



The Polish Learning Curve: IALS – PIAAC – 2020

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HLG of Experts on Literacy

The High Level Group of experts on literacy

- Set up in February 2011 by **Androulla Vassiliou** European Commissioner for Education, Culture, Multilingualism, Youth and Sport
- September 2012 – Report

ACT NOW



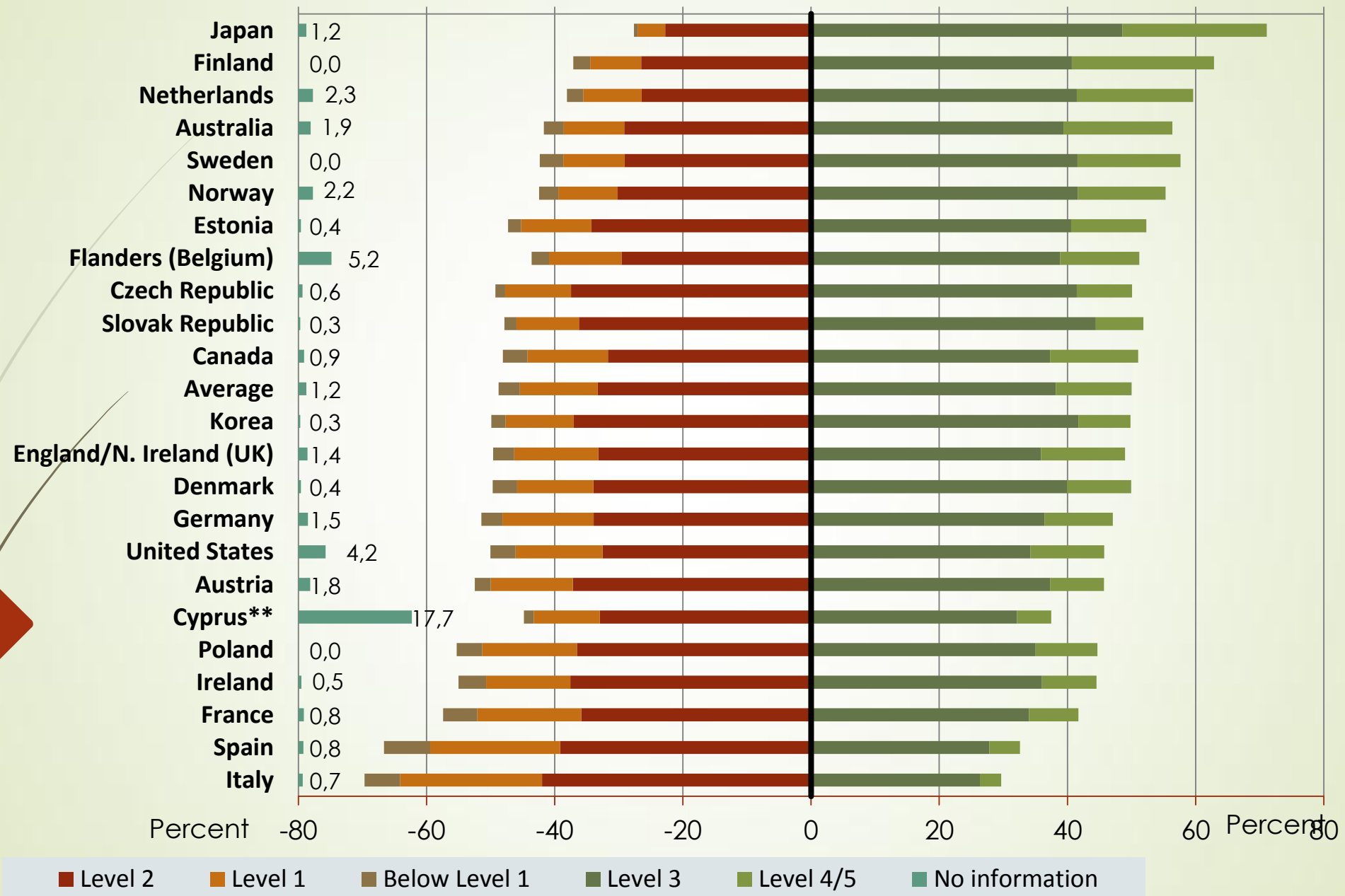


Wake-up call

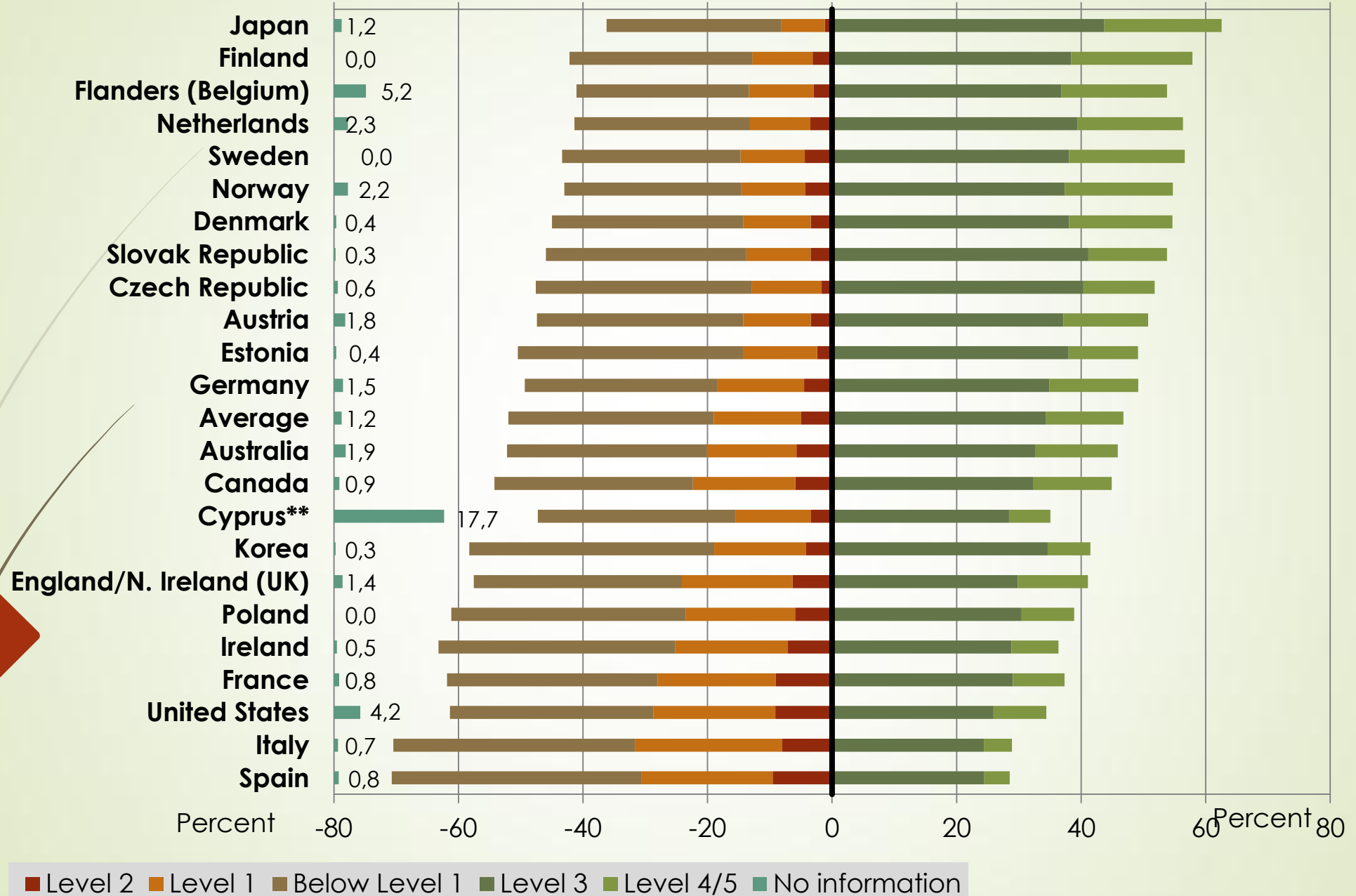
- If smart growth is about knowledge and innovation, investment in literacy skills is a prerequisite for achieving such growth.
This report is a wake-up call about the literacy crisis that affects every country in Europe.
- At present, one in five of 15-year-olds in Europe cannot read and write well. Almost 80 million adults have difficulties reading and writing.
- Literacy affects individuals, society and the economy. This is why it is important to improve the literacy of all Europeans.

