

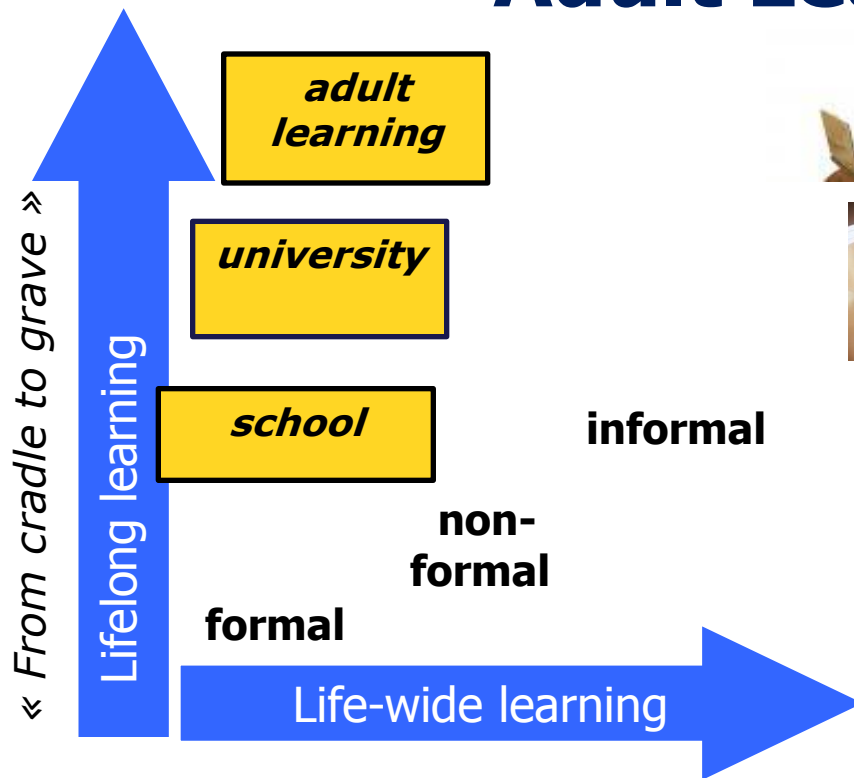


European Agenda for Adult Learning

*Mobilization of Stakeholders for Progress in the Adult
Learning Sector, Sofia, Bulgaria, 12 June 2014*

Maria Todorova
European Commission

Lifelong and life-wide learning; Adult Learning



a) *Individuals' perspective:*
Personal fulfillment
Social inclusion/citizenship
Employability/careers

