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Panel 1:

Policy initiatives in job and skills and
inclusive lifelong learning for adults

Perspectives from Europe

Policy Forum Melbourne, 15 February 2023



Chapter I:

Equal opportunities and access to the labour market

Pillar 1 → Education, training and life-long learning

Chapter II:

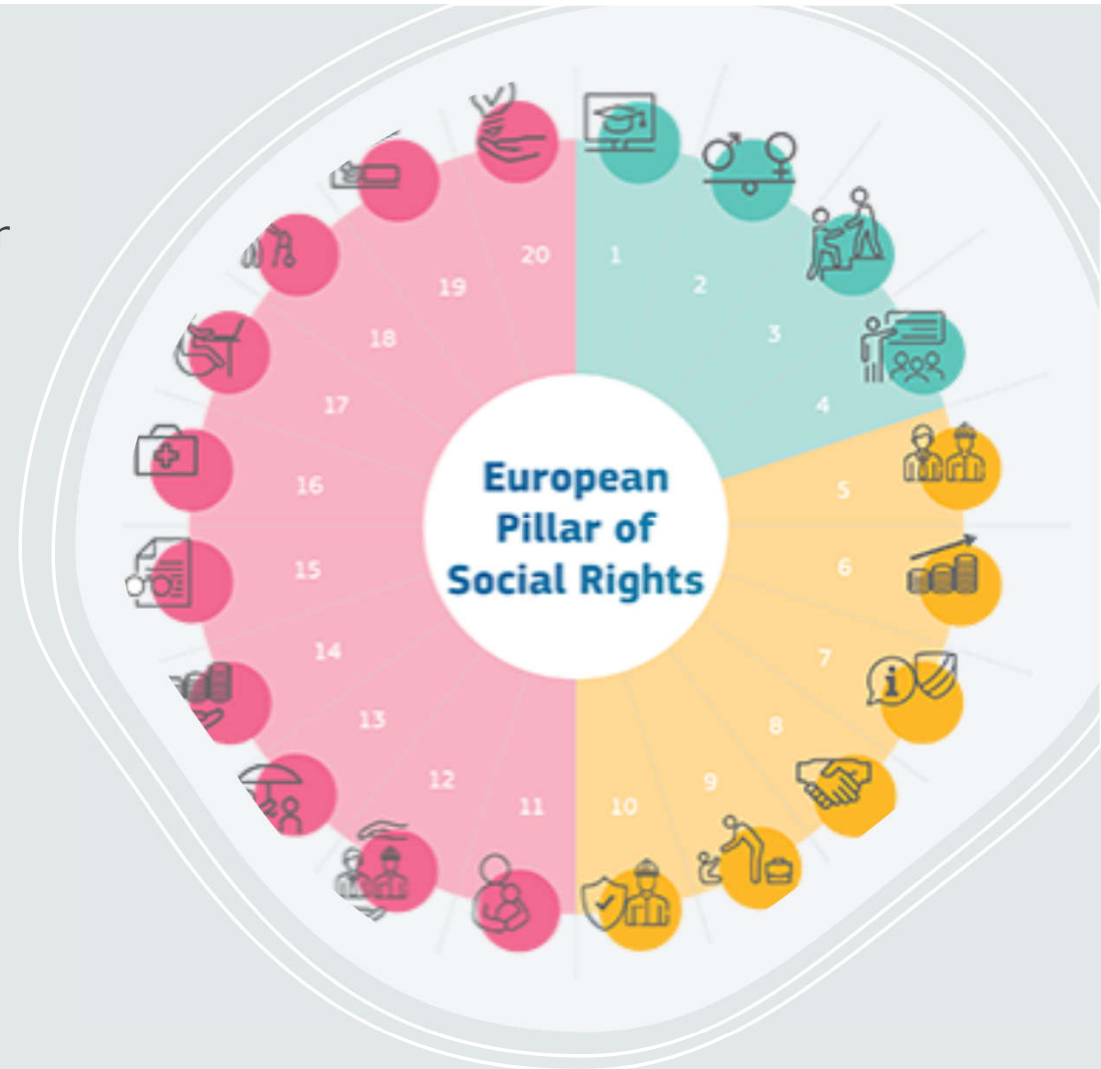
Fair working conditions

Chapter III:

Social protection and inclusion

Source:

https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights/european-pillar-social-rights-20-principles_en



European Skills Agenda 2020 – 2025

A call to join forces in a collective action:

