



Adult Learning in Europe – challenges and responses

Dana Bachmann, DG EAC

**Head of Unit: Vocational
training and adult education;
Leonardo da Vinci, Grundtvig**

Vilnius, 9 December 2013

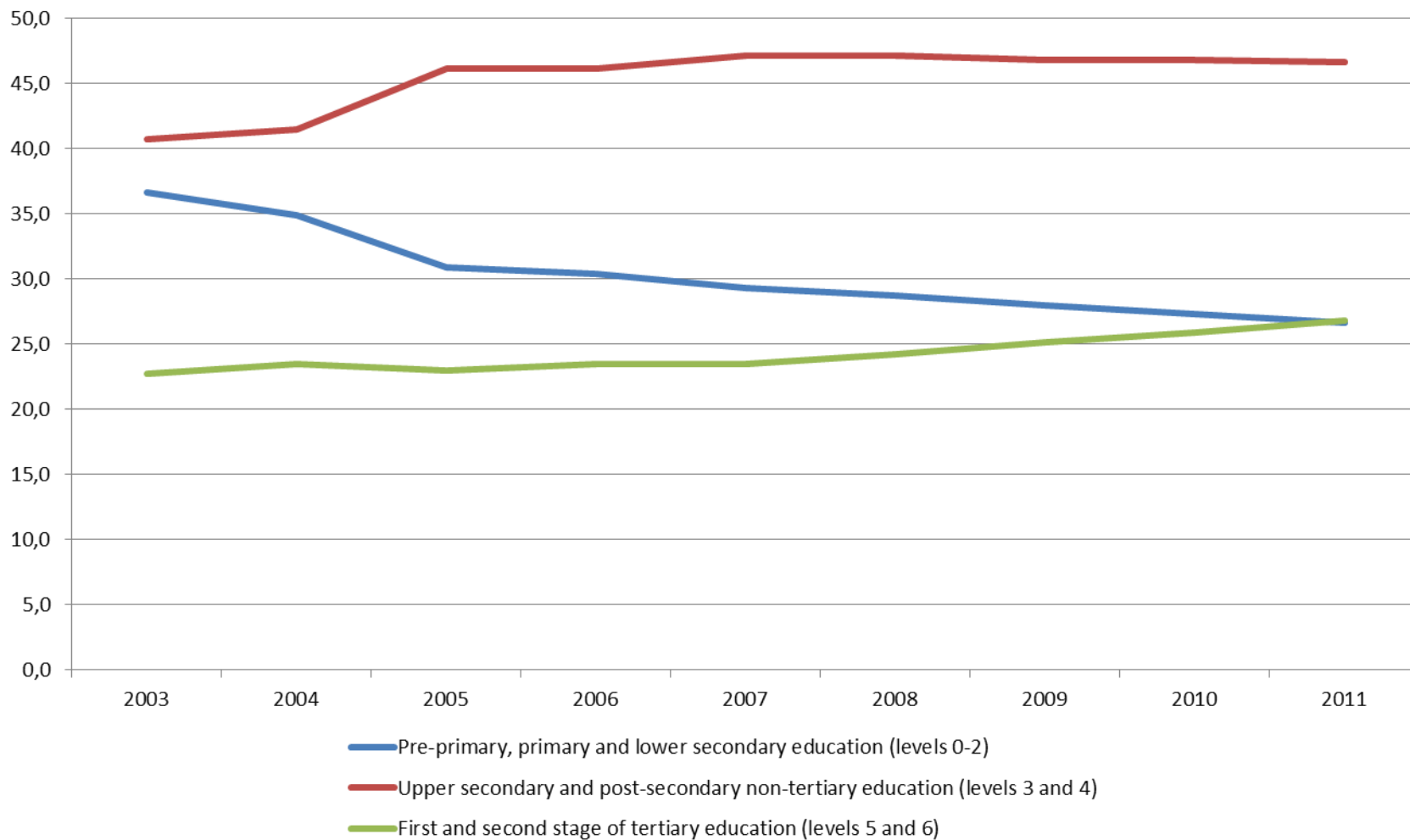
Context for European adult learning policy