b) *World of work*
Right skills and competences

c) *Societies' perspective:*
Constructive democracy



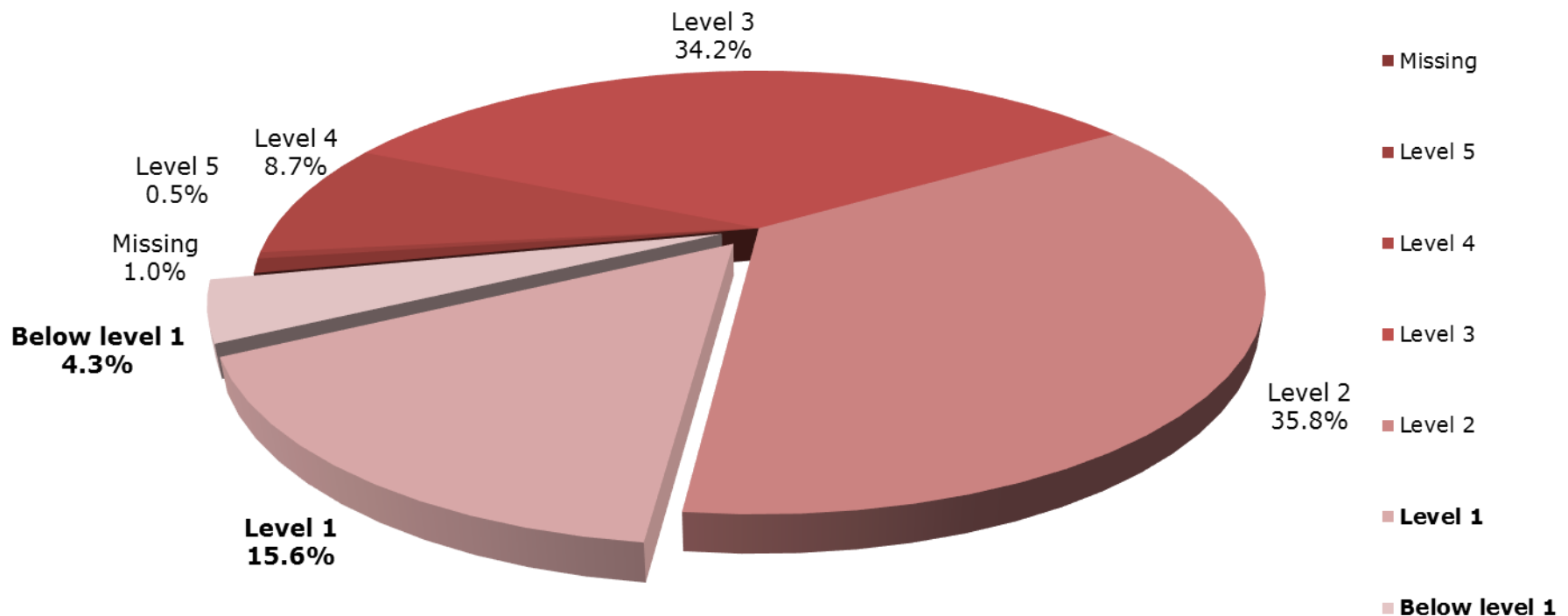
Why Adult Learning

- **70 Mill low skilled or without qualifications (25-64)**
- **skills forecast: increase medium and high-level skills**
- **changing labour market requirements (e.g. green skills, IT richer working environment, mobility) - empowering people to adapt to and manage change**
- **ageing population and shrinking youth population (need to update and upgrade skills also later in life)**
- **crisis has highlighted the importance of training**

Survey of Adult Skills/PIAAC EU results

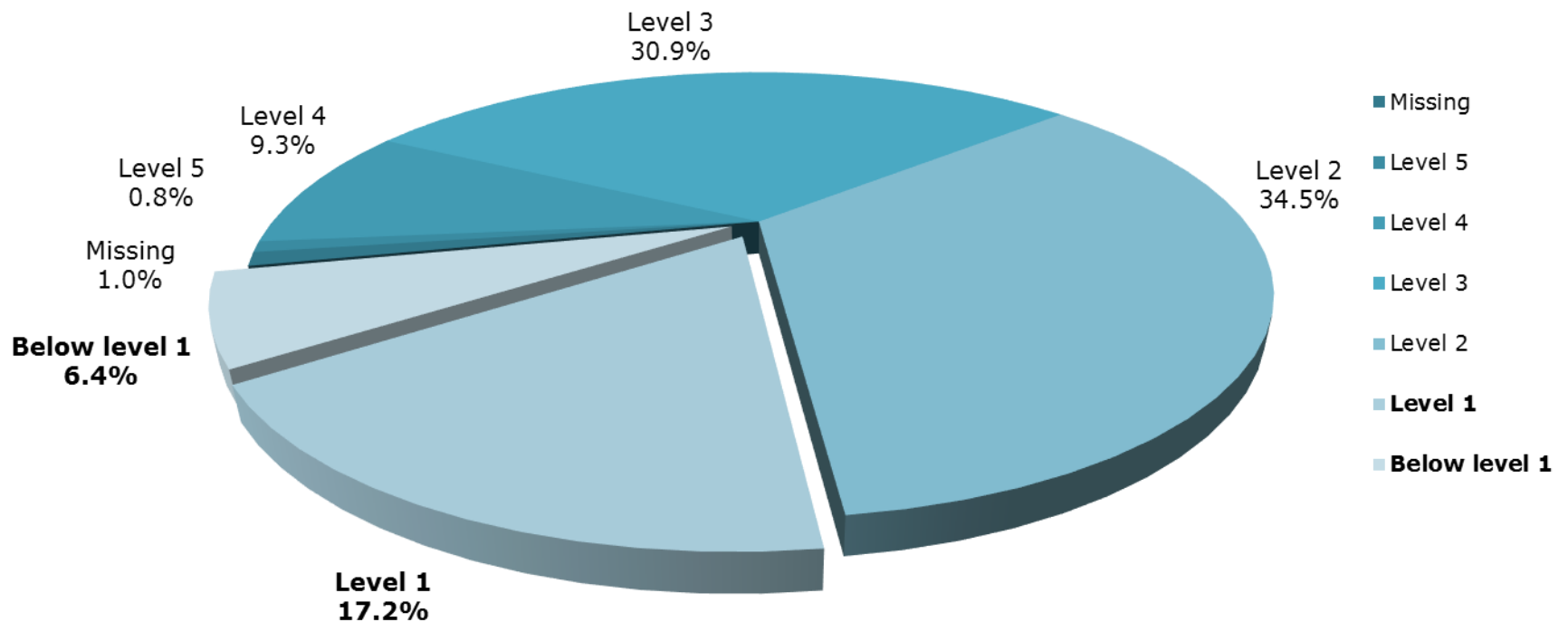
- **Results represent about 85% of the adult population**
- **Not all Member States are covered (17 countries, incl. parts of BE and UK only), more countries expected in second and third round**
- **First analysis of the EU results by DG EAC**