H.R.H. Princess Laurentien of the Netherlands
Chair, EU High Level Group of Experts on Literacy

2.1 Literacy proficiency among adults



2.5 Numeracy proficiency among adults





The right to literacy

- The right to education is enshrined both in the UN Convention on Human Rights and in the EU Charter of Fundamental Rights. As literacy is the gateway to learning and education, the right to education cannot be exercised without adequate literacy levels.
- The right to literacy should translate into a right to support: **nobody struggling with literacy should be left to struggle alone**. All European citizens – children, adolescents and adults – should have a legal right to receive all the help reasonably required to become literate enough to achieve their full potential. There should be broadly **accessible individualised learning support** inside and outside school for all children, adolescents and adults struggling with literacy.




Ambitious target

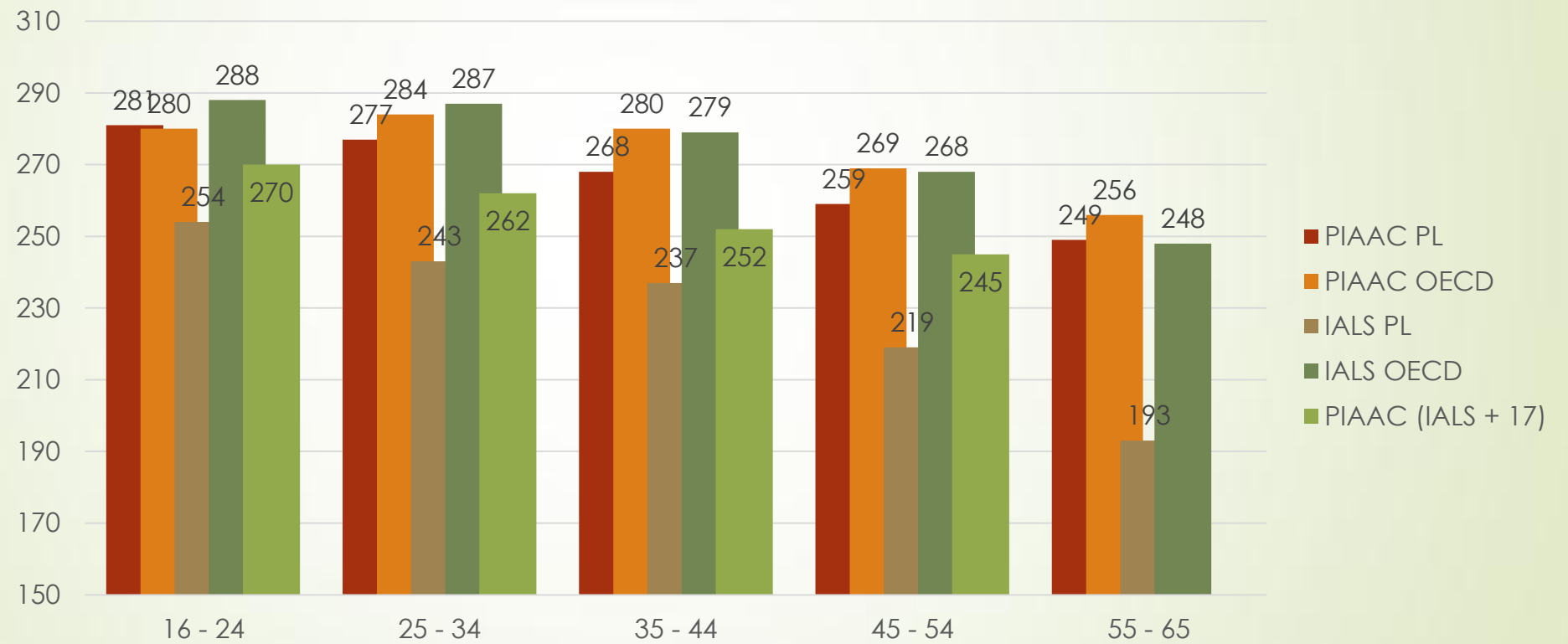
- The current EU target is to lower the proportion of low achieving 15-year-olds in reading skills below 15 % by 2020. This target is equivalent to Level 2 in PISA ('basic reading tasks') and confronts Europe with an enormous challenge for the next seven years. However, it is not ambitious enough. In fact, Europe should commit to the pursuit of a longer-term objective: for all European citizens to reach Level 3, which, according to the OECD definition, is the **minimum threshold enabling people to achieve lifelong literacy requirements.**



