



EUROPEAN ASSOCIATION FOR
THE EDUCATION OF ADULTS

European lifelong learning policies

*An overview of recent developments from an
EAEA perspective*

Athens, 29 February 2016

Participation in adult learning

Demographics	Learning activities
Female, Young (below 34), Employed, High educational attainment, From Northern Europe	Work-related Company financed (short duration) Non-formal learning

Vicious circle: people with high level of literacy 2.5 times more likely to participate in learning than those with low level of literacy (**PIAAC**)

- **1/5 EU adults lack literacy and numeracy skills**
- **1/4 EU adults lack ICT problem-solving skills**

The low skills trap: Consequences include: poor employment prospects, low wages, more socially excluded, poorer health, lower civic participation, less trust in state

Why lifelong learning?

- ‘Wider benefits of lifelong learning’ (BELL study - <http://www.bell-project.eu/>)
- Employability
- Active citizenship
- Personal development



How to do it?

1. Design and implement strategies to engage new learners (If you put the learner at the centre, sectoral differences become less important)
2. Cooperation between sectors and stakeholders
3. Recognising the importance of non-formal adult education:
 - High potential to outreach to disadvantaged groups
 - Flexible, tailor-made, open and empowering



The AE added value for

Society

- European values, intercultural and interreligious dialogue
- Adult education can compensate a lack of education in earlier life and enable social mobility.
- From basic skills training to second chance schools and language learning for migrants – adult education provides many opportunities

to improve individuals lives



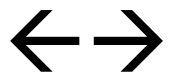
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• Equalise societies on a larger scale and to

Why Europe?

Context: subsidiarity for all of education - member states are responsible; Diversity (of understanding) and fragmentation of the sector



- Recognition of adult education as important part of education systems
- A driving force in countries where adult education is weaker

EU challenges

- ET2020 priorities
- Low basic skills (PIAAC)
- Job mismatches
- Youth unemployment
- Increasing radicalisation
- Growing inequalities
- Nationalism
- Refugee crisis



EAEA

- Works with (non-formal) **adult education** and **lifelong learning**
- Is an association with **137 members**, from **44 countries**, representing **5000 associations**
- Represents **civil society** for **adult learning** and education at **European level**



• Raises the **visibility** of **adult education** and **learning**

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Recurring activities

- GA – General Assembly
- Annual conference
- Grundtvig Award – call, ceremony, brochure (2016- Adult Education and Refugees)
- Policy debate at the European Parliament
- Younger staff training

Other things we do

- We work with our members, LLLP, the Social Platform and Concord, ICAE, UIL and UNESCO
- We advocate towards the EU triangle, EESC and national policy-makers (LLL interest group)
- Organise study visits, welcome groups and participate in members' events.
- Participate in the ET2020 working groups (AE and AC)
- Campaigns (EU YEAR?)

Current policy topics

- **From the Action Plan to the Agenda for Adult Learning**
- Validation
- Financing
- Professionalisation of the AE staff
- Active citizenship, democracy and human

REgional NetWorking for Adult Learning in Europe -

RENEWAL (2014)

Important topics for the Greek respondents:

- Participation and awareness raising (*MT, TK, HE, PT*)
- Funding, sustainability and structure for Civil Society (*FR, Hex2, IT, ES, PTx2*)
- Citizenship education (*FR, Hex2, ESx2*)
- Recognition and validation of competences (*CY,*



HE, IT, PT

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RENEWAL
Regional Networking
for Adult Learning
in Europe

Recommendations coming out of the SE regional meeting

- **Involve civil society** by creating a bottom- up approach, improving communication and real dialogue (i.e. through consultation to practitioners and to the learners on their needs);
- Develop **trans-sectorial strategies** , raising awareness for adult education that **address specifically policy makers**
- Create more **awareness raising activities towards the public**, either the stakeholders, either potential learners – using social media, for example;
- **Integrate activities** organised in the framework of the Agenda with other ongoing national initiatives/strategies;
- **Widen the sense of “disadvantaged groups”** and address them primarily: policy papers coming from official institutions are commonly referring to disadvantaged groups as those who are unemployed.



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AVA - Action Plan for validation and non-formal adult education



Aim: By analysing tools and methodologies in different European countries and proposing solutions from the civil society perspective, this project will contribute to reducing the fragmentation of validation systems on different levels, namely policy and practice.

Next steps:

- The AVA consortium will draft an Action Plan providing key messages and actions targeted at both policy makers and adult education organizations;
- A Policy debate in Brussels and then further disseminate the Action Plan;

Main messages: *Valuing the benefits of validation, More strategies to engage disadvantaged groups, Cooperation among stakeholders*



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Duration and funding: 2 years (2014-2016), Erasmus + (KA2)

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Financing Adult Learning and Education (FinALE)

AIM: Monitor, analyse and improve adult education policies and mechanisms in funding adult education.

Outcomes:

Policy-recommendations will close the two-year-long project whose aim is to create more equitable, cohesive and sustainable provision



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European Adult Education (Young) Professionals Learning Platform (AE-PRO)

Outcomes:

- Online peer-learning platform with cross-national & intergenerational exchange of expertise and EU contents;
- Mobility platform;
- Portfolio to complement national certification;



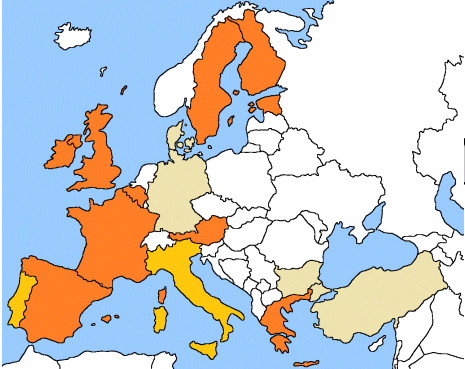
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- Mobility charter for hosts;
- Network of trainers & experts

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Implementing OED (ImplOED)



AIMS:

- engage disadvantaged adults in learning
- increase active citizenship
- make education policies more effective for the needs of the disadvantaged groups

Implementation: The consortium will work in two clusters – *Provider level* (implementation of the OED guidelines) and *policy level* (implementation of the OED policy recommendations)

The final product of implOED will be an instruction manual that will propose concrete solutions on how make outreach, empowerment and diversity a reality as well as suggestions on how to transfer the OED products to different sectors and geographical areas.



The EAEA Manifesto

- Adult education and learning for the 21st century – we need to demonstrate the value of adult education to policy makers
- We need a ‘double vision’ – make the economic case at the same time as the human rights / transformation / democracy case
- Adult education can help change lives and transform societies.”



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- The manifesto details the role adult education can play in relation to topics such as:



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