Survey of Adult Skills (PIAAC) HOW PROFICIENT ARE ADULTS IN LITERACY?*



SOURCE: OECD 2013
*EU 17

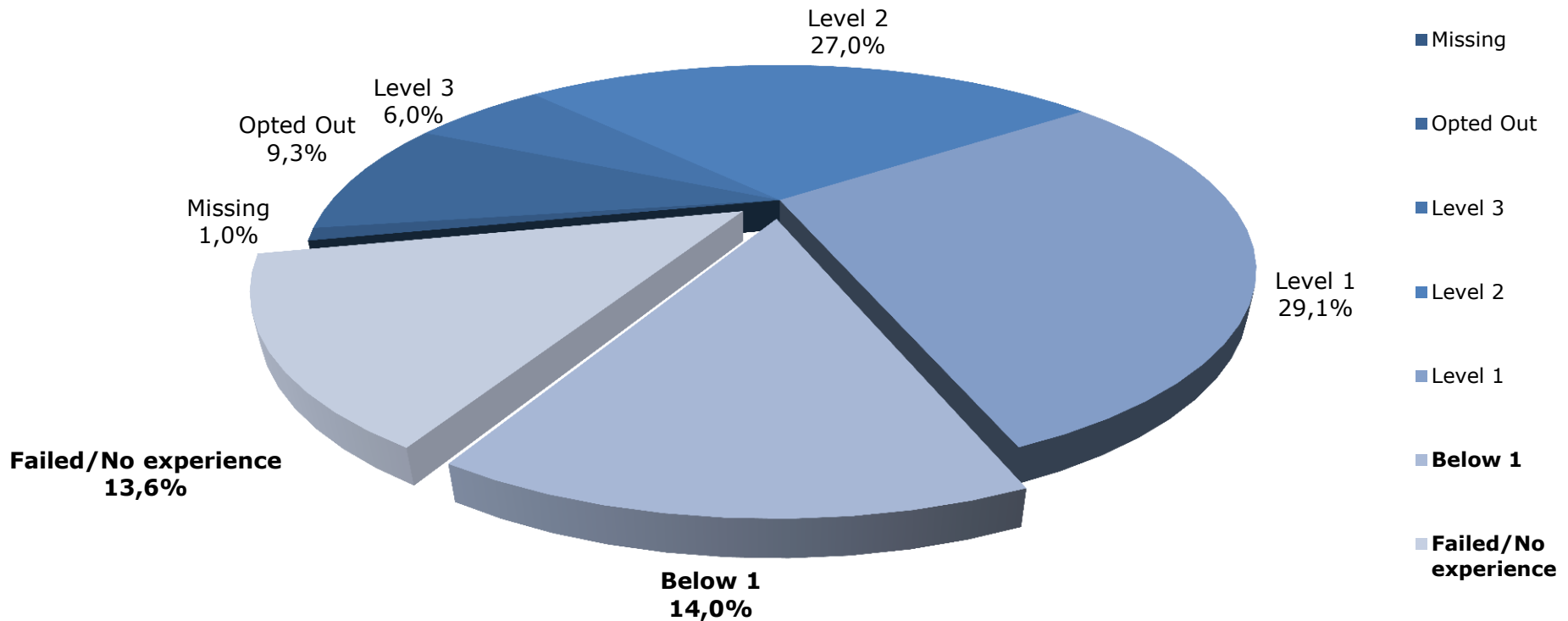
Survey of Adult Skills (PIAAC) **HOW PROFICIENT ARE ADULTS IN NUMERACY?***



