



A European vision for a learning society

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The absence of Education from the early stages of Community integration



Initially, Education was not part of the European community project

- Focus was on building up economies in the aftermath of World War II
- Education was bound up with the development of national sovereignty. Co-operation in education and culture was discussed between Member States within the **Council of Europe** (Strasbourg).





However...

The **Treaty of Rome** (1957) did contain the **seeds** of future co-operation in education and training:

Article 128 lays down several principles for dealing with issues such as **on-the-job training** and the **recognition of qualifications across borders**.





Trends changes in the 1960's 1st call for action at Community level

- Greater political openness and signs of change during the 1960s
- The vision of the European Community is getting wider
- Changes in educational sector at national level

In 1969, French Minister for Education called for **cooperation between ministers at Community level** and proposed the creation of a **European centre for the development of education.**



The Council Resolutions of 1976: Founding acts for Community Cooperation in the field of education & vocational training



February 1976: **Resolution on Education**

December 1976: **Resolution on transition to working life**

- Community actions started with pilot projects, study visits and exchanges of information;
- Focus was put on the transition of young people to working life;
- These non-binding resolution identified six priorities for actions;



The first six field of cooperation (1976 -1984)



- The education of migrant workers and their children.
- Closer relations between educational systems in Europe.
- The compilation of up-to-date documentation and statistics.
- Cooperation in the field of higher education.
- The teaching of foreign languages.
- Equal opportunities.



Example of programmes still in action:



- **1978: Study visits**, named in 1987 **Arion study visits**
- **1980: Eurydice network** - Information Network on Education in Europe
- **1984: NARIC** - Network to support the recognition of diplomas



1980's: the "peoples' Europe" and the launching of new large scale programmes.



A new community context with a significant impact for
Education & training:

- In 1985 the **Adonnino report** on the *'people's Europe'* , approved by the European Council of Milan, underlined the role of education and culture;
- In 1985, the **Court of Justice** brought higher education within the scope of the treaty based on the Article 128 on vocational training, which allows the Commission to table legal acts with greater scope in these areas.
- The **Single European Act (1986)**: emphasis is placed on freedom of movement for persons and on **the importance of human resources in economic success and social cohesion in the Community.**



The first major Community programmes in education, training and youth (1986 – 1990)



Comett I (1986) / Comett II (1988) University–Enterprise cooperation

Erasmus (1987) Student mobility & university cooperation

PETRA (1987) Initial training for young people

‘Youth for Europe’ (1988) Youth exchanges

Lingua (1989) Languages in Europe

Eurotecnet (1989) innovation in vocational training in connection with technological change

FORCE (1990) Continuing vocational training

Tempus (1990) Trans-European mobility in higher education



The Maastricht Treaty (1992): the official recognition of the programmes at the highest political level