- Number of low skilled/low qualified adults:PIAAC, European statistics (qualification levels, employment, participation in LLL)
- Demographic challenges
- Labour market evolving needs for more knowledge skill-intensive jobs

European adults – skills and qualifications

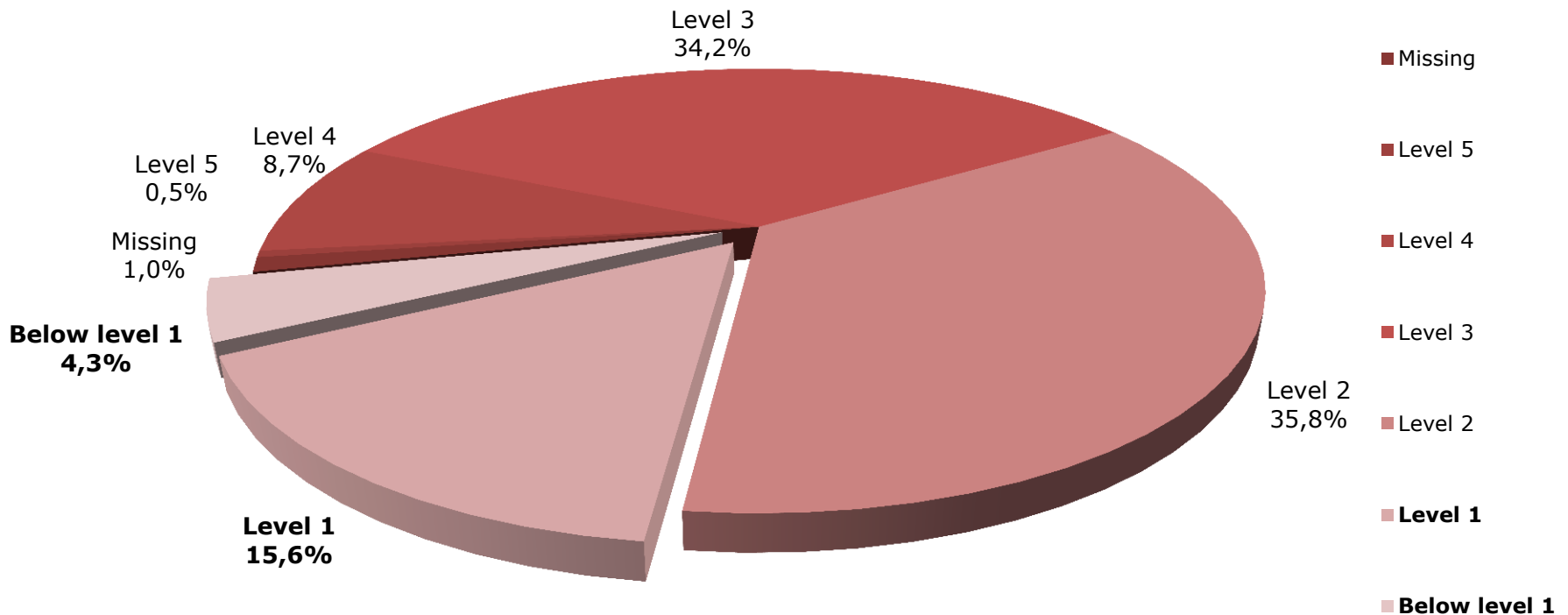
- EU 28 – 25,8 % low educational attainment
- EU 17 (PIAAC) –
 - **one on five European adults has only basic skills in literacy**
 - **One in four for numeracy**
 - **One in four European adults lacks the skills to effectively use ICTs for problem solving**
- *European benchmark for LLL: 2012 - 9.0%, target 2020 – 15 %*