SOURCE: OECD 2013
* EU 17

Survey of Adult Skills (PIAAC)

HOW PROFICIENT ARE ADULTS IN PROBLEM SOLVING IN TECHNOLOGY RICH (ICT) ENVIRONMENTS?*



SOURCE: OECD 2013

*** EU 13**

Continuing Vocational Training Survey, EU27, 2010

Training provided by:

- **66% of companies with 10+ employees**
- **>90% of large companies, 250+ employees**
- **63% of companies employing 10 to 49**

Percentage of employees trained:

- **38% on average**
- **46% in large companies**
- **34% in medium-sized companies (50-250)**
- **25% in SMEs (10-49)**

Systemic implications

- **Similar qualifications different levels of skills**
- **General upper secondary and VET**
- **Workplace learning – learning-rich environments**
- **Young and older generations**
- **Migrants and minorities – how do they catch up?**

THE LOW SKILLS "TRAP"

- **Participation in the labour market**
- **Use of skills & learning opportunities**
- **Tackling poverty and exclusion**

Policy emphasis on literacy & basic skills



EU Developments

- **Memorandum on LLL (2000), Communication on AL (2006), Action Plan (2008-2010); European Agenda-2011 – 33 countries cooperating**
- **Raising awareness – among adults and stakeholders: guide and study**
- **Basic skills – Network; 'Rethinking Education'**
- **Active Ageing: conference, European year - 2012**



Renewed Agenda for AL

National coordinators

ET 2020 WG on AL

EPALE

Erasmus+

Review of EU policy framework in progress

Public consultation on EU 2020 strategy:

http://ec.europa.eu/europe2020/public-consultation/index_en.htm

Timetable of events driving the European Agenda for Adult Learning

- **New grant from 1 November 2014**
- **New Commission in place by the end of 2014**
- **Erasmus+ Call for proposals**
- **EPALE launch early 2015**
- **Reviewed priorities for EU and ET 2020 to be adopted by the Spring Councils 2015**
- **Latvian and Dutch Presidencies 2015**



