



Education and Training 2020 Working Group on Adult Learning Seminar

Brussels 23-24 November 2014

Achieving coherent adult learning policy

Adult learning and ET2020

European Agenda for Adult Learning (2011): embedded in EU Strategic Framework for education and training (ET2020) strategic objectives:

- Making lifelong learning and mobility a reality
- Improving quality and efficiency of education and training
- Promoting equity, social cohesion and active citizenship through adult learning
- Enhancing creativity and innovation of adults and their learning environments
- Improving knowledge base and monitoring adult learning sector

EU Agenda for Adult Learning: vision 2020

- **Access** to high quality learning any time in life for personal, social and economic ends
- **Awareness** of lifelong learning benefits (adults, employers)
- Fairly **shared responsibility**, adequate resourcing
- **Provision** – flexible, learner-centred, clear learning outcomes, leading to key competences + EQF Qualifications
- Supported by **guidance**, **validation** of non-formal /informal learning
- Learning **locally** - role for social partners, civil society and local authorities, higher education

ET2020 and peer learning

European policy cooperation helps Member States

meet common challenges by:

- **developing common principles and goals**
- **benchmarking, mutual monitoring**
- **exchange of experience and good policy practice**
- **...**

ET2020 WG adult learning

- Member State representatives
- Mandate from Member States (DGVT)
- Organises Peer Learning / Review,
- Inputs into external studies
- Draws **general policy conclusions** and **country-specific policy conclusions**
- Disseminates policy advice in Member States

ET2020 WG adult learning

3 Areas of work:

1. **Effectiveness** of adult learning policy, provision
2. Adult **Basic Skills**
3. Adult **digital skills** and
use of ICT in adult learning



Adult learning systems and policies

- **Heterogeneous** target group (employees, migrants...)
- **Various providers** (employment services, NGOs, local / regional authorities, universities, ...)
- Different **staff profiles**
(qualified educators, volunteers, consultants...)
- Flexible learning **settings** (job-shadowing, e-learning...)
- Multiple sub-systems and governance levels
 - *formal/ non-formal*
 - *funding private/ public*
 - *work-related/ liberal*
- **Wide range of policy goals** (conflicting?)
(competitiveness, employment, social, up-/re-skilling)
- Incoherent and insufficient **data coverage**

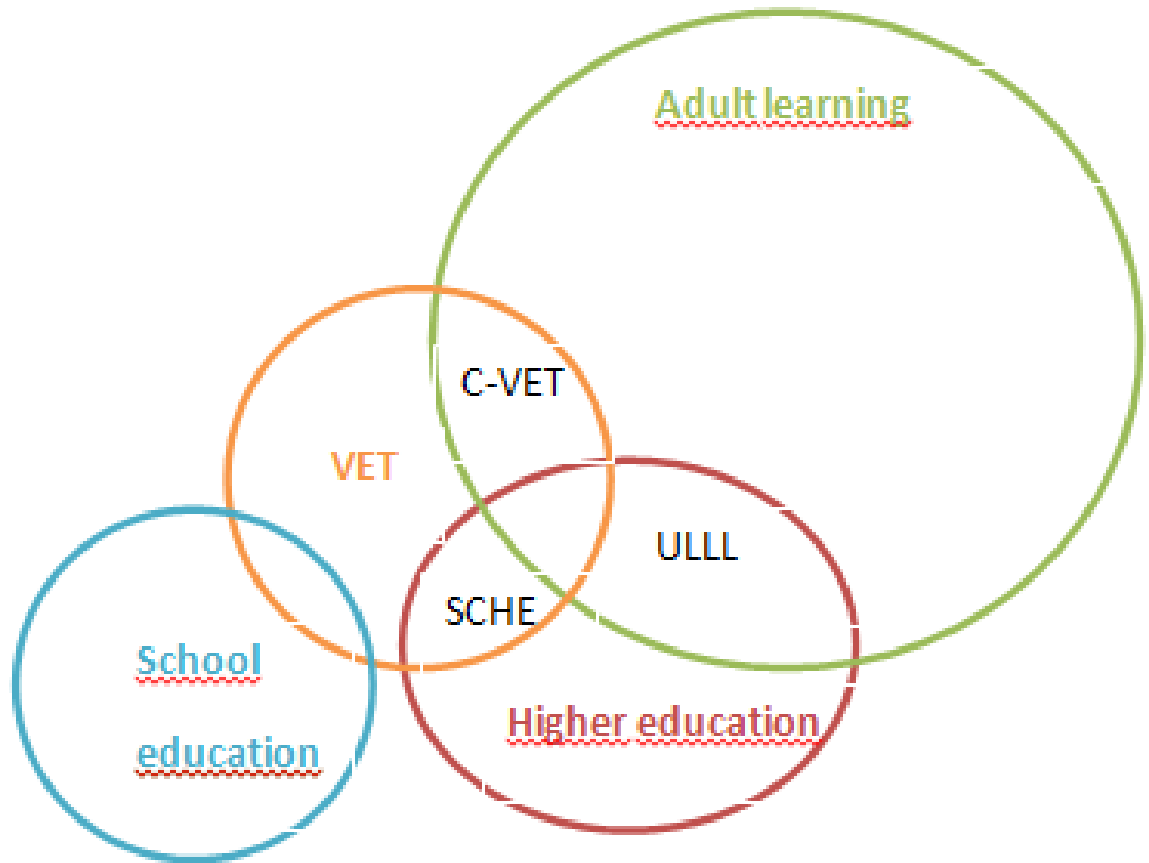
Adult learning: links with other sectors

