployed	Employment services Welfare and Benefits
Job satisfaction	He or she consider own job very satisfying and stimulating	Employment services Welfare and Benefits
Professional competence/quality of work	Learner is constantly developing and keeping own specialist skills/qualifications for work up to date and undertake regular learning and development in subject area	Welfare and Benefits New system of communication between job seekers and case mangers
Attitudes/valuing education and learning	Student seeks opportunities to learn and grow in every situation.	Welfare and Benefits





Social, community, and citizenship

Area	Practical examples	Relevant organisations/services (local, regional, national, EU wide)
Cultural awareness and tolerance	Knowledge of a range of other cultures and communities and respect differences in other people both in theory and practically presenting respectful attitude to colleagues, classmates, people from different cultures from various circles	Guidance and information centre Migrant Mentorship Model Federal Public Planning Service for Social Integration
Practising environmental sustainability	Learner is aware of environmental impacts and lives an ethical lifestyle	Economic-social strategy Centres for adult education
Encouraging others to learn	Ability to encourage others (classmates, colleagues) to learn and develop themselves	Service and Disability Company Migrant Mentorship Model
Feelings of loneliness/isolation	Learner rarely feels alone with no one to talk to	Social support services Psychological groups
Ability to make friends	Learner finds it fairly easy to make new friends	Mothers' Home Centres for adult education
Sharing skills with other people	Learner often feel confident to share skills with others	Social advancement education institutions
Being active in the community/social engagement	Learner active in community	Psychological groups Social advancement education institutions
Progressing into volunteering	Learner volunteers often, participates in social work, eager to support local community	Social support services Psychological groups
Social skills and social capacity	Learner has ability to talk with others and understand its importance and positive impact for future in long-term	Economic-social strategy



Feeling of belonging	Learner feels included with others and is inclusive of others	Psychological groups Social orientation courses in adult education Municipal adult education for immigrants
Parenting skills	Learner has a wide range of parenting skills and feels confident to parent	Family support services Mothers' Home
Understanding children/teenagers	Ability to understand children/teenagers	Family support services
Family relationships	Learner has good relationships with family members, keep in touch, family members support each other	Social support services Family support services
Networking	Learner has a wide network of close friends, has good connection with family, has reliable network of connections from work, classes, social clubs, study circles	Economic-social strategy Centres for adult education European Network of Public Employment Services European Social Network
Taking interest in local or national affairs	Learner is interested in local and national new/affairs, such as <ul style="list-style-type: none"> <li>• elections</li> <li>• protests</li> <li>• meetings</li> <li>• social event</li> <li>• fundraises</li> </ul>	Supporting integration process of migrants and refugees European Social Network Social orientation courses in adult education
Sense of purpose	Learner has perception that they have a purpose, shows interest and motivation in own life	Psychological groups Mental support Daily Centre for Seniors, Societies of the blind and visually impaired Maribor, and deaf and hearing impaired Supporting integration process of migrants and refugees



## 3. Manual for evaluating lifelong and lifewide progress of disadvantaged AE learners

### 3.1. Evaluating lifelong and lifewide progress of disadvantaged AE learners

Groups of disadvantaged adult learners are often heterogeneous, although they may share some characteristics due various circumstances.

Disadvantaged adult learners may show some characteristics that may act as barriers to their empowerment, lifelong learning process, and further monitoring:

- Isolation: they have experienced situations of isolation and therefore they may not have, or no longer have, full support networks. For example, in the case of immigrants' support networks may be in their places of origin.
- Low self-esteem and self-confidence.
- Difficulties in recognizing their skills and merits, and undefined professional competences.
- Challenges with maintaining motivation towards employment and training activities.
- Little time available, due to complicated lives and other commitments with work, caring/family duties and/or other support and assistance services.
- Difficulties to manage time (related to the above).
- Difficulties to translate their desires into in specific effective actions, or hesitancy in taking autonomous actions (for a variety of reasons).
- Difficulties to reconcile care for children and dependants, with the requirements of the education/labour market (e.g. in the case of young mothers), especially where there are multiple disadvantages such as a limited or no support network (above).
- Distrust and fear in facing new situations and relationships, based upon previous negative experiences and/or challenges such as mental health.

