Latest EU developments in the field of Adult education

16 February 2010

Marta Ferreira

Approach for period 2010 to 2020

- Build on achievements of E & T 2010
- Strategic challenges/priority themes
    = more focused OMC
- Improved working methods
    = more effective implementation of policies
- Link to post-Lisbon strategy –"EU 2020"

Updated strategic framework for EU cooperation in education and training « ET 2020 »

Challenges:

Lifelong learning and mobility

Improve the quality and efficiency of provisions and outcomes

Promote equity, social cohesion and active citizenship

Enhance innovation and creativity including entrepreneurship

1. Lifelong learning and learning mobility

- Implementation of the lifelong learning strategy - further progress with ongoing initiatives required as well as to reflect future challenges (demographic change, re-skilling for new jobs, etc.)

- Development of national qualifications frameworks based on relevant learning outcomes and their link to the European Qualifications Framework

- Establishment of more flexible learning pathways — including better transitions between the various E&T sectors

- Further efforts required to promote adult learning, to increase the quality of guidance systems, and to make learning more attractive in general

2. Improve the quality and efficiency of provision and outcomes

- Acquisition of key competences by everyone, while developing the excellence and attractiveness at all levels of education and training (Regions..)

- Ensure high quality teaching, to provide adequate initial teacher education, continuous professional development for teachers and trainers, and to make teaching an attractive career-choice

- Improve the governance and leadership of education and training institutions, and to develop effective quality assurance systems. (Regions..)

3. Promote equity, social cohesion and active citizenship

- Everybody acquire, update and develop over a lifetime both job-specific skills and the key competences needed for their employability and to foster further learning, active citizenship and intercultural dialogue
- Address educational disadvantage by providing high quality early childhood education and targeted support, and by promoting inclusive education
- Ensure that all learners — including those from disadvantaged backgrounds, those with special needs and migrants — complete their education, where appropriate, through second-chance education and the provision of more personalised learning
- Education should promote intercultural competences, democratic values and respect for fundamental rights and the environment

4. Enhance innovation and creativity including entrepreneurship

- promote the acquisition by all citizens of transversal key competences such as digital competence, learning to learn, a sense of initiative and entrepreneurship, and cultural awareness. (Regions..)

- ensure a fully functioning knowledge triangle of education-research-innovation.

- Partnership between the world of enterprise and different levels and sectors of education, training and research (Regions..)

- Broader learning communities, involving representatives of civil society and other stakeholders (Regions..)

New skills for new jobs

- Addressing the mismatches between education supply and labour market demand
- Strengthening the capacity for forecasting and anticipation of the needs of the labour market
- Deepening international cooperation
- Mobilising community instruments like EQF and ECVET

Priorities: 2009-2011

1. LLL, EQF, Expanding learning mobility
2. Professional staff development, governance and funding, basic skills in reading, maths and science, language learning, new skills for new jobs
3. Early leavers from E&T, pre-primary, migrants, learners with special needs
4. Transversal key competences, innovation friendly institutions, partnership

Key actions of the Action plan

- Analysis of impact of national educational reforms on adult learning

- Improve the quality of provision

- Achieve at least one level higher qualification

- Validation and recognition in particular of the target groups

- Terminology and a set of five core data for a better monitoring

How the policy works

- Working group
- 5 focus groups of experts and studies
- Peer learning activities/regional meetings
- Conferences
- Synergy with Grundtvig
- Cooperation with OECD, UNESCO and others