



1. What does lifelong learning mean to you?

To me, lifelong learning is an attitude and a journey that starts as a kid and continues all through one's life into the latter years of it: anyone can learn new things and most of the things we do in life involves learning somehow. It is about self-improvement and development and inquisitiveness towards new issues, ideas and skills. Learning can happen either formally or non-formally and takes many forms, from studying for a new occupation as a mature student to keeping up with information by listening to podcasts while taking a walk in a park. Personally, I have realised, that we all must update our knowledge at all times to be able to keep up with the world in which we work and live in. That can be challenging at times: it is easier in many ways to stick to routines and old ways of doing things.

2. How will you support the promotion of adult education and lifelong learning if you are elected?

Currently, according to EU's Learning and training strategy, we have an objective of 15% of adults participating in learning. I would advocate for EU to adopt more ambitious target and as a result provide more support for member states in realising them. Lifelong learning must be recognised as an important part of overall education policy, and as part of other policies, for example in relation to employment, social inclusion and active citizenship. The EU's role here is to support and encourage member states, who implement the policies. I hope the Finnish example, where adult education is appreciated and there are plenty of adult education opportunities, could inspire others too.

3. In your opinion and experience, how can different disadvantaged groups (elderly, migrants etc.) be included in lifelong learning in order to support their social inclusion?

Disadvantaged groups often face barriers to learning opportunities, such as lack of knowledge of available opportunities, language skills, lack of self-confidence, and value attached to education and learning. Education providers have to acknowledge these in order to engage those people in learning and education. Individual learners also need more support through effective and easily accessible career services providing information, advice and guidance on options and opportunities available. Migrants naturally benefit from effective language training in their new home countries, which is a key to social inclusion. However, it is also important to recognize the previous education and experiences migrants have, and to help them to build on those. Finally, getting involved in volunteer and other social activities, can be an effective method for learning.

4. What do you see as the role for non-formal adult education in helping to implement EU educational policy?

Non-formal learning forms an integral part in achieving EU educational policy objectives, such as equity, social cohesion, and active citizenship, as well as enhancing creativity and innovation at all

levels of education and training. Non-formal education provides important learning paths for adults who are committed in updating their knowledge and skills or learning new ones, and provides a viable option to formal education.

5. How will you support the work of civil society actors in promoting adult education?

I recognise that the civil society plays a crucial role in the delivery and provision of adult education opportunities, and without its contributions, we would not be able to offer such a wide range of opportunities. Civil society should be included as a partner in the planning, implementation and evaluation of education policies.