

ET2020 Working Group on Adult Learning

6th Meeting

Brussels - 21st/22nd of April 2015

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Towards the content on the output paper on policy coherence

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in Adult learning

Identity and internal coherence of fields of adult learning – life-course integrated perspectives

- Particular fields of adult learning/educational provision for adults
 - face their particular challenges,
 - have developed their particular solutions and
 - require particular institutional conditions for delivering their intended outcomes
- Individual life courses (‘learning journeys’) typically cross-cut the various fields, as learners ‘taking steps’ and relying on the provision of different fields over time –
 - Life-course oriented social policies as an overarching principle of the European welfare model (Naegele 2010)

Changes in the life structure over time

Observing multi-year time frames tracing individual learning journeys

12 Month

24 Month

36 Month

education



Gainful work



?

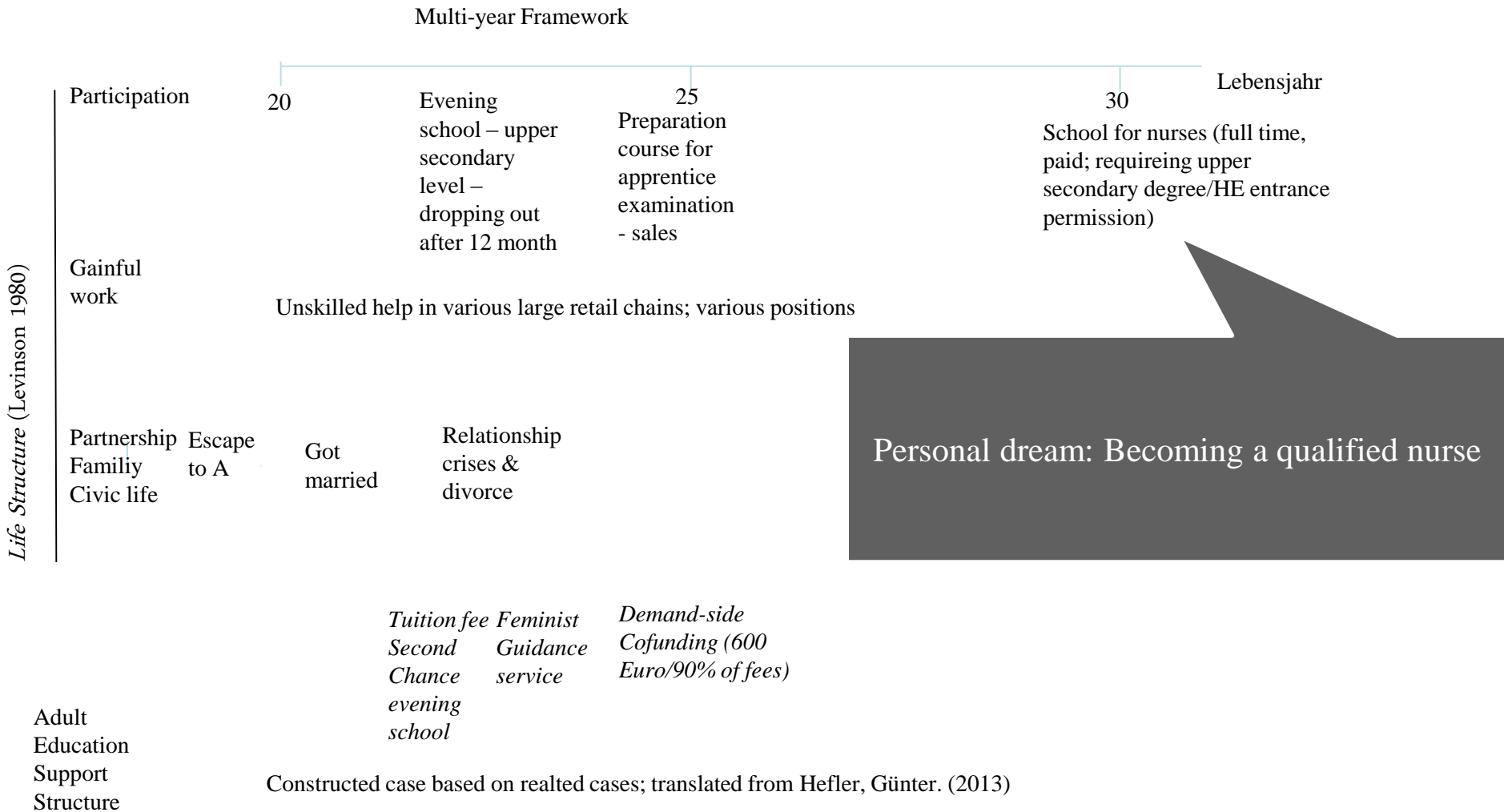
Partnership & family & civic life



Outreach



Case study *Svetlana** (25-29) (Vienna 2006)