VET = vocational
education and
training

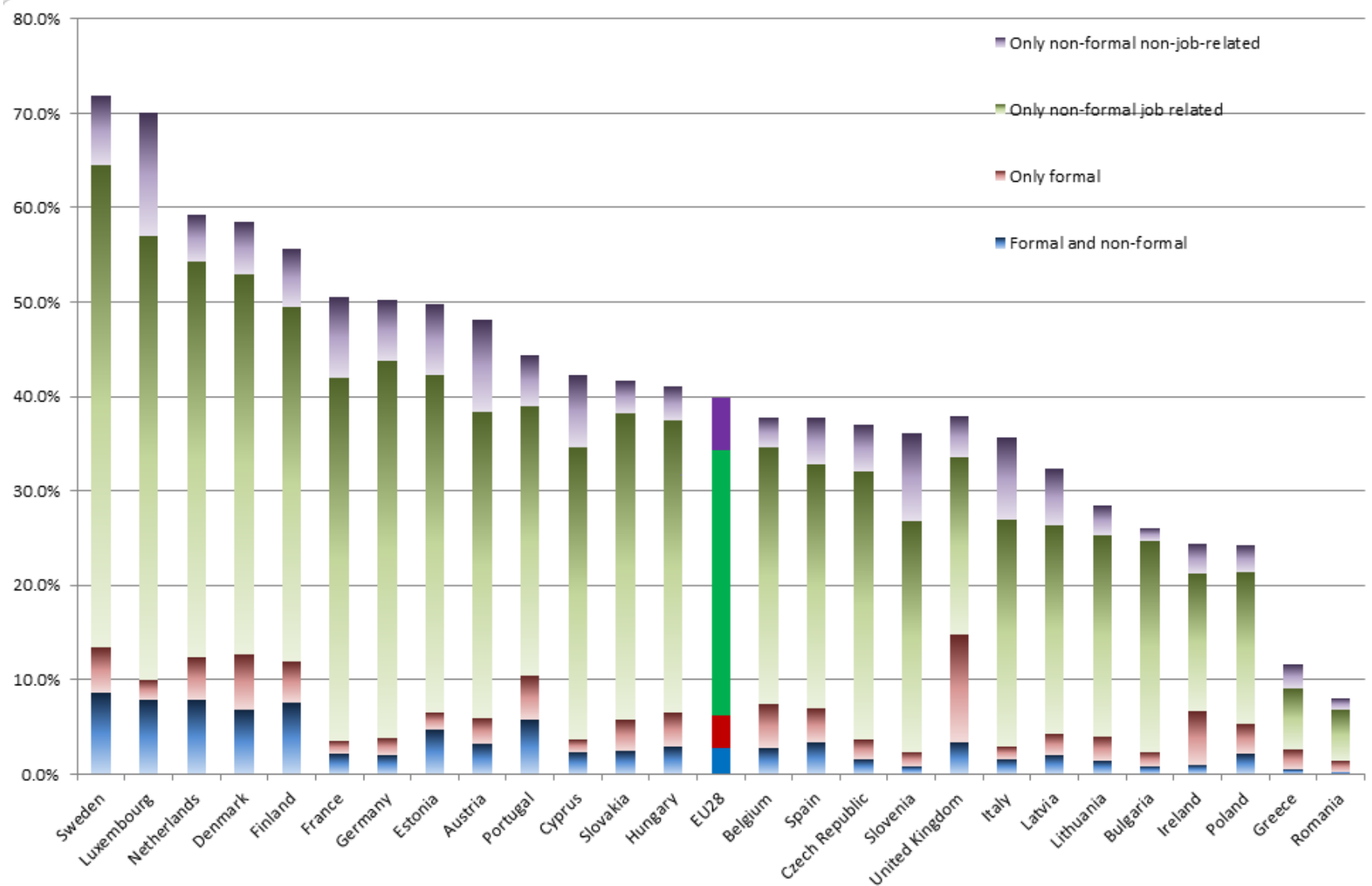
C-VET = continuous
vocational
education and
training

SCHE = short-cycle
higher education

ULLL = university
lifelong learning



Adult participation in learning



At the end of this seminar

1. Overall conclusions

about what precise factors
are needed to ensure coherence in
policy (and provision) on adult learning

2. Inspiration

for improvements in your country

After the seminar

ET2020 Working Group:

- adopts report of workshop
- final report October 2015
- disseminate policy conclusions in Member States

Commission:

publishes findings

You:

- **share what you've learned with your colleagues back home**
- **discuss with your country's WG member**