### 3.2. Benefits of using Tampada Framework synergies for monitoring of disadvantaged adults

#### The benefits for the learners

- 1) Improving confidence
- 2) Soft skills development
- 3) Personalised development plans







- 4) Feeling of constant support
- 5) Wider options for self-development with involvement of different services/organisations
- 6) Addresses specific difficulties/needs of the learner
- 7) Enabling the learners to see the progress they are making
- 8) Learner autonomy (taking control over their learning journey)
- 9) Getting certificate/evidence of progress, which they could use in portfolio, with mentor, employer
- 10) Celebration of their achievements

## DACES best practice example

<b>TITLE</b>	<b>Shirebrook Neighbourly Allotment Group (SNAG)</b>
<b>Tags</b>	Community, Allotment, mindfulness, outdoor learning,
<b>Location</b>	Shirebrook, Derbyshire, UK
<b>Organisation, country</b>	DACES with members from local services (e.g. Adult Care, Children’s Centres) and the community
<b>Duration</b>	Since March 2019 and ongoing
<b>Description</b>	<p>The Shirebrook Community Allotment is a relatively new group set up to utilise 4 plots of land and develop one large community allotment. The allotment is providing a safe place for community members to come together, volunteer and learn new skills, as well as place to make friends and get active. For those involved, it has been hard but rewarding work and events such as the Shirebrook Neighbourly Allotment ‘Come and Have a Go’ day on 25th June stimulated lots of interest. The event was attended by a wide range of representatives from the community - learners from the Adult Community Education Centre; the local Adult Care team; adults with learning difficulties; Children’s services and a local Councillor. Learners from a local school for children with special educational needs (SEN) have attended the allotment regularly on Fridays during term time and additionally, learners from the Full Time Study Programme at Shirebrook Adult Community Education Centre have worked on the allotment as part of a Community Project. Those who have an interest in gardening are also volunteering as part of their work experience hours. The local Youth Worker developed a Summer programme for the allotment and engaged young people, along with local volunteers to work on the various elements of the allotment over a four-week period.</p> 





	<p>“Time Swap” volunteer scheme members have also volunteered their time throughout the project.</p> <p>We have engaged a gardening tutor to work with the community and teach them new skills and his input is inspiring confidence within the community. The tutor has experience of working with people with additional needs and brings mindfulness into his ‘outdoor classroom’ – he has a lovely calm manner which the community have responded well to.</p> <p>From 11 September 2019, the gardening project has taken place every Wednesday between 10am-2pm. The sessions are led by our gardening tutor and so have a firm structure and this enables people from different nationalities, people with additional needs, the young and old to work together and provides them with a routine something to look forward to.</p>
<p><b>Results/Impact</b></p>	<p>Outdoor gardening projects can really help to support mental health problems like depression and anxiety and can also reduce stress and combat high blood pressure, as well as improving overall physical fitness. This project will also have the benefit of providing a nutritious food source and food security within the community – food will be donated to the community café and other community venues such as the Christian Centre and the Salvation Army and will also be sold on the market as part of a social enterprise.</p> <p>Many of the volunteers are part of the Thriving Communities network in Shirebrook and most are unemployed; many suffer from low self-esteem, depression and anxiety – our aim is to help them to feel good about themselves and to function well, developing good relationships with other members of the community including the Polish community thus promoting diversity and promoting British values.</p> <p>In the longer term, involvement in the project could lead to improved mental health, further learning, better community cohesion and involvement, and potential moves into employment.</p>
<p><b>Challenges</b></p>	<p>The main challenges are the co-ordination of what needs doing and the sharing of responsibility of the allotment. Connecting with local people in the area who would like to volunteer is also a challenge but we are creating a good way of working together through the Thriving Communities activities and this is enabling us to promote the benefits of being involved to the community. We are finding that we can encourage people to volunteer simply by taking time to listen to them and understand more about their individual needs.</p>
<p><b>Next steps:</b></p>	<p>Continue growing and developing the SNAG, bringing in more people that want to help and join in.</p> <p>We have lots of ideas for continued project activities that will benefit the lives of those people taking part.</p>
<p><b>Contact:</b></p>	<p>Sandra Currey, Programme Development Worker, Derbyshire Adult Community Education Service. Sandra.currey@derbyshire.gov.uk</p>





## The benefits for AEPs

- 1) Enables them to improve quality of educational services
- 2) Professional development of staff by wider opportunities from collaboration with various services
- 3) Increase of
  - a) awareness of the community trends
  - b) keeping track with trends of labour market
- 4) Align with relevant organizations to match local needs
- 5) Leverage communication between the AEP and organisations
- 6) Sustained interactions
- 7) Higher organisational reputation (brand)
- 8) Higher feeling that the work is meaningful by seeing real progress
- 9) Evidence impact, which can be used with founding providers, policy makers, decision makers
- 10) Enables benchmarking

### 3.3. The importance of having open communication with intermediaries

Involving intermediary organisations for a long-term monitoring of disadvantaged adults might be quite challenging for AEPs. For that reason, it is important to clearly realise how AEPs can persuade services to buy in to the Tampada Framework. The first part includes distinct understanding of the benefits for intermediaries in using the Tampada monitoring Framework.

