Basic Skills Provision for Adults: Policy Guidelines

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Martina Ní Cheallaigh
DG EAC-B4 – Adult Education; « Grundtvig »
martina.ni-cheallaigh@ec.europa.eu

European Commission

Why the time is right for EBSN

- **EU2020** – Moment of transformation
  - dilemma of 80 million low skilled, poverty, digital and higher job-specific skills
- Outcomes of **Action Plan** point towards prioritising disadvantaged and low qualified
- **Future agenda** for AL will take up this message
- **Resolution**, November 2011
- High Level Group on **Literacy**, report in summer 2012
- Recommendation on **Early School Leaving**
- Work in progress on **validation, skills passport**
- 15% LLL **Benchmark** – downward trend since 2005
- Time limitations of **Lifelong Learning Programme** support for activities and Commission supported **OMC groups**
- Window of **opportunity for EBSN**

EU Policy on Basic skills

- – Goes back to pre-Lisbon strategy documents
- – Recommendation on key competences for **lifelong learning** 2006
  - defines competences covering knowledge, skills and attitudes appropriate to a range of contexts which **all individuals** need for personal fulfilment and development, active citizenship, social inclusion and employment
- – Key competences can be taught transversally and embedded
- – Goal: Upper secondary qualification or equivalent
- – ET2020 - ***Promote equity, social cohesion and active citizenship***
  - Ensure that all learners — including those from disadvantaged backgrounds, those with special needs and migrants — **complete** their education, where appropriate, through **second-chance** education and the provision of more personalised learning

Adult Learning Action Plan Guidelines for policy and practice

- The guidelines should be seen as 'toolbox' from which the various users may pick and choose to adapt in their own context

- Based on Success factors identified in the practices described in the European Inventory, Peer Learning Activities, workshop, etc.

- Support policy-makers and providers at all levels & in a range of settings

- Structured around the learner's journey – learner-centred provision

- Flanked by thorough policy planning and quality assurance

Learner's journey

POLICY PLANNING

- *1.* **Outreach**
- *Making Contact*
- **2. Access**
- *Getting In*
- **3. Persistence**
- *Staying On*

- **4. Achievement**
- *Getting On*

- **5. Progression**
- *Moving On*

QUALITY ASSURANCE

Policy making

- **Policy/institutional framework**
- **Integrative strategies approach**
- **Structural & organisational components**
- **Didactical design**
- **Evaluation & monitoring**

Guideline No. 1.1: Policy making

- **General foundation**
  - Terminology and concepts
  - Acknowledgement of problem and willingness to act at highest level
  - Promote value of basic skills among stakeholders
  - Adequate baseline data to demonstrate the problem – disaggregated to identify specific needs

Framework Condition and Priorities

- Public policy framework
- Governance – shared responsibilities at all levels
- Targets to raise participation
- Statutory right to education (primary & secondary)
- Holistic policies including E&T, welfare, labour, health, rural, regional & economic development
- Integrated in LLL policy and perspective
- Action plan for basic skills
- Policy makers cooperating with providers
- Link to formal E&T system to address ESL

Stakeholders

- Roles of all relevant stakeholders clearly defined
- Partnerships key to effective holistic strategies
- Shared financial responsibilities and rewards
- More choices mean more chances but require synergies and bridges

Addressing Barriers to Participation

- Publicly-supported awareness campaigns
- Outreach to hardest to reach
- Lifelong guidance (guidance throughout the learner's journey)
- Learner centred programmes that enable learner achieve a step up
- Measures to overcome financial obstacles

Validation

- (Can also help address barriers and motivation)
- Credit for outcomes of their experiential, non-formal and informal learning
- Partnerships of stakeholders in place to support validation

Qualifications, Quality

- National, regional and local qualifications systems related to EQF

- Develop culture of data collection and monitoring

- Recording methodologies as part of the data chain

- AQ system include provider accreditation and teacher/trainer CVT

Practice-policy-practice Loop

- Parallel research programmes

- Promote and finance impact evaluation

- Feedback loop from practice to policy to inform policy and in turn change practice

- Data collection, monitoring and evaluation at every step of the way – virtuous cycle to support and enhance policy making and its implementation

What next EU level?

- How should the European Commission support the development of effective strategies for providing second chance learning opportunities and improving the acquisition of basic skills / key competences among the adult population?

- Subsidiarity /OMC

- Link to future EU adult learning policy

- Exploiting the Lifelong Learning Programme