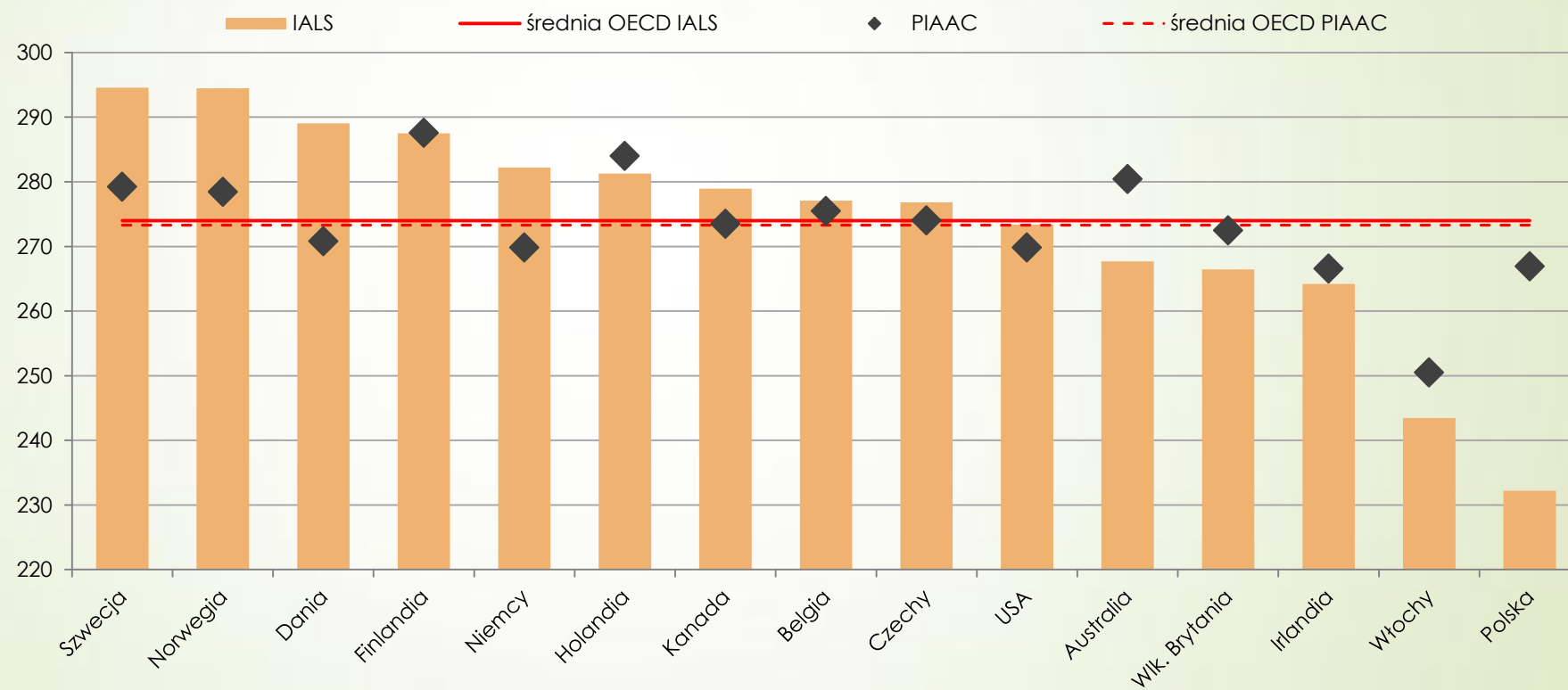
Adults

- The majority of adults with literacy problems have attended at least compulsory schooling. But the system has failed to equip them with competences in reading and writing.
 - Recognition of the problem
 - Motivate to learn
 - High quality individualised offer
 - Linking with daily life and other learning activities
 - Recognition, validation,
 - Gathering evidences on effectiveness of the programmes
- 