The main benefits are based on improving quality in adult education and career counselling with focus on individual learners, professional development of staff, and coordinated service delivery. Better coordination and unified work among intermediary organisations working with different parts of support for disadvantaged adults to education/labour market/social inclusion can lead to reduction in the following socio-economic consequences:

- Lack of transparency resulting in repetitive measures and double funding
- Inefficient service provision where organisations provide standard services without individual needs in the centre
- Big caseloads for individual professionals because roles and responsibilities are not shared with other organisations

So, by incorporating elements of Tampada Framework the intermediaries will get:

- more efficient result of work with less efforts
- better impact for their main target groups: disadvantaged adults
- additional approach and experience





- higher expertise of staff
- opportunities to collaborate and exchange experience at local, national and international level (even with possibilities of learning trips abroad as part of Erasmus programs), since the project partnership include wide EU geography: the UK, Sweden, Greece, Belgium, Slovenia.

Establishing relationships with intermediaries can be supported by organisational reputation (brand), confidence in previous interactions, evidence of successful delivery and project outcomes and further promoted by direct contact with organisational representatives skilled at relationship building.

### Consider the needs of intermediary services

Services want to	Services do not want to
<ul style="list-style-type: none"><li>• Recognise the benefit of the engagement/contact</li><li>• Recognise the benefit of working with the Tampada Framework</li><li>• Fit within their organisational agenda</li><li>• Be fully informed of Tampada requirements</li><li>• Engage in clear, efficiently delivered, positive interactions</li><li>• Show commitment to diversity and inclusion</li><li>• Associate with organisations which add value to their corporate governance and responsible business practices and policies</li></ul>	<ul style="list-style-type: none"><li>• Engage in interactions that are time consuming with no obvious benefit</li><li>• Work with networks which are disorganised or with unclear objectives</li><li>• Be approached without facts/figures</li><li>• Be approached with unstructured proposals</li><li>• Invest money into programs without positive outcomes that fit within their agenda or future prospect of return</li><li>• Be given unnecessary and/or time consuming issues to deal with</li></ul>

Dialogue and a common approach in monitoring among intermediaries as well as clear division of roles and responsibilities promote transparency and quality of provided services and will allow saving money avoiding repetitive measures. Moreover, implementation of the Tampada Framework for improving and extending the offer of high quality learning opportunities, tailored to individual adult learners, through innovative ways of outreach and monitoring, is expected to lead to promoting empowerment and active citizenship of disadvantaged adult learners in a long-term perspective. The inefficient support in education and social life for disadvantaged adults leads to unemployment/segregation/social exclusion. This consequence does not only cause economic losses in the partner countries, but it leads to demotivation, loss of self-esteem, social isolation, physical and psychological impacts. So, it is relevant for intermediaries who work with disadvantaged adults to implement the most efficient approach and provide as much resources as possible to support disadvantaged adults.





## 3.4. Guide for practical implementation of the Framework within the cooperation with relevant intermediaries

The recommendations for monitoring life-long progress address these critical factors and potentialities regarding tracking disadvantaged adults, as well as issues of empowerment and support in lifelong education and development. It is crucial to work in student-centred approach and address the limitations and difficulties both in the private and the public sphere.

It is essential that the AEP will consider all the strength and weaknesses of the student, use approach of Tampada Framework. The following structure is recommended for the evaluation of a learner's life-long progress:

### Part I

#### 1. Designing a learning program

- collaboration with intermediaries: job centres, mental health institutions, immigrant communities, NGOs, etc.
- focus of learners' needs and barriers