- Action 1: A Pact for Skills

Actions to ensure that people have the right skills for jobs:

- Action 2: Strengthening skills intelligence
- Action 3: EU support for strategic national upskilling action
- Action 4: Proposal for a Council Recommendation on vocational education and training (VET)
- Action 5: Rolling out the European Universities Initiative and upskilling scientists
- Action 6: Skills to support the twin transitions
- Action 7: Increasing STEM graduates and fostering entrepreneurial and transversal skills
- Action 8: Skills for life

Tools and initiatives to support people in their lifelong learning pathways:

- Action 9: Initiative on individual learning accounts
- Action 10: A European approach to micro-credentials
- Action 11: New Europass platform

A framework to unlock investments in skills:

- Action 12: Improving the enabling framework to unlock Member States' and private investments in skills



SOURCE:
<https://ec.europa.eu/social/main.jsp?catId=1223&langId=en>

European Skills Agenda 2020 – 2025

8 Skills for Life

Ecorys working group on
adult education
2022 reviews on:

Individual learning
accounts Action 9
Micro-credentials Action 10

Current Ecorys project on
Pact for Skills Action 1

The COVID-19 pandemic and the related containment measures have underlined the importance of life skills and our capacity to adapt, manage change, and care for each other as a community. Resilience, media literacy, civic competence, financial, environmental and health literacy are key in this context. Open, democratic societies depend on active citizens who can discern information from various sources, identify disinformation, take informed decisions, are resilient and act responsibly.

The European Agenda for Adult Learning has facilitated European cooperation in this area for the last decade. More needs to be done to support people to acquire these skills, and to reinforce Upskilling Pathways⁴⁹ for adults, in particular for those with lower levels of skills and qualifications. This goes beyond skilling for a job but also includes voluntary work and older people who equally need new skills.

Action 8: Skills for Life

The Commission, together with Member States, will work on new priorities for the European Agenda for Adult Learning to complement the renewed European cooperation framework in education and training and to support the achievement of United Nations' Sustainable Development Goals. It will aim towards building comprehensive, quality and inclusive adult learning systems, which reach out to all, including seniors and in particular those most in need of access to learning, including through distance and online learning. It will prioritise non-formal, life-wide learning, intergenerational, intercultural and community learning. Local learning centres, libraries and the wider community and civil society will be supported to work together to motivate and enable adults to learn, thus supporting crisis resilience.

Krzysztof, aged 74, enrolled in a digital skills course at his local library. This taught him how to arrange a medical appointment and buy a train ticket online. His new passion is the chat group on local community relations in which he is currently organising a campaign on increasing green spaces.

new European agenda for adult learning 2021-2030

It is crucial to address the future positively by working on the basis of adult learning needs and having in place formal, non-formal and informal learning opportunities capable of providing all the necessary knowledge, skills and competences to create an inclusive, sustainable, socially just and more resilient Europe. As we navigate ever more complex and frequent transitions (particularly the digital and green transitions), and address current and future challenges (such as climate change, demography, technology, health, etc.), adult learning, as an important part of lifelong learning, can contribute to making economies and societies stronger and more resilient. It is also important to provide the necessary conditions for people to be agents of change through the choices they make.

Source: <https://www.consilium.europa.eu/media/53179/st14485-en21.pdf>

new European agenda for adult learning 2021-2030



Priority Area 1 – Governance

Priority Area 2 – Supply and take-up of lifelong learning opportunities

Priority Area 3 – Accessibility and flexibility

Priority Area 4 – Quality, equity, inclusion and success in adult learning

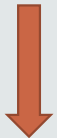
Priority area 5 – Green and digital transitions

Source:

<https://www.consilium.europa.eu/media/53179/st14485-en21.pdf>

new European agenda for adult learning 2021-2030

4 weeks



12 months

EU level targets

- At least 47 % of adults aged 25-64 should have participated in learning during the last 12 months, by 2025.
- At least 60 % of adults aged 25-64 should have participated in learning during the last 12 months, by 2030.

