



Education and Culture DG

Grundtvig – Stimulating European Innovation in Adult Learning

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Discovery of adult learning in EU policy-making

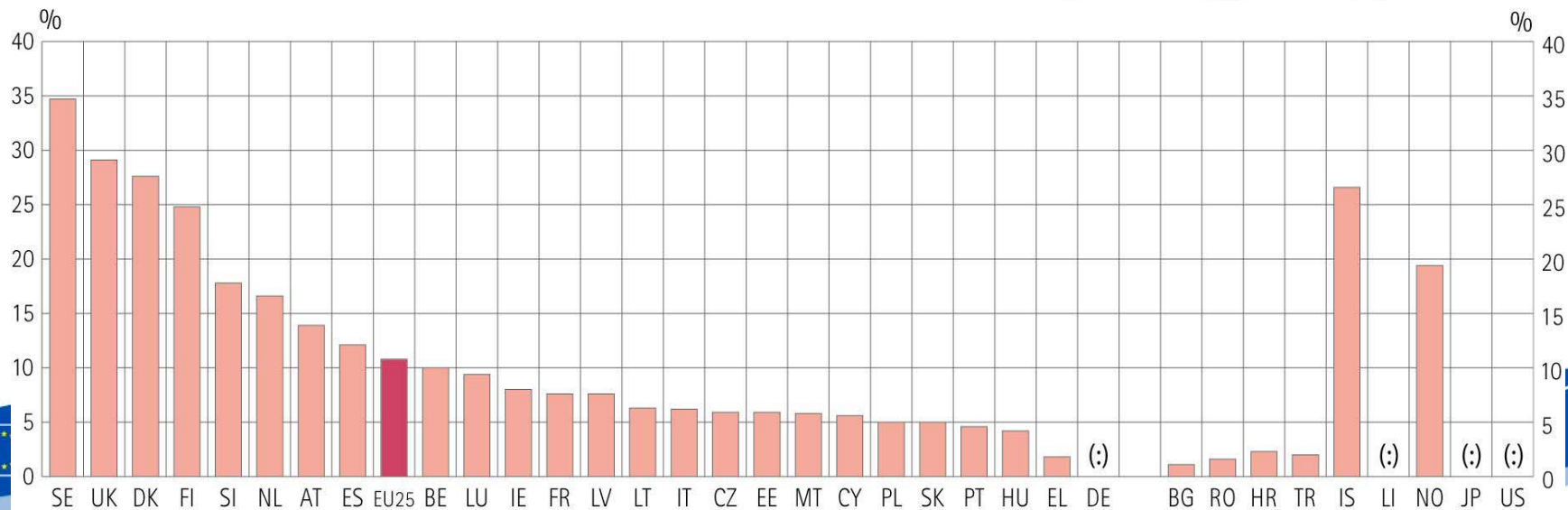
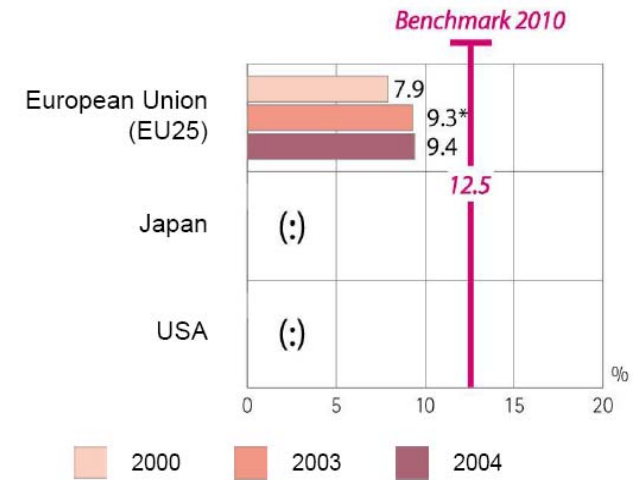
- ✓ On the surface, a vibrant EU, with:
 - Rapid acceleration of skills redundancy
 - More jobs requiring high skills levels

- ❖ Beneath the surface:
 - 80 million low-skilled workers
 - High percentage with low literacy skills
 - Nearly 7 million early school-leavers
 - Demography – ageing population, migration
 - Poverty and social exclusion



The need to increase participation in LLL

*Adult education and training
Percentage of population
aged 25-64 participating in
education and training, 2005,
ISCED 0-6*



General LLL policy initiatives relevant for adult learning

- Key competences
- European Qualifications Framework
- Efficiency and Equity
- Education & Training 2010 (clusters, peer-learning...)



European policy initiatives on adult learning

- Memorandum on Lifelong Learning (2000)
- Making a European area of LLL a reality (2001)
- First Communication specifically on adult learning
« It's never too late to learn » (2006)
- Action Plan on Adult Learning « It's always a
good time to learn » (2007)
- Council "Conclusions" May 2008
- *Purpose: To help Member States develop an
improved and efficient adult learning sector*





Each word tells a Grundtvig story ...