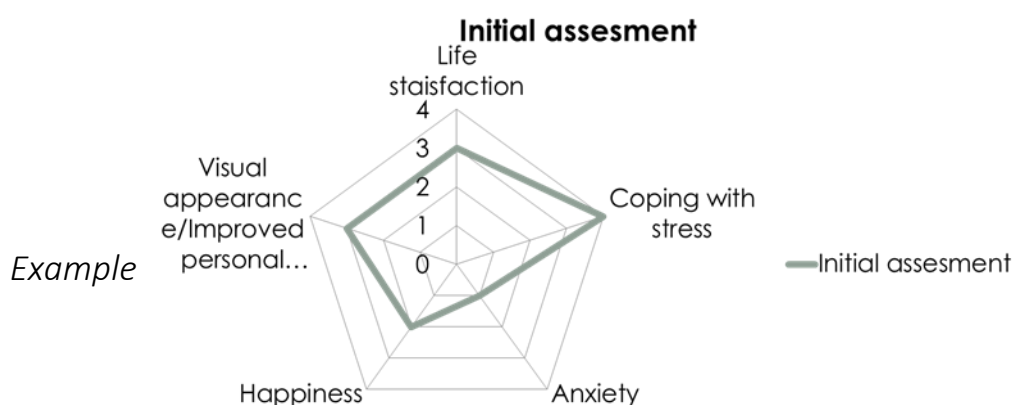
#### 2. Mentorship hour with learner group:

- a. Initial assessment
- b. Selection of the area of the most need and relevance:
  - ✓ Employability, employment and learning
  - ✓ Health and Wellbeing
  - ✓ Development of self and life skills
  - ✓ Social, community, and citizenship
- c. Assessment of strength and weaknesses of learners in different indicators (initial, mid-course and end of the course)

### Part II

Analyse results within one area (of the highest need and relevance):

#### 1. Analyse learners or group's high and low indicators in initial assessment





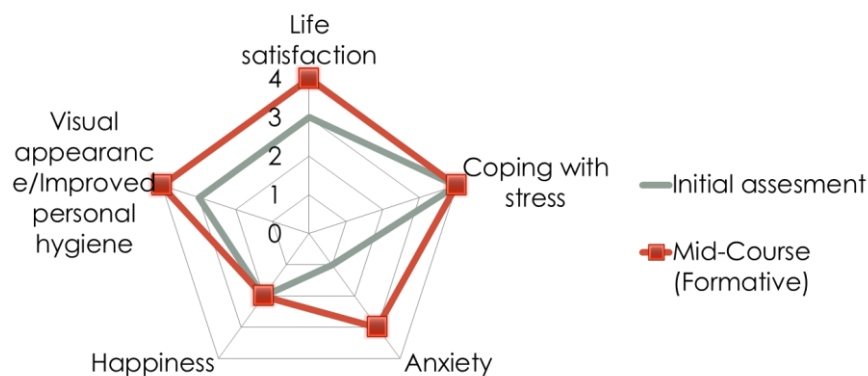
- Study the organisations, services relevant to the lowest indicators of the group (See Table 5 for the reference)
- Form the list with the most relevant intermediaries (services/organisations)
- Involve with intermediaries (especially in case of community groups, NGOs)
- Encourage your AEP institution to collaborate with relevant institutions, build connections with services, apply respective policies.
- Facilitate collaboration with partner organisation/s
- Get in contact with relevant services, exchange ideas good practices, implement innovation from the intermediaries in the classroom

*Example: if you see that the lowest indicator of the learners group is Anxiety (Health and Wellbeing), there is an opportunity to connect with services for mental health support, adapt learning program according to this need, incorporate training for anxiety management in the classroom, etc.*

## 2. Reevaluate the group results from TaMPADA Framework and Outcomes Index tool after Mid-course (formative) assessment

- Analyse the second spider graph of groups outcomes and compare with first one, by overlapping them

*Example (Health and wellbeing)*



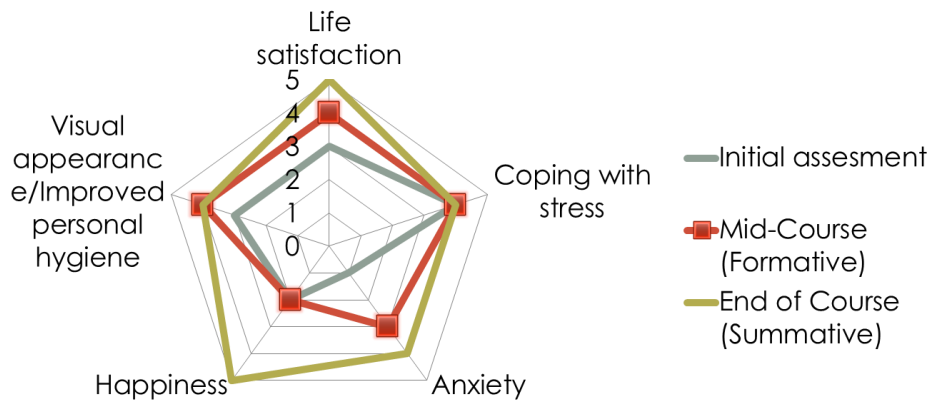
Analyse results:

- In which indicators learners have lowest score?
- Did the picture change?
- Did students become stronger any indicators, particularly those the course/learning aims to address?
- If not, why? How can you involve the most relevant organisations/services in order to further facilitate the progress of the learner in the given indicator (refer to the Table 5)?
- Which indicators have changed for the better? How did you achieve this?