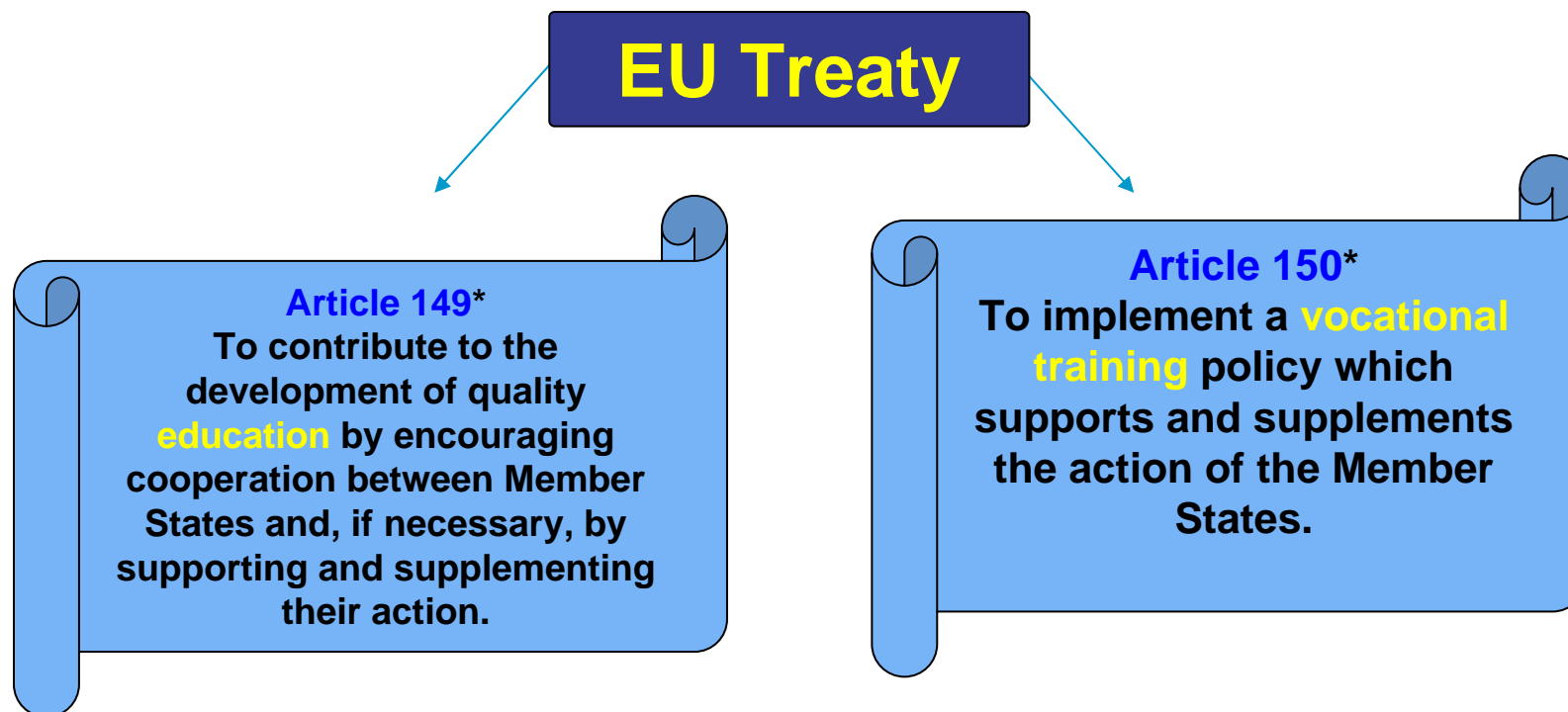


The Maastricht Treaty

- gave education a **legal status** in the newly established European Union;
- made the **European Parliament and Council jointly responsible** for co-operation in education and training;
- The expansion and higher profile of Community co-operation on education and training **boosted the recognition and status of these areas within the Commission.**



Education in the Maastricht treaty (1992)



* Actual numbering from the Treaty

1990's: New concepts of 'knowledge based society' and 'lifelong learning'



the European society entered into a very challenging period :

- the reunification of the continent after the fall of USSR.
- the rise of globalisation.
- the evolution toward the information society.





Jacques Delors's 1993 *“White Paper on growth, competitiveness and employment”* : a great emphasis was put on education and training systems.

The concepts of 'knowledge based society' and 'lifelong learning' were coined and became increasingly well-known from this time.

The European Year of Lifelong Learning (1996)

The objective was to create awareness and public debate on how education and training systems in Europe needed to adapt to meet the challenges of the 21st Century.



3rd generation of programmes SOCRATES & Leonardo da Vinci



In 1995 the programmes were consolidated and re-organised:

The six programmes were merged into two – **Socrates** for education and **Leonardo da Vinci** for vocational training.

Comenius is created for schools which now came under Community jurisdiction.

New sub-actions are launched with a first programme devoted to Adult learning and to ICT (Minerva).





The administrative development of Education within the European Commission

1973: One unit is dedicated to Education within the remit of the **Directorate-General for Research, Science and Education;**

1981: Education is incorporated, alongside vocational training and youth, into a specific directorate within the **Directorate-General for Employment and Social Affairs.**

1989: Creation of the **Task Force for Human Resources, Education, training and Youth.**

The task force was subsequently given the status of a **directorate-general** when a new Commission took office and after the entry into force of the Maastricht Treaty in November 1993.

1995 The Task Force became **Directorate-General (XXII) for Education, Training and Youth.**

1999: Culture was added to the remit of Directorate-General XXII and it became the **Directorate-General for Education and Culture (EAC).**





From 2000

A strong political involvement to support the implementation of the programmes

And the setup of the Lifelong learning programme (2007-2013)





The Lisbon Agenda (2000): A new Strategy for a "Europe of knowledge"

Strategic goal for the EU to 2010

- **to become the most competitive and dynamic knowledge-based economy in the world,**
- **capable of sustainable economic growth**
- **with more and better jobs**
- **and greater social cohesion**





To achieved these objectives, the Education Council proposed:

- **to undertake a general reflection on the concrete future objectives of education systems,**
- **focusing on common concerns and priorities,**
- **while respecting national diversity**



The “Education and training 2010 work programme”



Established the basis for all subsequent education and training actions:

- set **indicators** to measure progresses (% of school leavers, participants to adult learning, etc...)
- set five over riding **benchmarks**
- applies a new working method – the '**open method of co-ordination**' .





