

European Lifelong Learning and Adult Education Strategies

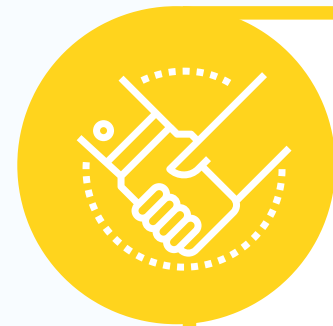
MEMORANDUM ON LIFELONG LEARNING: 2000

Calls for changes in how adult education is delivered, suggesting education and training systems 'must adapt' to an altered economic environment. It recognises formal and informal learning and commits to the promotion of active citizenship. However, the latter is mostly framed within a person's participation in the workforce.



LIFELONG LEARNING PROGRAMME (LLP) 2007-2013

Aimed to contribute to the development of lifelong learning by improving quality, attractiveness and opportunities for lifelong learning for all ages and socio-economic backgrounds. The bulk of the LLP budget is managed by National Agencies and networks, each of which distribute funding at national level.



A PROGRAMME FOR EDUCATION AND TRAINING: 2002

Formed as part of the Lisbon goals which were set in the lead up to the European Union constitutional document The Lisbon Treaty (2007), and interprets lifelong learning, and also human resources development policy, as an economic imperative

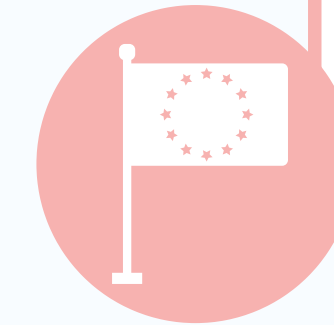
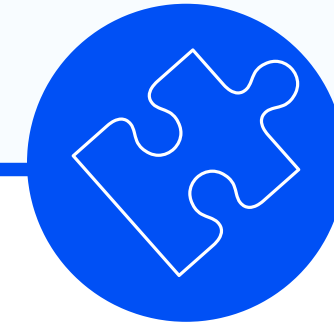


EUROPEAN ASSOCIATION FOR THE EDUCATION OF ADULTS

NEW SKILLS AGENDA: 2016

10 actions designed to:

- improve the quality and relevance of training and other ways of acquiring skills
- make skills more visible and comparable
- improve information and understanding of trends and patterns in demands for skills and jobs (skills intelligence) to enable people to make better career choices, find quality jobs, and improve their life chances



PROPOSAL FOR A EUROPEAN EDUCATION AREA: 2021

The Commission is currently developing initiatives to allow that all EU Member States can harness the full potential of education and culture. The basis of this policy is that mobility of learners will increase, qualifications should be recognised across the EU, knowing two languages in addition to one's mother tongue should be standard, everyone should be able to access high-quality education, irrespective of their socio-economic background, and that people should have a strong sense of European identity.

2021

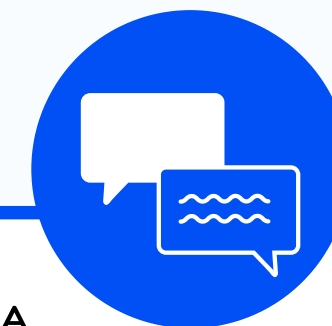
UPSKILLING PATHWAYS: 2016

Aims to help adults acquire a minimum level of literacy, numeracy and digital skills, as well as acquiring a broader set of skills by progressing towards an upper secondary qualification or equivalent. Uses a three step progress to boost access to and take up of learning opportunities by developing a more tailor made approach and provision of validation or recognition after completion



COUNCIL RESOLUTION ON A RENEWED EUROPEAN AGENDA FOR ADULT LEARNING: 2011

Interpreting adult learning as covering the entire range of formal, non-formal and informal learning activities, 'both general and vocational'. But: the document carries a strong labour market emphasis outlining the EC's commitment.



IT IS NEVER TOO LATE TO LEARN: 2006

IA communication from the European Commission requiring adequate funding and provision of good-quality learning opportunities for older adults, as well as requesting appropriate recognition of prior skills/the validation of informal or non-formal learning.