3. Assess learners at the end of the course and analyse results the same way as after mid-course assessment.



*Example*

### Options after the results of each assessment (first, mid, and final):

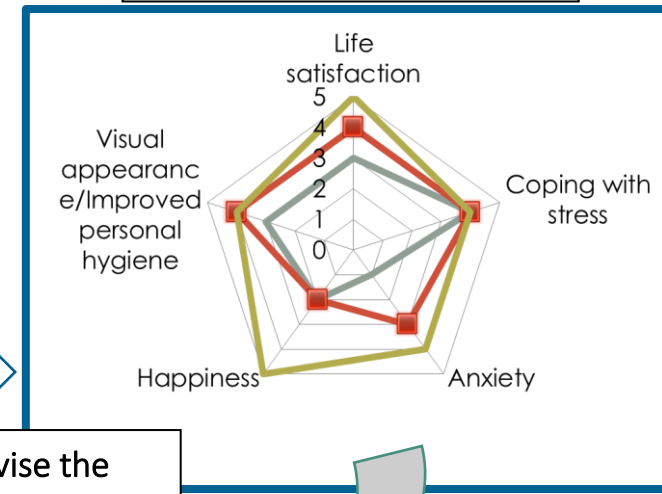
1. **Re-design/revise the program, assess what is delivered by program**
  - Analysis: does the graph show you the results you expected to see?
  - If not, consider revisions to the programme.
2. **Involve relevant instructions:**
  - whether you need to involve new organisations or
  - further collaborative actions with institutions you are working already.
3. **What are the next steps for the learner or group?**
  - ✓ further education
  - ✓ employment
  - ✓ opportunities in the community
  - ✓ focusing on personal development
  - ✓ other options