The “open method of coordination”

- A co-ordinated strategy
- Common objectives
- Common instruments:
 - Indicators and benchmarks
 - Exchange of good practice
 - Peer reviews



The 5 quantified objectives (benchmarks) to be attained by the Union by 2010



1. EU average rate of **early school leavers** to be no more than **10 %**.
2. Total number of graduates in mathematics, science and technology in the EU to **increase by at least 15 %** (achieved in 2004), with a decreased gender imbalance in these fields.
3. At least **85 %** of 22-year-olds to have completed **upper secondary education** (the rate in 2004 was around 77 %).
4. Percentage of 15-year-olds who are **low-achieving in reading** to have **decreased by at least 20 %** compared to the year 2000
5. Average **participation in lifelong learning** to be **at least 12.5 %** of the adult working age population (25–64 age group) (in 2004: 9.9 %).



Lifelong Learning



All learning activity undertaken throughout life with the aim of improving knowledge, skills and competences within a personal, civic, social or employment-related perspective

Communication on Lifelong Learning November 2001: “Making a European Area of Lifelong Learning a Reality ”



The Lifelong Learning Programme 2007-2013



Supports learning opportunities from childhood to old age in every single life situation.

LLP is the successor to the former Socrates, Leonardo da Vinci and eLearning programmes (2000- 2006).



LLP: a single integrated structure



Comenius	Erasmus	Leonardo da Vinci	Grundtvig
School education	Higher education & advanced training	Vocational education and training	Adult education
<p align="center">Transversal Programme</p> <p align="center">4 key activities – Policy Cooperation; Languages; ICT; Valorisation (= Dissemination and exploitation of results)</p>			
<p align="center">Jean Monnet Programme</p> <p align="center">3 key activities – Jean Monnet Action; European Institutions; European associations</p>			



The Growing importance of the Adult education thought the Grundtvig action



Nikolai Frederik Severin Grundtvig (1783-1872)

Danish clergyman and writer

‘Father of popular and adult education’



The policy context led to the increasing importance of adult learning



- Rapid economic development in other regions of the world
- 80 million low-skilled workers
- Nearly 7 million early school leavers
- Demographic trends – ageing population, migration
- Poverty and social exclusion
- High percentage of people with low basic skills





Adult learning

All forms of learning undertaken by adults after having left initial education and training, however far this process may have gone.

The sector embraces formal, non-formal and informal learning.



Grundtvig Aims



To respond to the **educational challenge** of an **ageing population** in Europe;

To **help provide** adults with **pathways** to improving their **knowledge and competences**.





The Lisbon Strategy set a new framework for the adult education sector.



Adult learning is now considered as a vital component of lifelong learning policies, and essential to competitiveness and employability, social inclusion, active citizenship and personal development across Europe.

11-12 May 2009 : Council Conclusions

‘With a view to increasing the participation of adults in lifelong learning, particularly that of the low-skilled: By 2020, an average of at least 15 % of adults should participate in lifelong learning ’



Increasing Support for Adult Learning



Grundtvig seeks
to encourage
the European
dimension of
life-long learning

In 1995, adult education appeared as a sub action within the first **Socrates** Programme, with up 3% of the budget

In 2000, adult education confirmed as a full action within the **Socrates II** Programme, **Grundtvig**, with up to 7% of the budget

In 2007, **Grundtvig** is a sub-programme within the **Lifelong Learning** programme (4% of total = 248 M€)



Communication on Adult Learning « It is never too late to learn » (2006)



Overall message

Member States must have an efficient adult learning system integrated into a lifelong learning strategy, which provides:

- increased labour market access
- better social integration
- better preparation for active ageing



Communication on Adult Learning

« It is never too late to learn » (2006)



5 Key messages:

- Increasing and more equitable participation;
- Foster a ‘culture of quality’;
- Recognition and validation of learning outcomes;
- Particular attention to migrants, older people, early school leavers, women and people with a disability;
- Measuring the progress.



* Brussels, 23.10.2006, COM(2006) 614 final

http://ec.europa.eu/education/policies/lll/adultcom_en.html





Following the 2006 Communication

- **Adult learning Action Plan « It is always a good time to learn » (2007)**

To implement the key messages of the 2006 Communication and to improve/develop an efficient adult learning sector.

- **Resolution from the European Parliament on January 2008**
- **Council conclusions on Adult learning, adopted in May 2008**
Both reinforced the recommendation to the Members states to address the issues relating to adult learning.





Thank you for your kind attention!

More information:

Adult Learning Policy:

http://ec.europa.eu/education/policies/adult/index_en.html

LLP programmes: <http://eacea.ec.europa.eu>

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