EU ADULT POPULATION (25-64) BY EDUCATIONAL ATTAINMENT



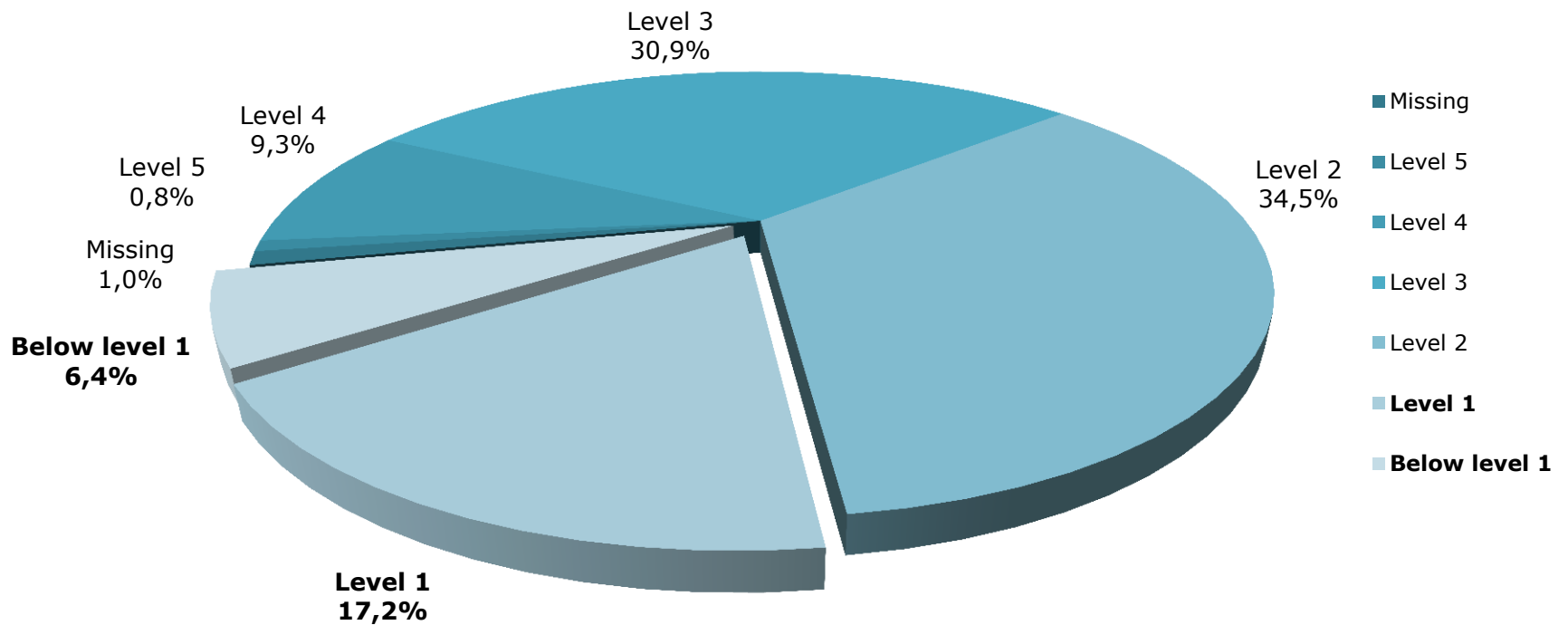
SOURCE: EUROSTAT (LFS)