- Stimulating
 - European
 - Innovation
 - Adult
 - Learning



Adult learning – inclusive concept



- **“Lifelong” + “Lifewide” Learning in all contexts**
 - **Formal education**
 - **Non-formal learning**
 - **Informal learning**

- **‘Adult’ in the broadest sense:**
 - **Learning in adult life**
 - **Second chance education for those without qualifications**

- **Improvement of pathways for adults wishing to learn in order to:**
 - **Engage more actively with society (active citizenship)**
 - **Develop their cultural / intercultural awareness**
 - **Increase their employability by upgrading skills/competences**
 - **Regain access to formal education**
 - **Fulfil personal aspirations**



Who can take part in Grundtvig?



- **All types of organisations with direct or indirect rôle in AL**
 - Learning providers
 - Local and regional authorities
 - NGOs at local, regional or national level
 - Cultural organisations (museums, libraries etc.)
 - Prisons, hospitals, homes for senior citizens etc.

- **Everyone working in or with such organisations, e.g.:**
 - Teaching staff
 - Directors, managers, administrative staff
 - Guidance and counselling staff
 - Inspectorate
 - People working as intermediaries with ethnic minorities
 - Staff of all kinds at organisations such as hospitals or prisons
 - Adult learners



Adult learning – Key policy messages

- Jobs are important – but it's not just about jobs
- Stimulating demand / Active outreach / Bringing together learners and learning opportunities / New places of learning (= « Putting the learner at the centre »)
- Flexible learning, supported by new technology
- Valuing prior learning
- Information, guidance and counselling
- Basic skills
- Innovative pedagogy, strengthening adult education staff
- Investing in learning

→ ***Strong similarity with the Grundtvig approach***





Strategic Grundtvig objectives

- To respond to the educational challenge of an ageing population in Europe*
- To help provide adults with pathways to improving their knowledge and competences*



Grundtvig – a genuinely « European » programme

- 670 Grundtvig centralised action projects and networks (2000-9), involving 4000 partners
- Around 1500 learning partnerships involving over 7000 partners
- 10,500 grants for individual staff mobility
- Strong involvement from all >30 European countries

➤ ***Strengthening the European adult learning community***



Grundtvig in 2010 – Budget

TOTAL: € 61.974 million

- **Decentralised actions via NAs: € 42.838 mio (69%)**
 - **Centralised actions via EACEA: € 18.021 mio (29%)**
 - **Policy support : € 1.115 mio (2%)**
-
- ***Individual staff and learner mobility around €14-15 million***



Grundtvig – an instrument for promoting innovation

- Innovation happens from the bottom-up as well as from the top-down
- European networking of people – a powerful force for innovation
- A broad range of activity types to engage all « actors »:
 - Learning Partnerships
 - Mobility of staff and learners
 - Multilateral projects
 - Thematic networks
 - Accompanying measures



Continuing innovation within Grundtvig – New actions 2009



- Extension of opportunities for staff:
 - Visits and exchanges
 - Assistantships
 - In-service training

- Extension of opportunities for learners:
 - Learner-intensive partnerships
 - Grundtvig Workshops
 - Senior volunteering as a form of informal learning





Ten years on – Has Grundtvig made a difference?

- Innovation at grass-roots level:
 - *Change in organisations*
 - *In-service training of staff*
 - *Professional and personal networking*
- Strengthening of the European AL community
- Indirect stimulation of policy:
 - *« No Bologna without Erasmus, no Action Plan without Grundtvig » (and also most of the direct funding !)*
 - *Some influence at national level (new Member States)*



Grundtvig impacts – according to the evaluators...

- Bringing a European dimension to organisations directly involved in adult education
- A first taste of Europe for many organisations & learners
- Developing sustainable networks of professionals for exchanging experience and improving practice
- Enhancing quality through ‘grass-roots’ level cooperation
- A testbed for innovation and creativity
- Fostering social cohesion and inter-cultural dialogue
- Contributing to a Europe of the citizens



More specifically...

- Creation of a culture of European cooperation in a sector lacking in a previous tradition in this regard and characterised by fragile structures and staffing
 - Confirmation of the importance of adult learning with the overall lifelong learning spectrum
 - Relevant design, responding to the sector's needs
 - Closer and sustained cooperation between organisations
 - More European outlook of adult education staff and organisations
 - Expansion of adult learning to new types of providers
 - Improving teaching practices, curriculum quality, management approaches, intercultural competence
 - Developing sustainable networks of professionals for exchanging experience and improving practice
 - Strong impact in improving learning opportunities for disadvantaged groups
 - Confirmation of the importance of mobility
- **« Crossing borders, changing lives »**



Finally, the last word of five: Was the 1st decade 'stimulating'?

- Certainly, for the teams working on Grundtvig in the Commission, the Executive Agency and the National Agencies
- Hopefully, for the European adult learning community also
- Much remains to be done...



Towards the future

- Tenth anniversary 2010
- Follow-up activities on valorisation
- In-depth focus on certain fields, e.g. prison education
- Consolidation of the programme during LLP 2007-2013
- Planning the future beyond



Small is not beautiful – adult learning in the LLP 2007-2013

Erasmus $\geq 40\%$

Leonardo de Vinci $\geq 25\%$

Comenius $\geq 13\%$

Grundtvig $\geq 4\%$



Stimulus from the source

- *What would he have thought.....?*