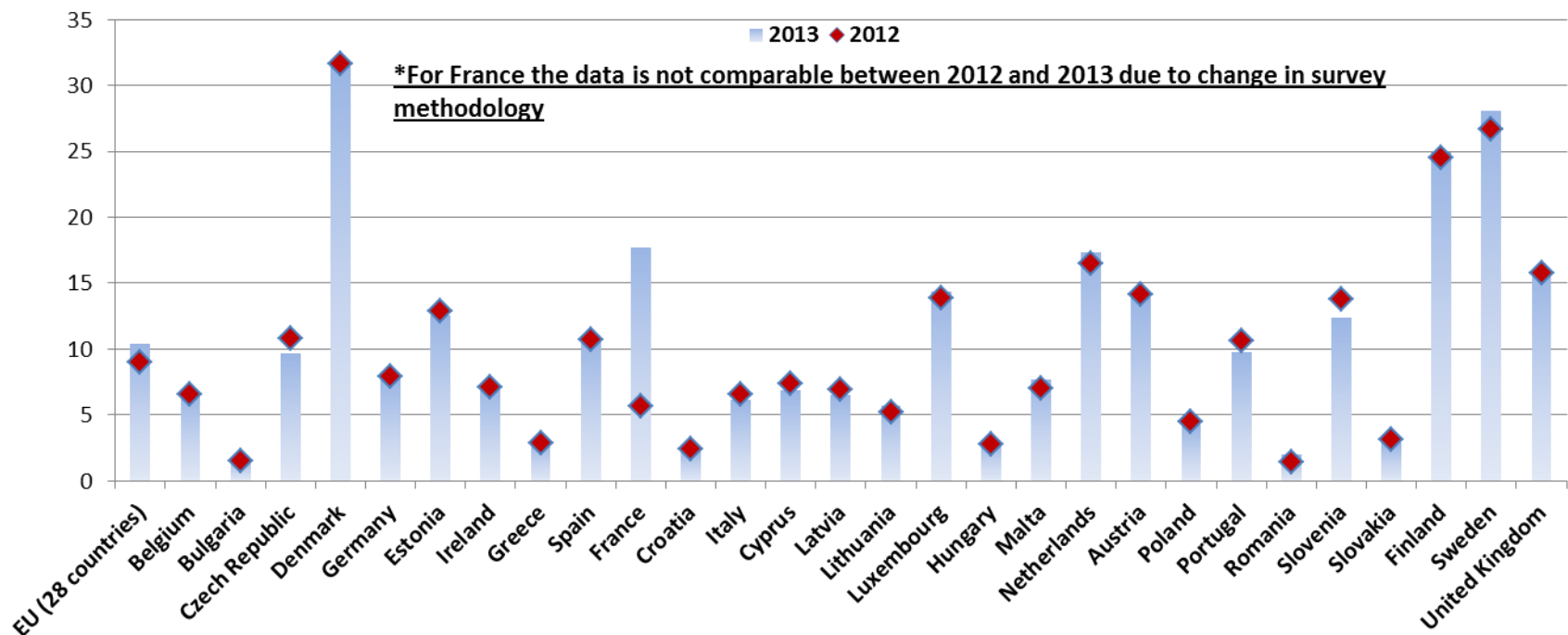
Expected results

- **Better awareness and stronger commitment and cooperation of stakeholders; better dissemination of policy and tools**
- **AL reforms increasingly anchored in ET**
- **Quality assurance raised as an important issue**
- **Target groups – those with lowest levels of skills and qualifications**
- **Progress in recognition of NFIL**