Survey of Adult Skills (PIAAC) HOW PROFICIENT ARE ADULTS IN LITERACY?*



SOURCE: OECD 2013
***EU 17**

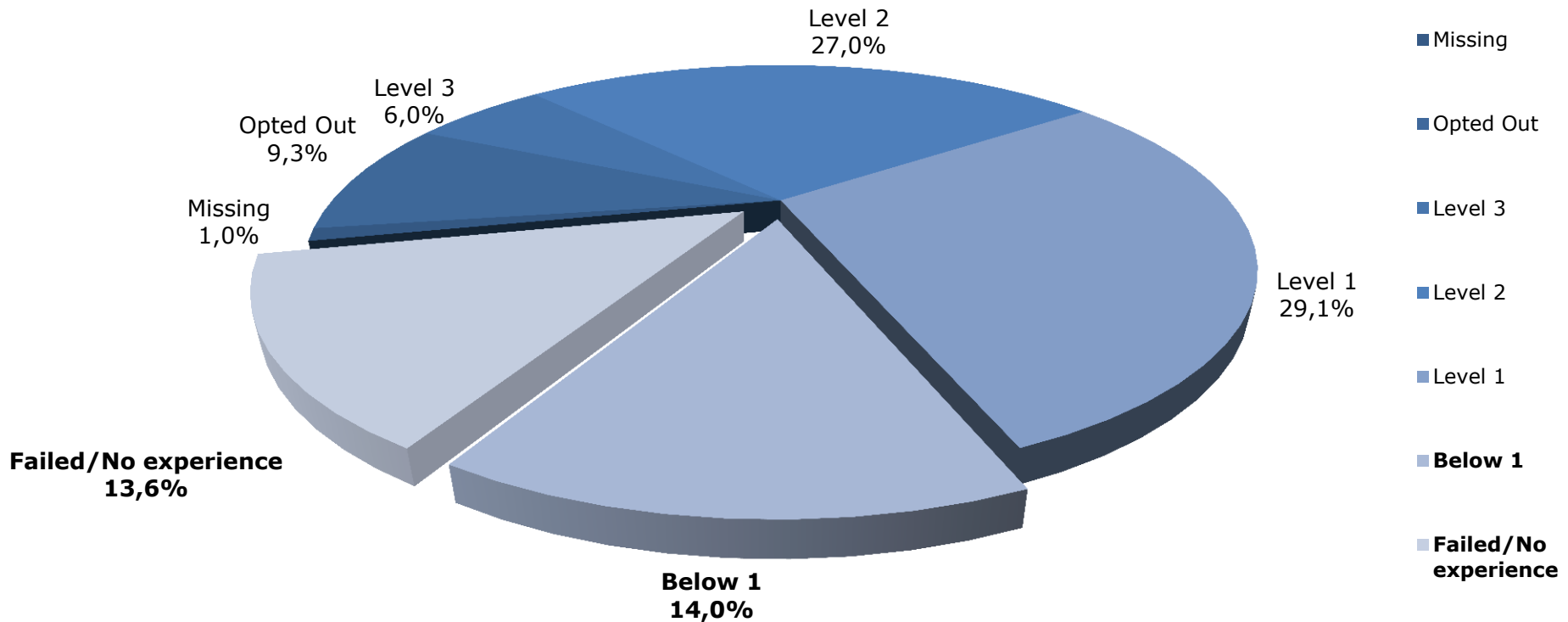
Survey of Adult Skills (PIAAC) HOW PROFICIENT ARE ADULTS IN NUMERACY?*



SOURCE: OECD 2013
* EU 17

Survey of Adult Skills (PIAAC)