EU level indicators

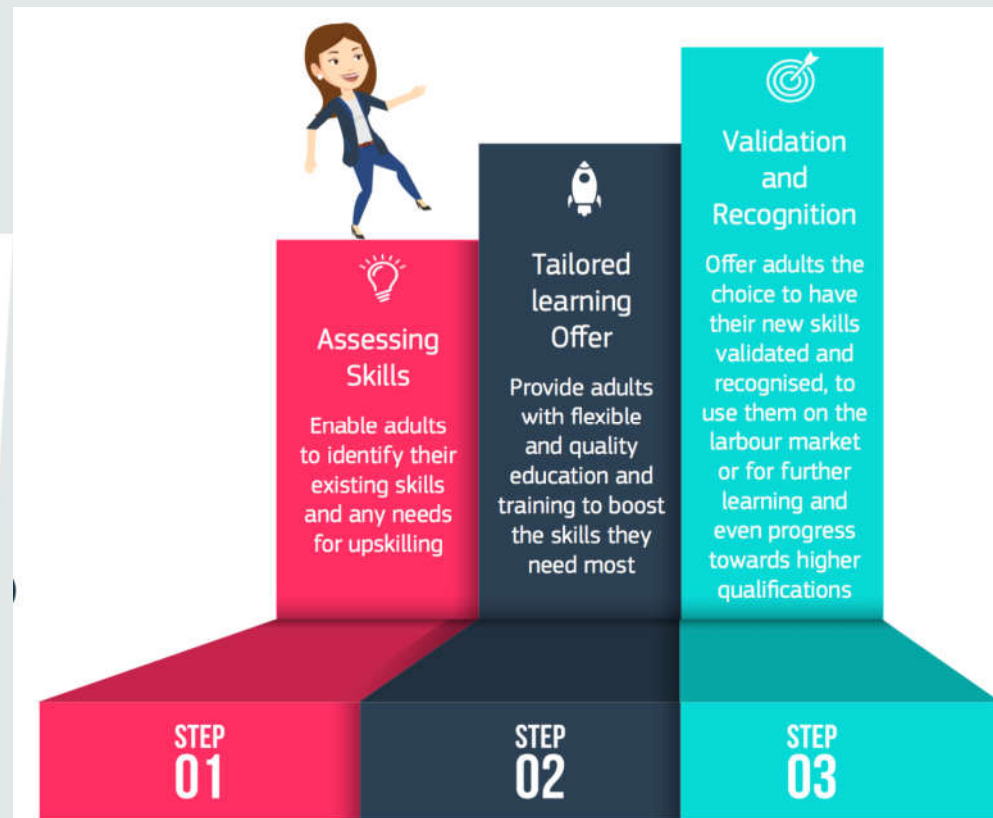
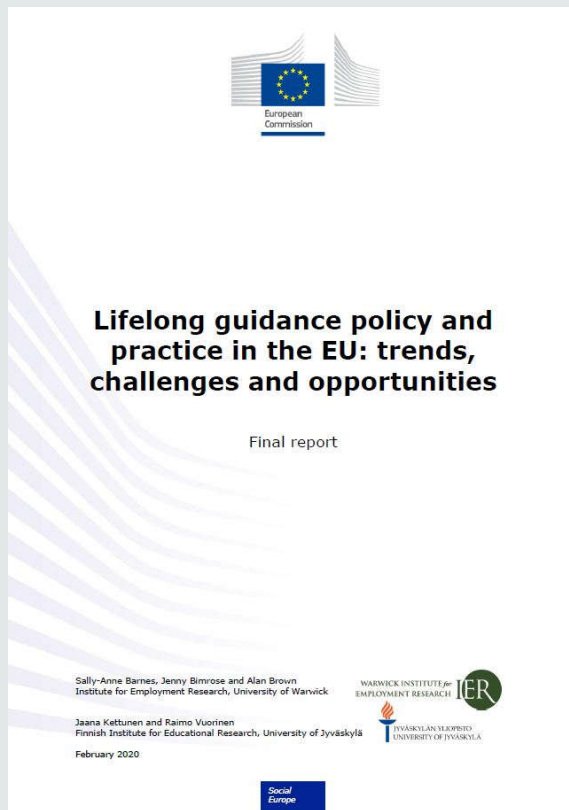
- Participation of low-qualified adults in learning
- Unemployed adults with a recent learning experience
- Adults with at least basic digital skills



Source:

<https://www.consilium.europa.eu/media/53179/st14485-en21.pdf>

Examples



Conclusions

Rapidly changing labour markets and a number of visible trends – e.g. the green and digital economy – need a skilled and resilient workforce who can actively contribute to making these transitions successfully.

European lifelong learning policies are often criticised to pay dominant attention to economic perspectives. Although there are actions designed for low-qualified and other vulnerable groups, the core aim is to maximise their potential in the labour market.

Adult learning discourses in Europe pay less attention to e.g. learning for civic and democratic purposes, compared to e.g. 1960s / 1970s.