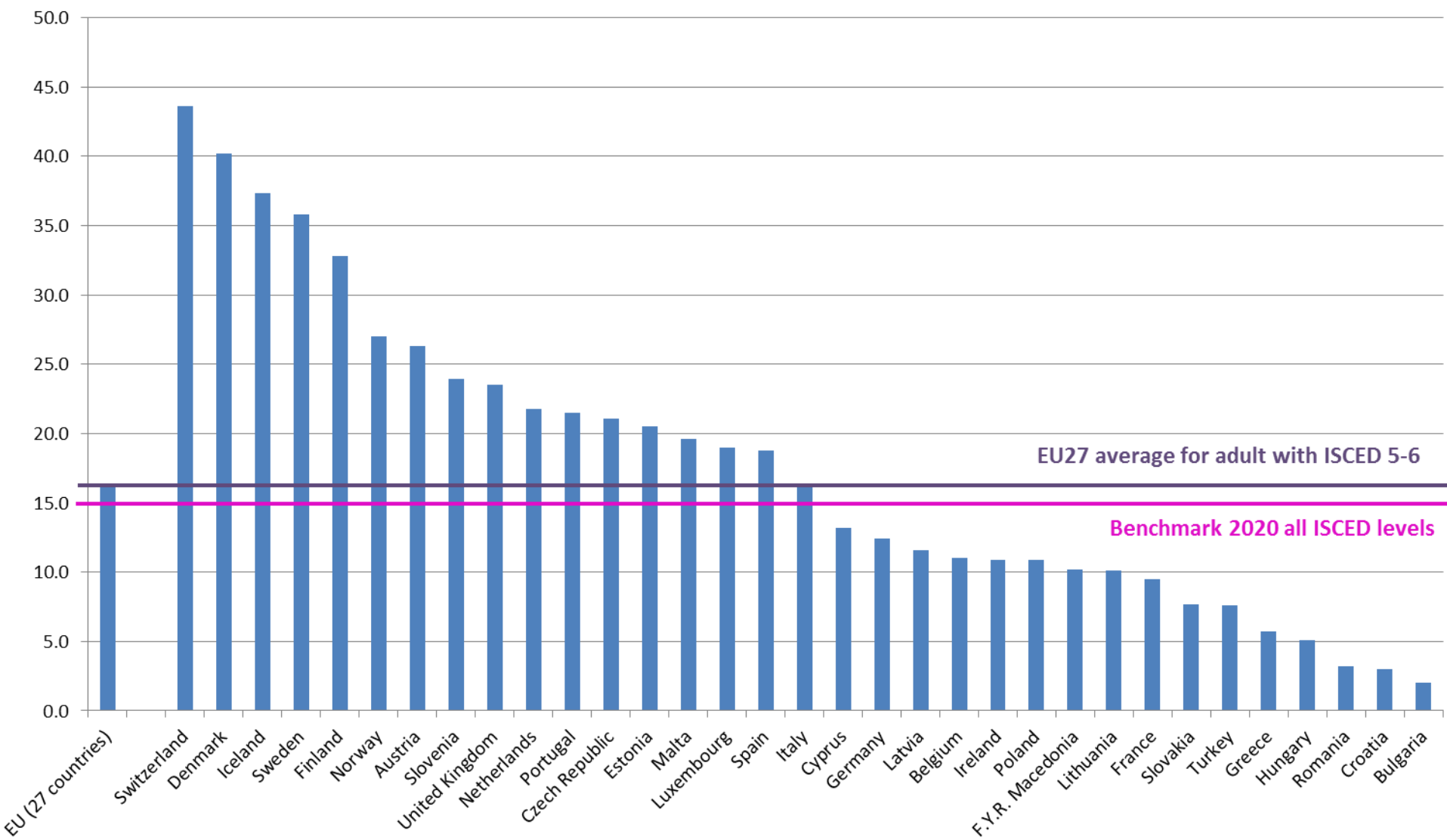
Progress towards EU benchmarks

PRIORITY	BENCH MARK	EU AVERAGE 2006	EU AVERAGE 2012
Early school leaving	10%	15,5%	12.7%
Tertiary Attainment 30-34	40%	28,9%	35.7%
Early Childhood education	95%	89,3%	93.2% (2011)
Employment rate (age 20-34) - Employability	82%	79,0%	75.7%
Adult participation in learning	15%	9,5%	9.0%
Basic skills	15%	R 23,1% M 24% S 20,3	R 17.8% M 22.1% S 16.6%