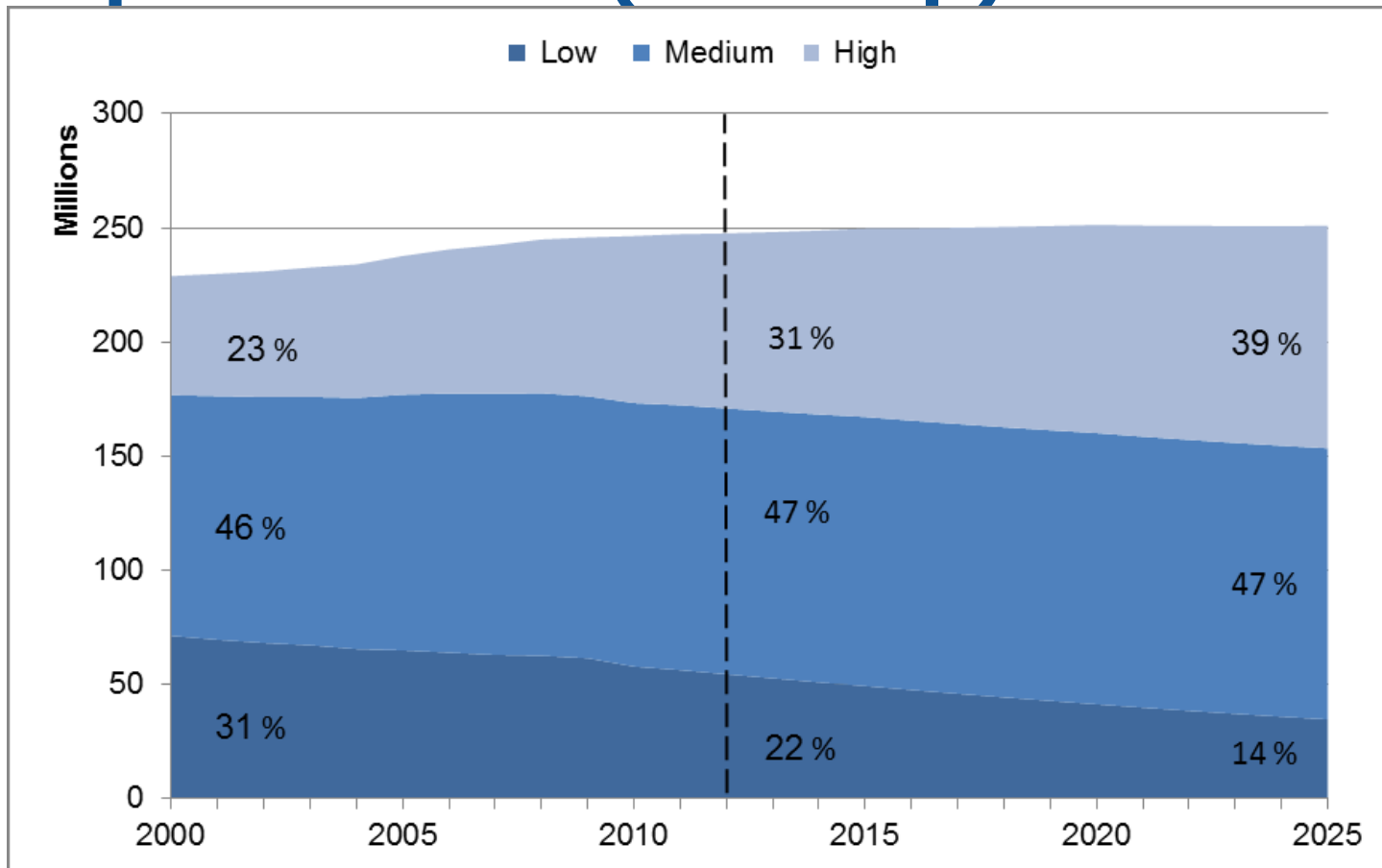
HOW PROFICIENT ARE ADULTS IN PROBLEM SOLVING IN TECHNOLOGY RICH (ICT) ENVIRONMENTS?*



SOURCE: OECD 2013

*** EU 13**

Supply trends in labour force by qualification (Cedefop)



Grandparent boom approaching (Eurostat)

- in 1960 there were on average about three youngsters (aged 0-14 years) for every elderly person (aged 65 or over)
- by 2060 there may be more than two elderly people for each youngster
- In 2012, there were four people of working age (15-64) for every person aged over 65
- By 2060, the ratio will change to two to one

Adult learning - scope

- Vital component of the lifelong learning continuum
- Covers the entire range of **formal**, **non-formal** and **informal** learning, **general and vocational**, undertaken by adults after leaving initial education and training