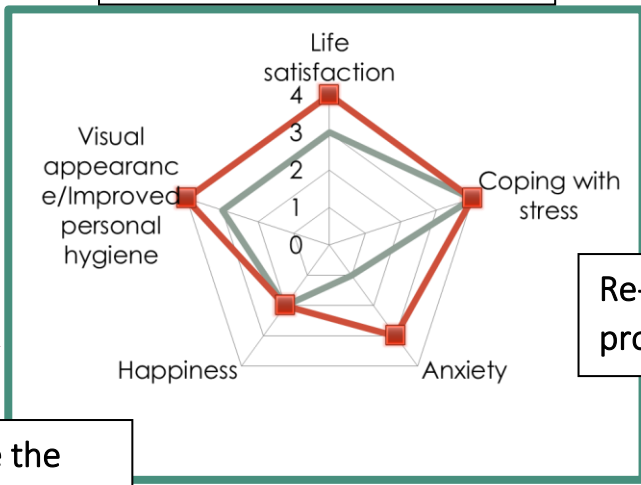


# Health and wellbeing

End-course assessment

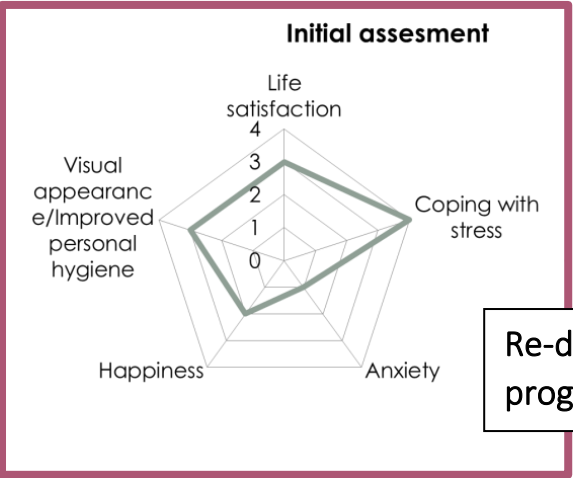


Mid-course assessment

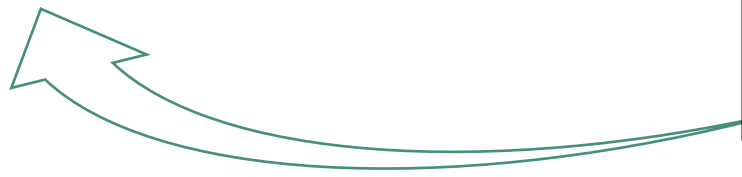


Re-design/revise the programme

Re-design/revise the programme



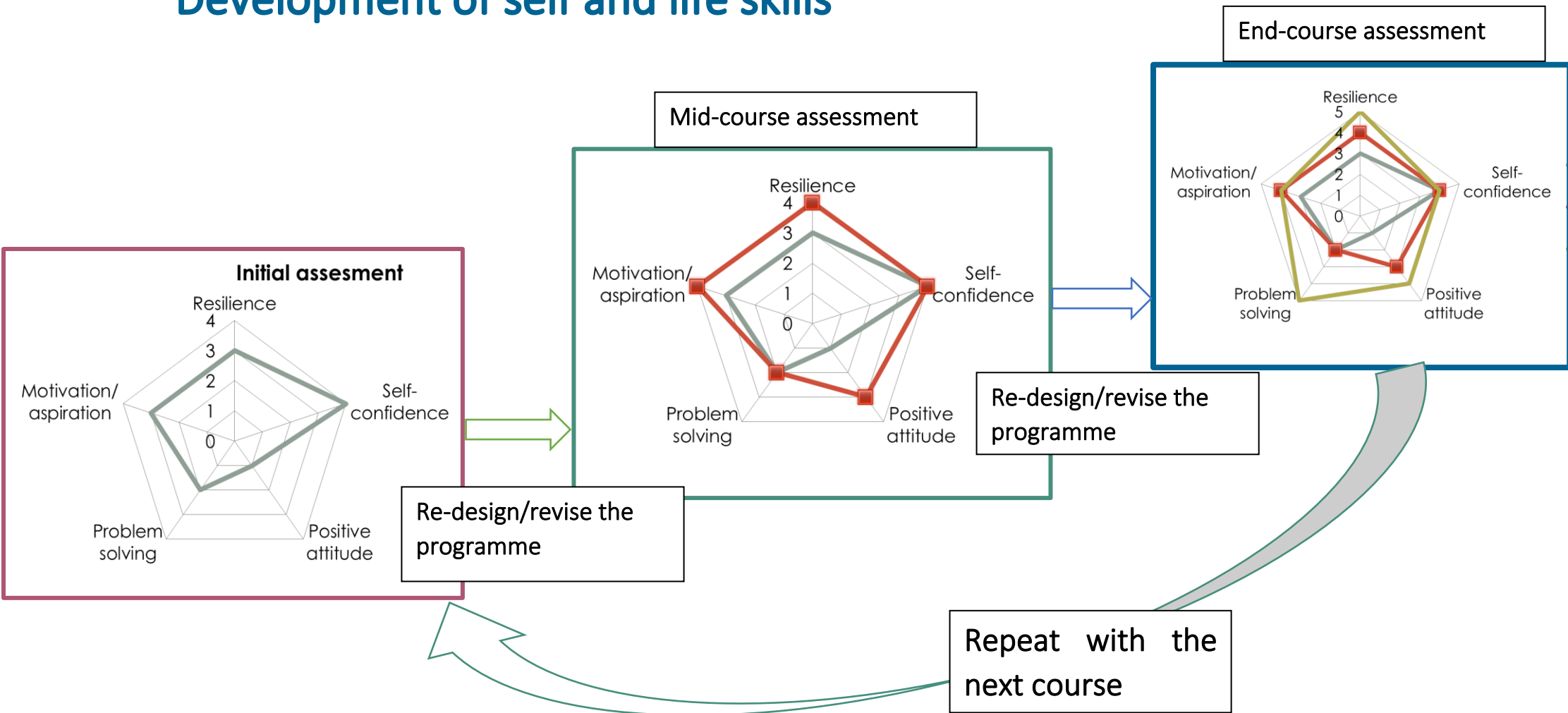
Repeat with the next course





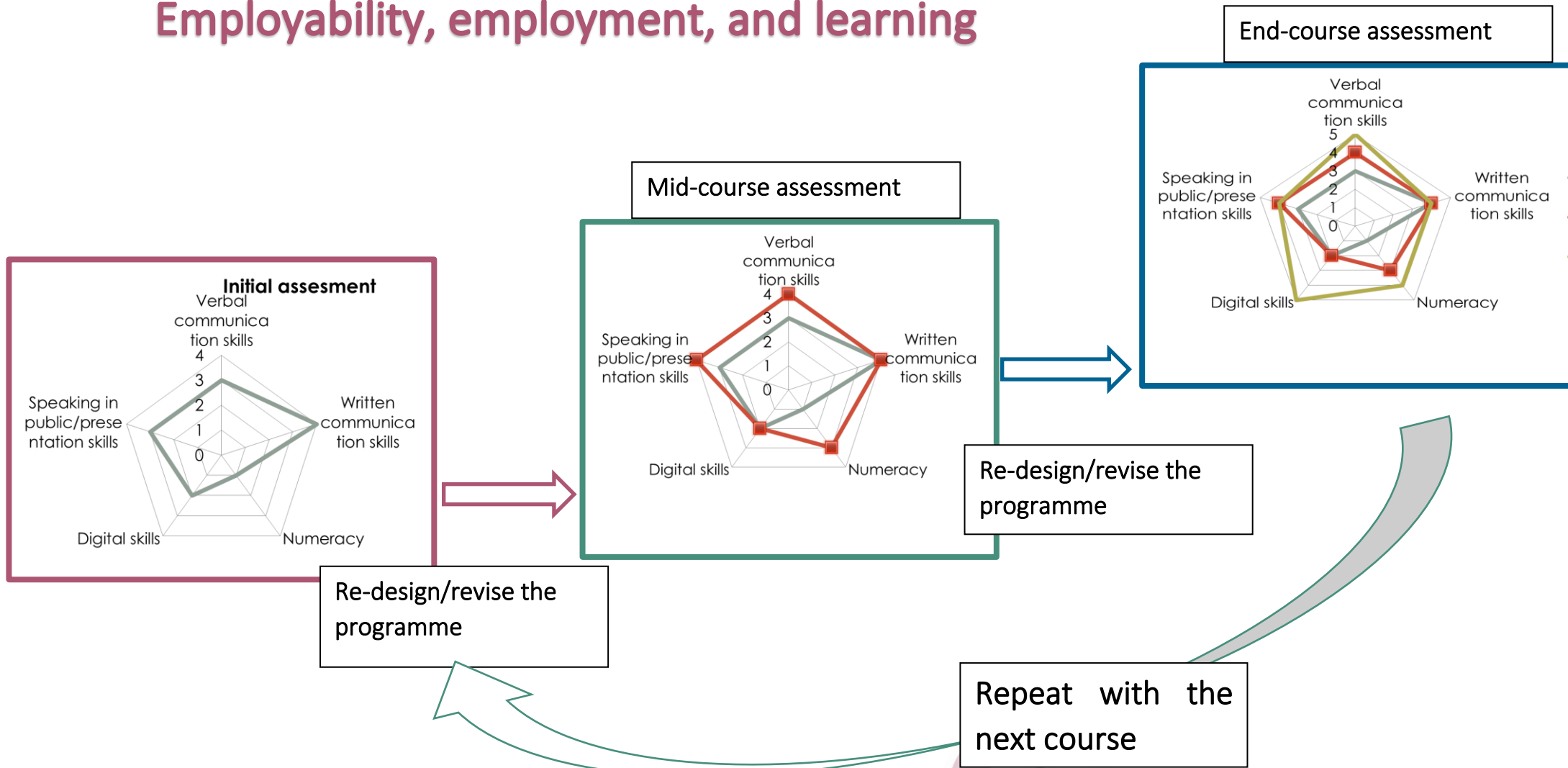


# Development of self and life skills



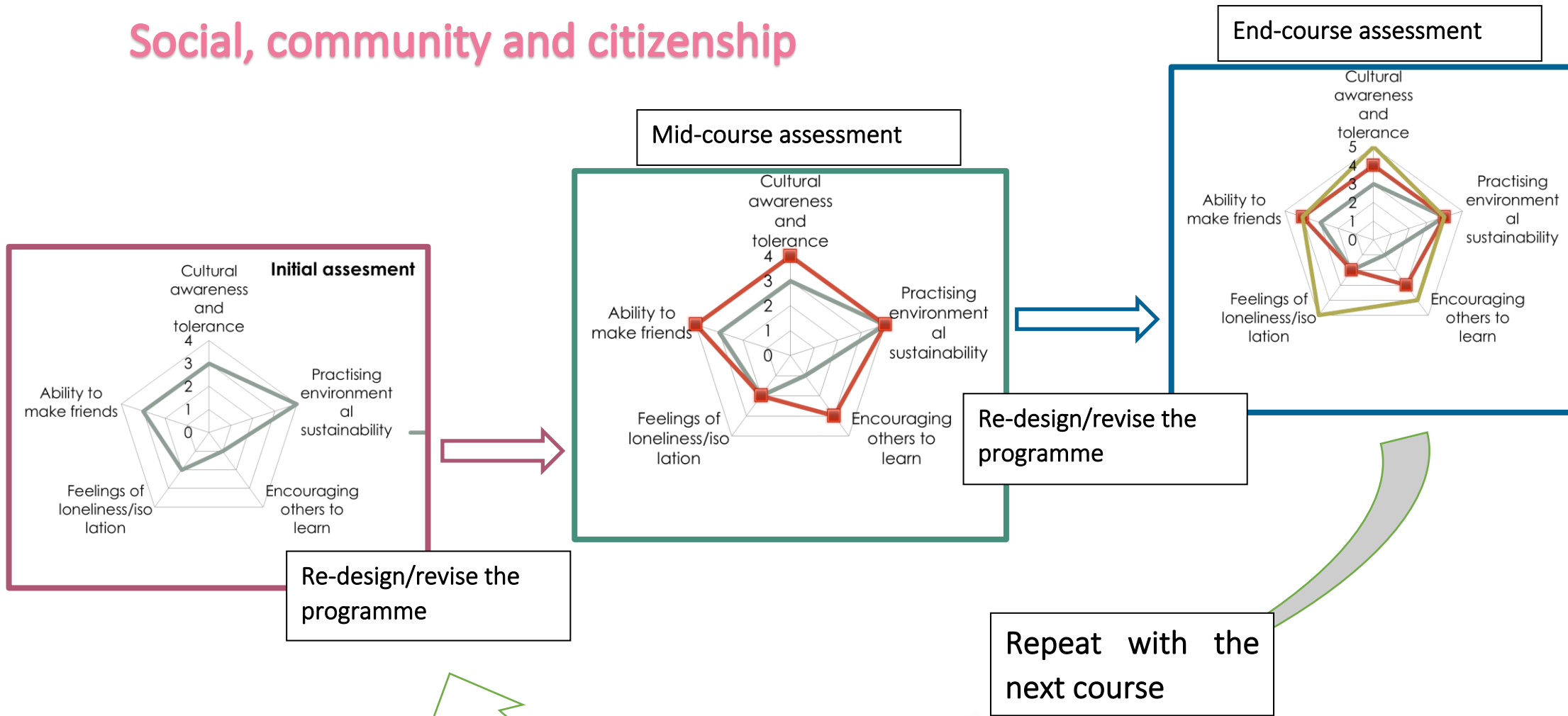


# Employability, employment, and learning





# Social, community and citizenship





### 3.5. Conclusion

The results of the research carried out shows that there can be real advantages to collaborative working with relevant partners and other organisations to design, deliver, support and – importantly – track and monitor the effectiveness of adult education programmes for disadvantaged learners. This ensures that they contribute to effective and lasting lifelong and life wide progress.

