

WHY SHOULD THERE BE KA1 LEARNING MOBILITY FOR ADULT LEARNERS?



It offers much-needed learning provision and helps to put the right to lifelong learning into practice

The new European Commission has been mandated to develop an action plan for the implementation of the European Pillar of Social Rights. In its first principle, the Pillar states that everyone has the right to lifelong learning. To put that into practice, adult learners need to be given the possibility to engage in learning. Through learning mobility, adult learners will be able to participate in non-formal (= structured or semi-structured) learning activities that are not offered in their own countries or regions. This is particularly relevant for learners from small countries where adult learning offers are limited, as well as for learners from countries where adult education provision is not strongly developed, or where there are no qualitative offers on a particular learning topic or theme. Target groups of learning mobility could be defined around themes or specific learning needs.

It promotes European values and democracy

Learning mobility for adults – just like for any other age group – adds a European dimension to the learning experience. It provides an opportunity for transcultural and civic learning by being exposed to a different culture of the host country and meeting learners from other countries. The learning experience created through a mobility contributes significantly not only to the development of personal and interpersonal skills, such as language and communication skills, empathy, tolerance of ambiguity and team-working skills, but also helps to promote European values and democracy. Learning mobility creates awareness about the benefits of the European Union for its citizens and fosters mutual understanding and solidarity. It supports the delivery of the Council Recommendation of 22 May 2018 on promoting common values, inclusive education, and the European dimension of teaching.

It creates multipliers of adult learning

Adult learners who participated in a learning mobility will act as multipliers of their learning experience and skills that they acquired. Evidence shows that participation in adult learning is a transformative experience for adult learners and their social and professional environment. Learners, therefore, often act as champions of learning in their communities and will inspire other people to participate in adult learning. This will contribute to reaching the ET2020 objective of 15% of adults participating in lifelong learning. Additionally, participation in a learning mobility is a low-threshold step into European cooperation in other areas of the learner's personal and professional life.



To facilitate learning mobility for adult learners, adult education organisations and providers could work as intermediaries between learners and funding bodies. They will be able to select adult learners based on criteria such as topics and themes as well as learning needs of individual participants. Learning offers in host countries, likewise, could be structured around learning needs and tackle a range of life skills beyond the thematic skills developed in the learning mobility.