Adult learning - Fonctions

- Supporting economic growth and competitiveness through the supply of right skills, competences and knowledge
- Inclusive and equitable growth
- Remediating inequities and disadvantages in the formal education system: PISA 2012 – socio-economic background of a child remains the most influential factor for acquisition of basic skills
- Socio-economic benefits but also **individual benefits**: personal and professional development, empowerment, adaptability, employability and active participation in society

Adult learning in Europe 2020 strategy

Smart Growth	Sustainable Growth	Inclusive Growth
Innovation « <i>Innovation Union</i> »	Climate, energy and mobility « <i>Resource efficient Europe</i> »	Employment and skills « <i>An agenda for new skills and jobs</i> »
Education « <i>Youth on the move</i> »	Competitiveness « <i>An industrial policy for the globalisation era</i> »	Fighting poverty « <i>European platform against poverty</i> »
Digital society « <i>A digital agenda for Europe</i> »		

Adult learning and Europe 2020 headline targets

1. Employment: **75% of the 20-64** year-olds to be employed
2. R&D / innovation: **3% of the EU's GDP** (public and private combined) to be invested in R&D/innovation
3. Climate change / energy – **20 -20-20** targets
4. Education

Reducing **school drop-out rates below 10%**

at least **40%** of 30-34-year-olds tertiary attainment

5. Poverty / social exclusion: at least **20 million fewer people** in or at risk of poverty and social exclusion

European Agenda for Adult Learning

key principles

- Building on progress to date
- Synergies and coordination with ET2020, schools policy, Copenhagen and Bologna processes
- Vision for 2020 with a first set of short term priorities 2012-2014
- Institutionalisation at national and European level through national coordinators for AL
- Smart use of European funds, under LLP, ESF, research and new programmes beyond 2014
- International cooperation
- Strengthening knowledge base

European Agenda for Adult Learning vision for 2020

- Enhance high-quality learning opportunities
- Focus on learner's autonomy and responsibility, including through use of learning outcomes
- Integration into lifelong learning systems through:
 - **Effective lifelong guidance and validation systems**
 - **Opening up access to higher education institutions**
 - **Learning opportunities at all levels of EQF**
- *Active aging, solidarity and intergenerational pact*

European Agenda for Adult Learning vision for 2020 II

- Awareness raising:
 - **Learners/Employers/Social partners/Public authorities at all levels/Civil society/Education providers**
- *Balanced allocation of resources throughout the lifecycle on the basis of shared responsibilities and strong public commitment*
- *Partnerships and engagement of all stakeholders*
- *Flexibility and relevance of training – key role for workplace learning*

Recent developments

- National coordinators for AL agenda – one year later
- Lifelong learning systems: EQF, validation, learning outcomes
- Enhancing knowledge base
- Mutual learning and financial support

