

EAEA Country Reports on Adult Education in Europe – A civil society view

RESULTS FROM PORTUGAL AND
SWEDEN, 2019

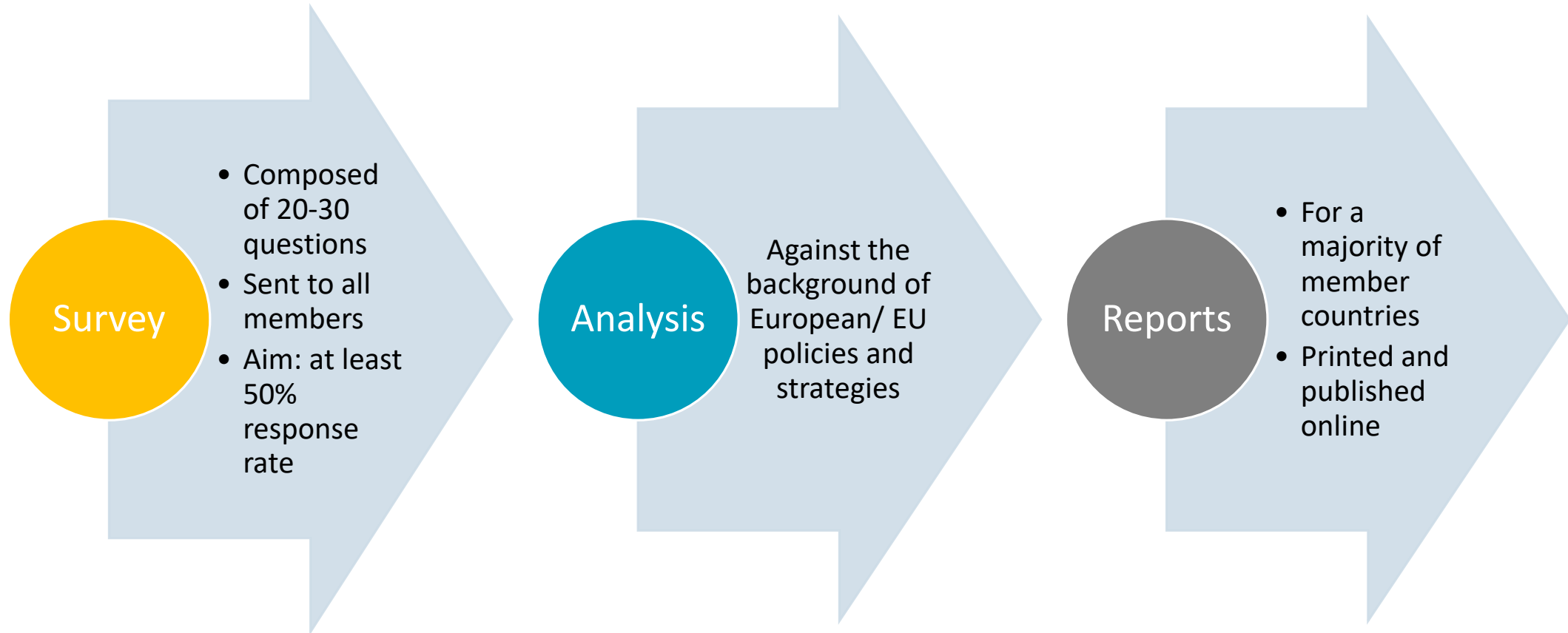
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Why country reports?