Learning programmes offered for disadvantaged adults that are: tailored to the needs of the individual; make best use of guidance and evidence; and offer joined-up support, tracking and monitoring in collaboration with partner and specialist organisations for disadvantaged adults learners, are best placed to help learners make lifelong and lifewide progress. So, there is a clear need for a common, unified, and structured approach to continuous support and monitoring of disadvantaged adults between AEPs and other services.

The Tampada IO2 inter-institutional Framework and AEPs manual specifically addresses this need. It provides the unique Framework for inter-institutional synergies, offers guidance for AEPs on how to effectively choose and involve relevant intermediaries for monitoring of disadvantaged learners. It also provided a clear guidance how to implement the Tampada Framework in everyday teaching activities.

In terms of addressing difficulties and limitations in learners monitoring the unified Framework provides:

- **Structure for the coordinated collaboration** between services
- Helps AEPs in **reaching the relevant services** for monitoring and reaching out disadvantaged adult
- Classifies services and helps provider to **choose the most relevant** one according to the needs of the learner
- Recommends on **how to incorporate a monitoring strategy** and collaboration with services at everyday work level and combine with daily teaching/learning activities
- Addresses the challenge of **understanding policies** for the teacher or worker of AEP and apply it to the tracking and monitoring of disadvantaged adults (on a daily work level)
- Provides **common approach** for partner countries/on EU level, whilst **maintaining the flexibility** for its use with services and practices on local/national level
- Ensures **visibility and clarity** for AEPs regarding continuous tracking and monitoring techniques, services and organisations.