MAKING A EUROPEAN AREA OF LIFELONG LEARNING A REALITY: 2001

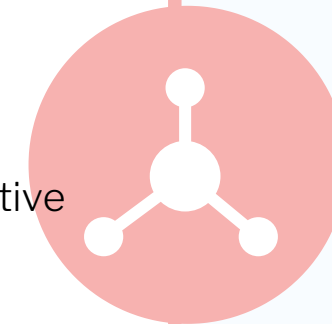
Centralised the self-directed individualised learner and encouraged people to engage with flexible, measurable, transferable knowledge so that they could maximise employment opportunities.



EUROPEAN STRATEGIC FRAMEWORK FOR EDUCATION AND TRAINING (ET2020): 2009

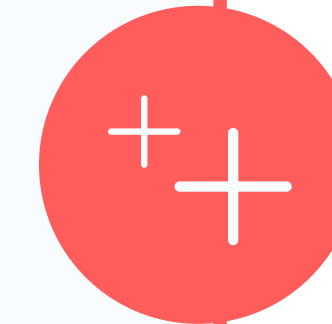
Its priorities are:

- to make lifelong learning and mobility a reality
- to improve the quality and efficiency of education and training
- to promote equity, social cohesion and active citizenship
- to enhance creativity and innovation at all levels of education and training.



ERASMUS+ PROGRAMME

A three tiered funding programme providing financial support for projects related to education at all levels. Despite supporting a large number of adult education projects, adult learners are still unable to get mobility funding under Erasmus+.



1996

YEAR OF EUROPEAN LIFELONG LEARNING: 1996



Policy Advocacy on a National Level

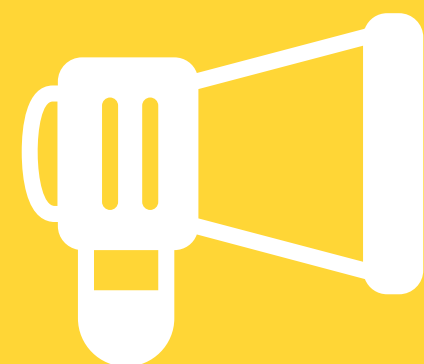
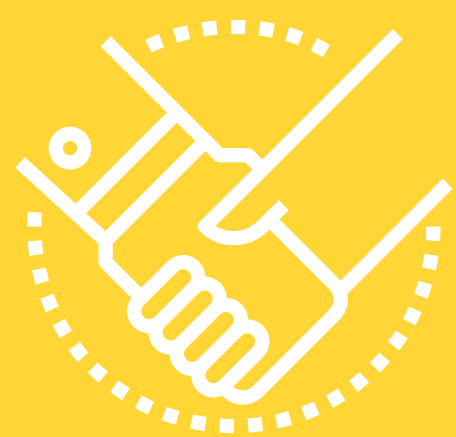
CONTACT YOUR EDUCATION AND FINANCE MINISTRIES

EAEA provides a number of letter templates, as well as pre-written statements and background papers that you can use to support your discussion with ministries.



FIND ALLIES IN OTHER SECTORS

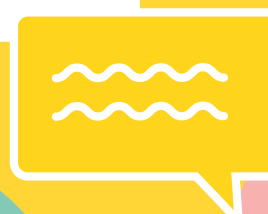
Don't limit your advocacy work to other adult education or lifelong learning stakeholders, a multi-faceted approach, with support from industry, profit-companies, and civil society organisations who don't focus on AE will make your argument even more powerful.



USE OUR ADVOCACY TOOLS AS SUPPORT

Use our resources to strengthen your arguments. Our advocacy tools are designed to support your lobbying work, we have a number of statements and papers related directly to Erasmus+ or the ESF on www.eaea.org.

If you have a specific lobbying issue: ask us for support, we can point you in the direction of relevant resources, or develop statement papers directly related to your concerns.



SHARE OUR MESSAGES WITH YOUR WIDER NETWORK

Sharing our advocacy content can help us to develop a stronger group of supporters, and can inspire advocacy at national and regional levels. You can share messages via newsletters, emails and social media.

Social media is a powerful tool for increasing awareness surrounding your advocacy work with other stakeholders, and helping to show policy makers how much support you have from within the sector.

GO GLOBAL

The national political level is not always necessarily the most effective level when it comes to calling for improvements in adult learning. In many countries, the local or regional level is very important for policy development and coordination with other policy areas.

Is a new strategy for adult learning being created in the country/region/municipality? Then inspiration from other countries can be very helpful. EAEA's country reports help members to find information on strategies from other countries (national, regional and local level).