National coordinators for AL - Bringing unity to diversity





Role

Engaging all relevant stakeholders

Taking concrete steps to enhance, intensify and coordinate national policies

Ambassadors for adult learning

Raising awareness of the European Agenda

Monitoring national developments

Sharing and mutual learning in European context



Successes and activities: Year 1

General focus on **low skilled**

Regional outreach

Coordination & steering groups

Link to validation, guidance and counselling

Basic skills provision – access, enhance demand, quality

Awareness raising events

European cooperation

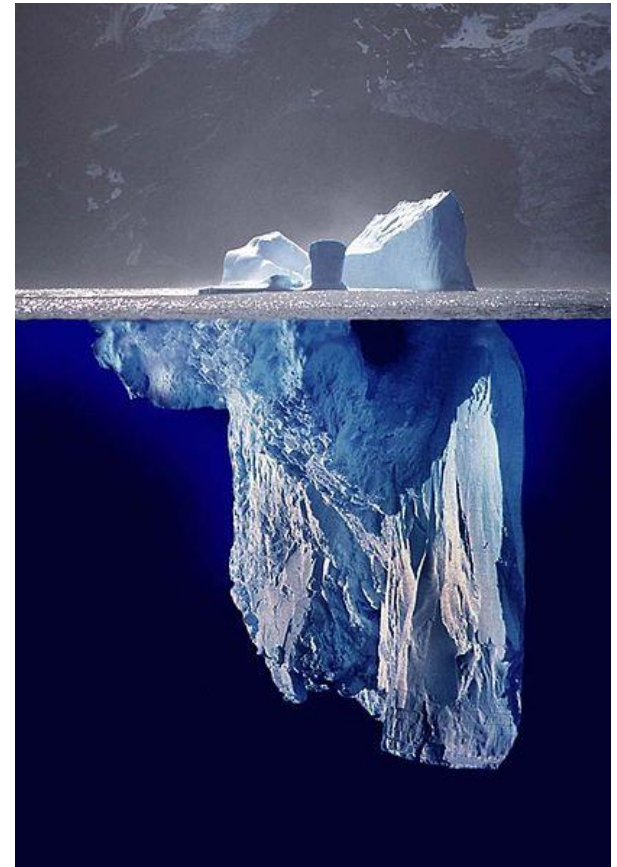
Websites, newsletters, blogs, videos, TV clips

Transparency & Adult Learning

Formal Learning

Non-formal Learning

Informal Learning





NQF development

As most NQFs have been established during the last decade, a majority are still not fully operational....

4 countries have fully operational NQFs (France, Ireland, Malta and the UK)

11 have reached an early operational stage (Belgium (Flanders), Estonia, Germany, Iceland, Latvia, Lithuania, Luxembourg, the Netherlands, Norway, Poland and Portugal)

Scope of the NQFs

Of the 26 qualifications frameworks/systems – 11 describe themselves as covering (or aspiring to cover) all types of qualifications:

Will cover formal, non-formal and informal qualifications

Will cover formal and private qualifications

In addition to formal will also cover non-governmental regulated qualifications

No type of qualifications excluded

Will cover all types of qualifications as long as they are quality assured

Qualifications that will ‘de facto’ be included in the framework

A relatively small number of countries indicated concrete qualifications to be included on short and medium term basis:

**International qualifications,
for example from ICT sector**

Qualifications from HRD services/employment services

Master craftsman

**Private qualifications
financed and
regulated by the state**

Adult further learning

Validation of NFIL-Council Recommendation – December 2012

By 2018 – arrangements in place that allow individuals to validate NFIL, including through OER and obtain a qualification or part of a qualification

Validation includes identification, documentation, assessment and certification of LO

Skills audits for people unemployed or at risk of unemployment

Guidance and counselling

Quality assurance

Development of professional competences of staff

Advancing the knowledge base

So far ...

Quality and financing of Adult Learning

Opening up Higher Education to adult learners

PIAAC exploitation

Adult and continuing education in Europe – using public policy to secure growth in skills

High Level Expert Group Report on Literacy

Cedefop –lifelong learning, aging and working, re-integrating vulnerable adults on the labour market, C-VET

EENEE

JRC

Advancing the knowledge base

In future

Adult skills indicator

Adult learners in digital environments – Opening Up Education

Effective adult learning policies

Basic Skills report

Further exploitation of PIAAC

Social outcomes of skills

Financial savings and growth impetus by increasing efforts to upskill

PIAAC follow up

Dialogue with Member States/national coordinators/stakeholders

Jointly with OECD launch the Education and Skills Online

Thematic analysis/correlations with PISA, IALS

National analysis and profiling of low skilled adults for targeted policy measures

Use the findings to contribute to the preparation of the Operational Programmes of the 2014-2020 European Cohesion Policy (Structural Funds)

Possible correlations

PIAAC LITERACY SCORE	Citizens who do not trust NGOs and associations
Finland	26%
Netherlands	21%
Sweden	23%
Estonia	27%
France	36%
Republic of Cyprus	34%
Spain	50%
Italy	42%