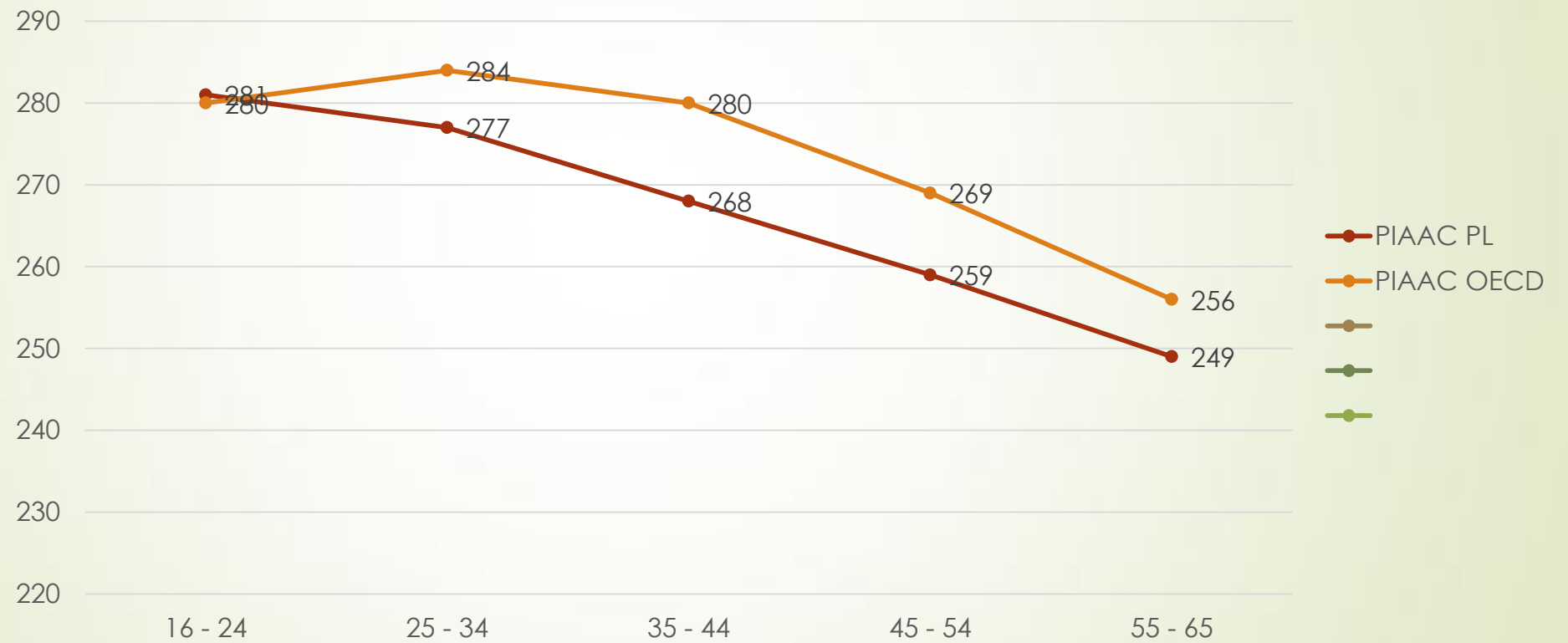
PIAAC and IALS



PIAAC and IALS



PIAAC age groups



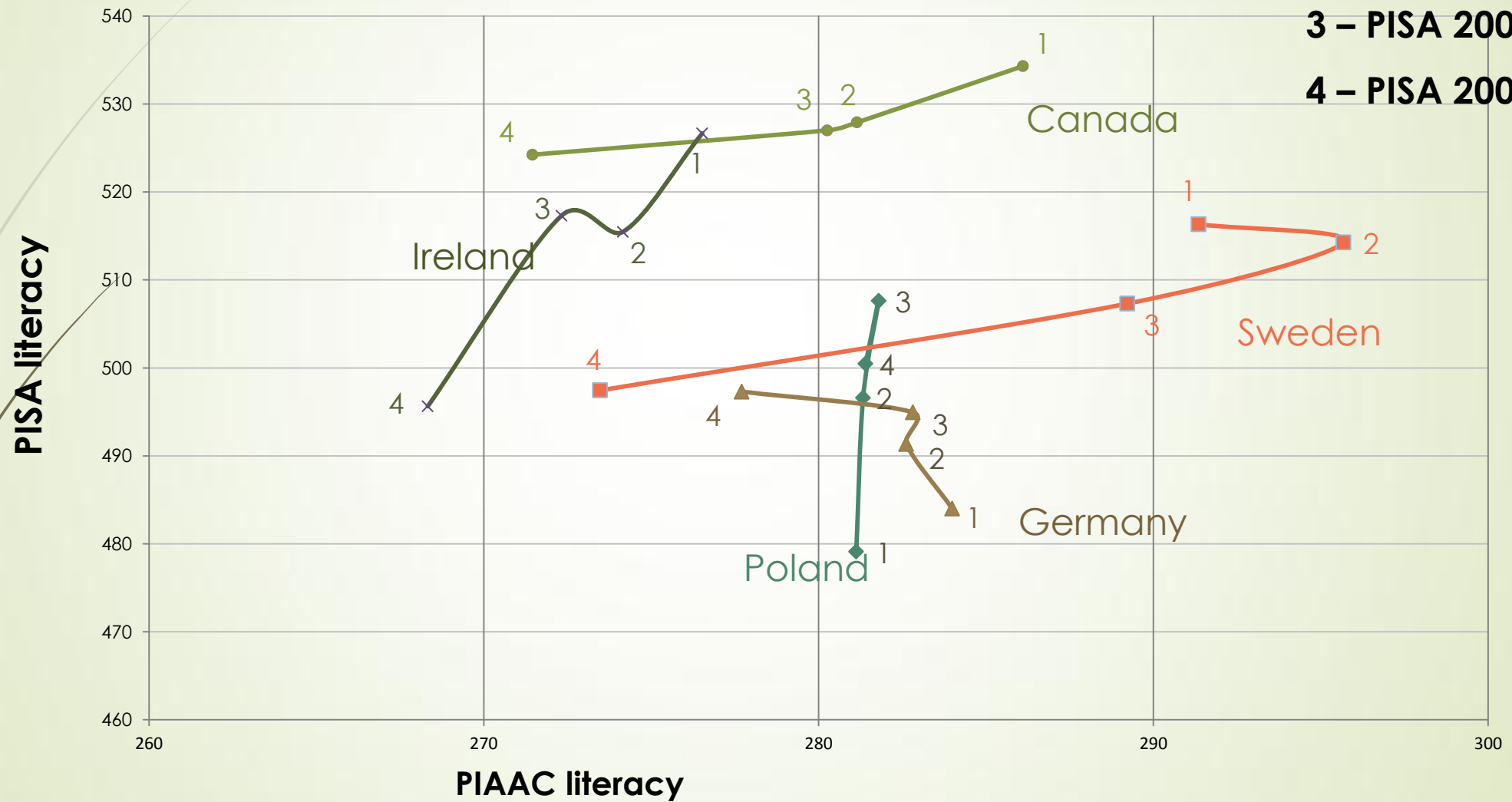
PIAAC and PISA

1 – PISA 2000

2 – PISA 2003

3 – PISA 2006

4 – PISA 2009





Strategic „Perspective of Lifelong Learning”

The core of lifelong learning policy

- focus on the learner, on individual learning process and outcomes
- learning in various contexts (formal, non-formal and informal),
- learning at all stages of life, beginning from the earliest years until old age,
- identification, assessment and validation of learning outcomes

Goals

1. Creativity and innovation
2. Transparent and coherent national qualifications system
3. Diverse and accessible offer of early care and education
4. Education and training adapted to sustainable economy needs, changes in labour market and social needs
5. Work and social involvement environment conducive to lifelong learning

Target:

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| Number of persons aged 25-64 participating in education or training (in the period of 4 weeks prior to the survey) | Increasing this number to at least 12.5% | EU 2010: 9.1% (the objective not achieved) Three best results in EU: Denmark 32.5%, Sweden 24.5%, Finland 23% (Poland – 5.3% in 2010, 4.5% in 2012) |
|---|--|--|



Thoughts for consideration

- There is a big group of adults with very low level of literacy
- Increasing participation – is it the only answer?
- Participation = learning?
- Shift to learning outcomes
 - Qualifications?
 - Skills?