Policy coherence: (by 21th of April)

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Draft template for Adult Education Working Group outputs

	Pages	Policy coherence
Front cover	1	
Chapeau	1	
Table of contents	1	
Introduction	1	
Key messages	0.5	
Recommendations	0.5	
Policy context and why it matters	1-2	
Research evidence on efforts to improve the situation, including challenges faced and how to address	5-6	
Good practice	5-6	
Summary/conclusion	1	
Tools for active reading (check lists ...)	1	
Back cover		
Total pages	20	

Policy coherence:

Key message

Content discussed

- Long-term nature of key outcomes of adult learning policies are at risk in short-cycled policy environments and when re-lying on evaluation approaches observing short-time gains only
- National policy and research centres provide potentially a ‘organisational memory’ across short-cycled policies
- A clear need to forge coherent policy for subfields of adult education, which differ in their challenges and available strategies to overcome them
- Policy cohesion is a constant process, less a final achievement; processes involved require visibility (both outcomes and processes should be monitored)
- Monitoring of processes is key for mainstreaming excellent local practices and for deciphering local success factors for emulating/customising to other places, when policies are diffused

Additions

Policy coherence:

Key message

- Content discussed*
- Developing sets of outcome indicators appropriate for all involved policies fields engaged in broad alliances
 - Acknowledging needs for chronological, systemic and cross-organisational/sectoral coherence
 - Branding adult learning policy to engender broad policy support
 - Demonstrating needs for and outcomes of appropriate adult learning policies
 - Acknowledging and working towards resolution of conflicts in broad policy alliances required for implementation of encompassing and coherent policies
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Additions

Policy coherence: Policy Recommendations

- Content discussed*
- Closing gaps in available evidence (in particular on regional level)
 - Developing appropriate monitoring systems
 - Share research outcomes across fields (inter-ministerial/horizontal) and levels of policy making (national, regional, municipal) (vertical communication)
 - Avoiding short-cycled stop-and-go policies as disruption of activities potentially subvert achievements established based on earlier investments
 - Safeguarding balanced investments across the components of the lifelong learning implementation circle
 - Promoting partnership across policy field boundaries (going beyond mere co-existence)I Improve inter-ministerial (horizontal) coordination

Additions

Policy coherence: Context and why it matters (1)

- Content discussed*
- ET2020 strategy and recommendations provided in the context of the European Semester calls for increasing the coherence of national policy approaches
 - In the majority of member states, the past two decades have seen a proliferation of adult learning activities in various fields, many of them related to European Union level policies and soft governance approaches (examples of fields include literacy, IVET, CVT, civic education, YOUTH, regional development, health and mental health initiatives and many more, often more specific e.g. to singular professions)
 - Resulting landscapes needs better integration, cooperation and monitoring (beyond established national monitoring approaches)
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Policy coherence: Context and why it matters (2)

- Content discussed* - For overcoming detrimental effects of the 2008 onwards fiscal and economic crisis and related austerity measures, approaches for improving the coherence, effectiveness and efficiency of Lifelong learning systems seem required and desirable

Additions

Policy coherence: Research evidence on efforts to improve the situation, including challenges

Content discussed - Extracts of the policy effectiveness study

Additions

Policy coherence: Examples for Good Practice

Examples discussed

- Portugal – Rise and Fall of the New Opportunities Initiative
- Belgium (French Community) – Programme for the Validation of Skills
- Netherlands – Language for life

Additions

References

- Cedefop. (2015 forthcoming). Job related adult learning and continuing vocational training in Europe: A statistical picture. Luxembourg: Publications Office of the European Union.
- European Commission/EACEA/Eurydice. (2015). Adult Education and Training in Europe: Widening Access to Learning Opportunities - Eurydice Report. Luxembourg: Publications Office of the European Union.
- Hefler, Günter. (2013). Geringqualifizierte erreichen lernen – zur Rolle nachfrageorientierter Weiterbildungsförderung für formal geringqualifizierte Personen in Wien. In Bernd Käßlinger, Rosemarie Klein & Erik Haberzeth (Eds.), *Weiterbildungsgutscheine - Wirkungen eines Finanzierungsmodells in vier europäischen Ländern* (pp. 153-178). Bielefeld: WBV.
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