PIAAC LITERACY SCORE	Membership of NGOs and associations
Finland	80%
Netherlands	62%
Sweden	81%
France	48%
Republic of Cyprus	41%
Spain	45%
Italy	33%

Links: qualification level & participation

Country	Lit PIAAC	Share of low skille d	Adult qualification levels (UOE, 2011)			AE participation (AES, 2011)		
			Low	Medium	High	Low	Medium	High
FI	288	10.7	16,3	44,4	39,3	34,5	51,2	71,7
NL	284	11.7	27,7	40,3	32,1	33,0	62,2	78,2
SE	279	13.3	18,4	46,8	34,8	44,2	69,5	84,9
NO	278	12.3	18,7	43,7	37,6	33,4	53,7	74,2
EE	276	13.0	11,1	52,2	36,8	22,9	41,6	67,0

PIAAC LITERACY SCORE	Adult participation rate, LFS, 2012
Finland	24,5%
Netherlands	16,5%
Sweden	26,7%
Estonia	12,9%
France	5,7%
Republic of Cyprus	7,4%
Spain	10,7%
Italy	6,6%

Mutual learning

- **OMC – thematic working groups, network of national coordinators**
- **DGVT agreed in March 2013 to take over steering of OMC for adult learning**
- **PLAs**

Financial support

- **Lifelong Learning Programme – mostly Grundtvig and Leonardo da Vinci**
 - **Partnerships**
 - **Mobility and staff development – focus on literacy in 2013**
 - **EPALE – one platform for adult learning in Europe**
 - **European network of literacy organisations**
 - **Studies and reports**

Financial support

- **ESF funds**
 - **An estimated 5 million young people, 5.5 million individuals with low skills, and 576,000 older people - between 2007 and 2010.**
- **Framework Programme for Research**
- **Youth Employment Initiative – implementing Youth Guarantee**

Erasmus+ 2014-2020

- Enhanced budget allocation of €14.7 billion up from €6.9 billion (2007-2013).
- Merger into a single programme of the current 7 programmes = synergies between policies, simplification, opportunities for cross-sector cooperation
- The activities will focus on **common priorities** related to Europe 2020 Strategy / to Education & Training 2020 framework

Expected impact: directly on AE systems, policy initiatives



E+ contribution to AE

- *Key action 1: learning mobility of staff*
- *Key action 2: strategic partnerships for cooperation between AL providers and other players like local / regional authorities and social partners – cross sectoral co-operation*
- *Key action 3: establishing links in formal education and training with other sectors – policy experimentations*

Main activities

- Exchanging experiences and best practices between AE organizations and other organizations
- Developing, testing and validating of new curricula, teaching methods or innovative pedagogical approaches
- Developing regional strategies
- Implementing the EU policy objectives in particular for acquiring basic skills (literacy, numeracy and ICT) and for providing a second chance opportunities and learning in later life
- support to national capability for policy reform (building national networks & coalitions of interested groups)
- support to awareness campaigns promoting the benefits of learning both for individuals, the economy and society

Progress can be achieved...

2007-2012

Estonia from 7.0 to 12.9

Low-skilled adults

Literacy: 13.0% : 19.9% EU17

Numeracy: 14.3% : 23.6% EU17

Problem solving in technology rich environments:
27.1% : 26.9% EU13

Progress can be achieved

2007-2012 Participation

Czech Republic from 5.7 to 10.8

Low-skilled adults

Literacy 11.8% : 19.9% EU17

Numeracy : 12.9% : 23.6% EU17

Problem solving in TREs: 25.4% : 26.9%
EU13

*Live as if you were to die
tomorrow.*

Learn as if you were to live forever

Thank you!



For more information

<http://ec.europa.eu>

PIAAC EU17 analysis:

[**http://ec.europa.eu/education/news/doc/piaac_en.pdf**](http://ec.europa.eu/education/news/doc/piaac_en.pdf)