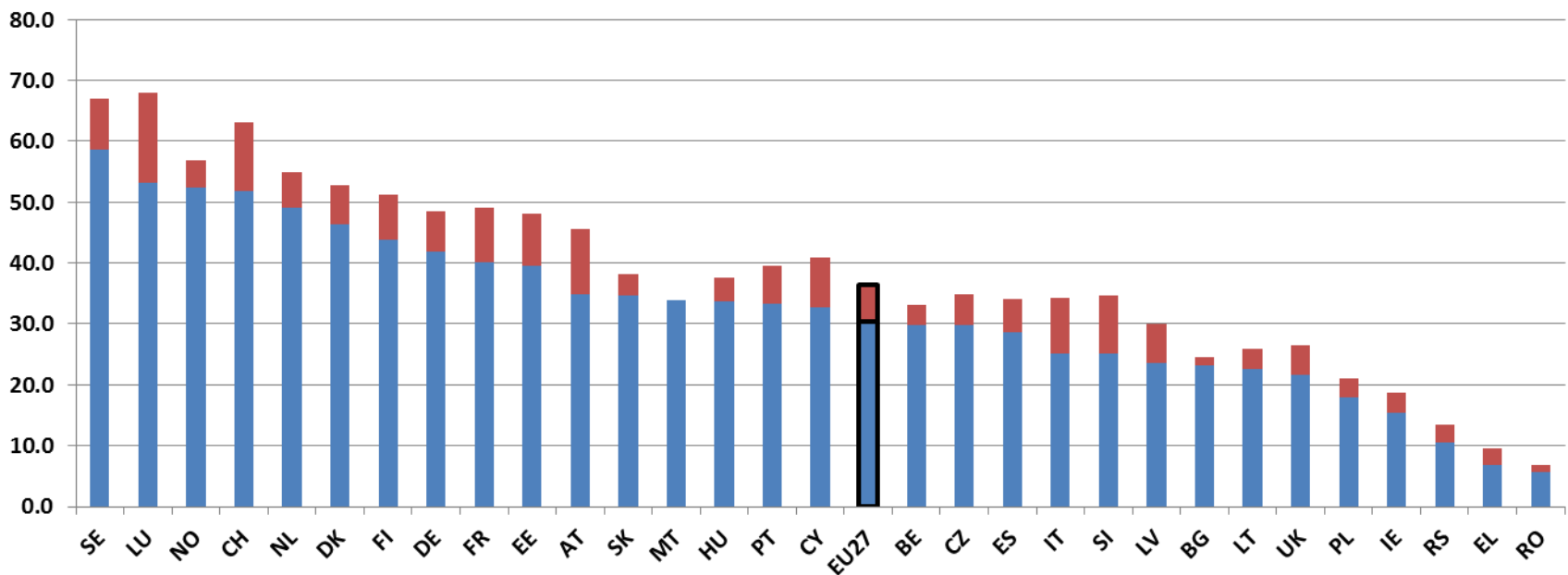
Adult Participation in LLL, 2012-13



Lifelong learning participation of adults with highest educational attainment ISCED 5-6, in % by country (LFS, 2012)



Participation in non-formal E&T, AES, 2011



■ Non-formal AND job-related ■ Non-formal AND non-job-related

*Data for non-formal and non-job-related participation not available for MT

Сравнение по водещите показатели, 2012

Показатели	Най-добро представяне в ЕС-27	Най-лошо представяне в ЕС-27	Средно за ЕС 27	България	България 2020	ЕС 2020
Преждевременно напуснали образование и обучение, 18-24 г.	4.2%	24.9%	12.8%	12.5%	11%	10%
Завършили висше образование, 30-34 г.	51.1%	21.7%	35.8%	26.9%	36%	40%
Участие в предучилищна подготовка на децата на възраст от 4 г. до постъпване в първи клас	100%*	74%*	93.2%*	87.8%	90%	95%
Участие в учене през целия живот, 25-64 г. - LFS	31.6%	1.4%	9.0%	1.5%	5%	15%
Участие в учене през целия живот, 25-64 г. - AES	71.8%	8.0%	40.8%	26.0%	непосочено	непосочено
Участие във формално образование, 25-64 г. - AES	13.5%	1.4%	4.9%	2.4%	непосочено	непосочено
Участие в неформално обучение, 25-64 г. - AES	68.0%	69.0%	38.4%	24.4%	38%	непосочено
Дял на учениците (%) с четивни умения оценени под критичния втори праг в познавателна област четене, по скалата на програмата за международно оценяване на 15 годишните ученици (PISA).	9.1%	39.4%	17.8%	39.4%	30%	15%
Дял на учениците (%) оценени под критичния втори праг в познавателна област математика, по скалата на програмата за международно оценяване на 15 годишните ученици (PISA).	1.6%	43.8%	22.1%	43.8%	35%	15%
Дял на учениците (%) оценени под критичния втори праг в познавателна област природни науки, по скалата на програмата за международно оценяване на 15 годишните ученици (PISA).	5%	38%	16.6%	36.9%	30%	15%

QUALITY ASSURANCE SYSTEMS FOR **NON FORMAL** ADULT LEARNING

AT, BE, CH, DK,
EE, FI, HU, IE, LU,
LV, NO, SE

ELABORATE
QUALITY
SYSTEMS

DE, EL, ES, CZ,
IS, MT, NL, PL,
PT, SI, UK

FRAGMENTED
QUALITY
SYSTEMS

BG, CY, FR,
HR, IT, LT,
RO, SK, TK

NO OR LIMITED
QUALITY
SYSTEMS



Thank you for your attention!

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