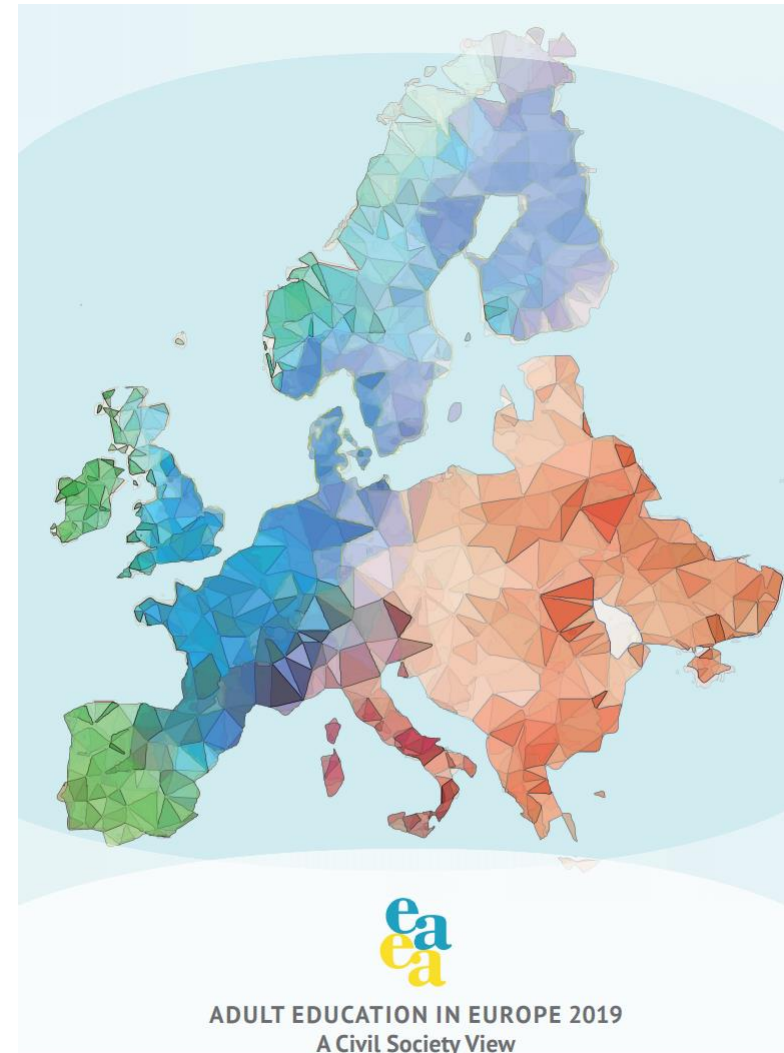
- EAEA constantly follows the **political processes** at European level:
 - monitoring and following-up of political processes at European level
 - lobbying for improved policies and strategies in adult learning
- The country reports are **accessible overviews** that help us to:
 - connect with each other
 - learn from each other
 - ultimately gain new insights and information that can be used in advocacy work at all levels
- The country-specific information on adult education policy offers opportunities to **influence the European Semester**, the cycle of annual economic and structural policy coordination by the European Commission.

How are the country reports made?



Country reports 2019

<https://eaea.org/our-work/influencing-policy/eaea-country-reports/>



Upskilling Pathways

- According to the EAEA Country Reports 2019, the Upskilling Pathways initiative had a mixed uptake:
 - some of our members reported that it formed the **basis of most of their country's policy** at present, while others noted that it was **not being explicitly implemented at all**.
 - A number of members did mention the **presence of the 'values' of the initiative** being present in their local adult education sphere, through the work of civil society organisations or our members themselves.

Results for Portugal

- A number of important initiatives that are striving to address such issues as low literacy level among adults and low levels of participation of adults in education:
 - **Qualifica Programme:** is fully aligned with the EU's Upskilling Pathways; includes a set of initiatives and tools and follows most of the steps proposed by this initiative by providing tailored made learning offers, recognition of prior learning and even a passport for the registration of competences and training courses acquired. Its impact is visible through the large number of people that have achieved level 4 of the European Qualifications Framework through VET courses and programmes for recognition of prior learning

Results for Portugal

- **National Plan on Adult Literacy:** aims to address the issue of high illiteracy in the country
- **National programme that focuses on high-level qualifications and increasing the employability of adults;** emphasis on vocational education
- **Civil society-led initiatives:** some of EAEA's members in Portugal are collaborating on promoting adult education and strengthening literacy growth among the adult population. The organizations are part of the bigger "Literacy for Democracy" project, which intends to "educate for citizenship and democratic literacy in order to develop the self-efficacy of communities."

Results for Portugal

- **Challenges:**
 - **lack of steady and solid funding:** irregular and insufficient funding can affect the capacity of adult education institutions, weakening their outreach and ability to engage the adult population in learning
 - **rate of adult participation in all forms of learning:** there is a need to engage non-traditional students in learning and widen the spectrum of outreach from education providers, ensuring the inclusiveness and responsiveness of education regardless of learners' age, nationality, or socioeconomic background - a concise and cohesive national educational strategy, which would consider all social groups, is a must
 - **civil society movement for adult education and strengthening of the national umbrella organisation APCEP:** to improve its lobbying and advocacy work and to raise awareness about the benefits of adult education for society

Results for Sweden

- **Upskilling Pathways:** Folk high schools along with study associations, provide adults with comprehensive learning opportunities in both urban and rural environments; initiatives taken by folk high schools and study associations reflect the need for learning for individuals out of formal education and thus correspond with the Upskilling Pathways initiative
- **Sustainable Development Goals:** an important topic for Swedish adult learning; plan of action for the Agenda 2030 in Sweden, recognising folkbildning as one of the key players and platforms for implementing the agenda. The plan does not, however, earmark any new funds for folkbildning and the Agenda 2030.

Results for Sweden

- Non-formal adult education in Sweden is currently facing **challenges** related to the changes to the county's political scene:
 - Since the government elections in September 2018 Sweden has experienced some instability concerning its internal policies, and this has had an impact on the field of adult education as well
 - As reported by EAEA member, study associations and folk high schools faced a major decrease in funding last year, coming up to 8 million Swedish Krona (= 7.5 million EUR)



THANKS FOR YOUR ATTENTION!

Any questions? Please feel free to contact me at raffaella.kihrer@eaea.org.