

1. What does lifelong learning mean to you?

Lifelong learning is a right for all citizens and an absolute necessity to maximize a person's opportunities, professional or other, throughout their lives. As such, lifelong learning schemes should not be viewed merely as tools for meeting the labour markets needs but, equally important, should equip people to enjoy, participate in and contribute to broader cultural and societal activities.

Therefore, we consider that adults should be able to join any formal, informal and non-formal education schemes at any age.

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

Already in Erasmus+ and the European Social Fund, there are elements to continue and further develop good European experience in that field, encouraging education and social policies of different MS to try new approaches in implementing measures like special funds for employees, or incitement to participate to volunteering schemes. Through the strong historical engagement of Greens/EFA on this matter, we have already brought improvements to the legislation that affects lifelong learning and adult education.

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

Education at all levels is a key part of the integration process for migrants. Areas of particular importance are learning about the host society including language learning and acquiring different professional skills to those that they used in their countries of origin for their new careers.

Networks like Sirius did improve the situation in clearing the obstacles to this integration. Programmes like European Social fund provide as well this type of incentive, provided the member states use it as a priority. In our field of education, we promote no difference in access to education, neither for age or legal/illegal status.

For elderly people, the policy is up to the MS, but most universities propose also courses for "seniors" for free and encourage a lot of activities. This is a quite new evolution, but most important to us, as there is no way one stops learning or participating in social and political life because of age.

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

Certainly, the experiments with new ideas and pushing for more assertiveness in the recognition of the role of non-formal education are crucial to reshape a more humane society.

Many projects and networks, artists and civil society in general do improve the links between citizens, and the desire to feel more like a "European citizen". Mobility is the asset of the EU in terms of educational policy, and the interest to move and discover other ways of life is often driven by experiences outside the school.

Recognition of soft skills, new ways of learning, is indeed key to improve programmes like Erasmus.

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

In continuing to care about their concerns, in dialogue, as we do now with the main networks covering this field. By certainly taking advice and guidance during the negotiations to start on Erasmus with the Council.