

UNITED NATIONS ECONOMIC COMMISSION FOR EUROPE

Population Unit www.unece.org/pau

Policy Brief on Life-Long Learning

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Introduction



Life-long Learning in an ageing society:

- Expansion of working age
- Changing nature of working environment
- Distinction between basic education and further training
- Life course approach
- Commitment 6 of the Madrid Action Plan on Ageing(MIPAA)



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Basic education aims to people that have not received suffient educations in the initial period of education

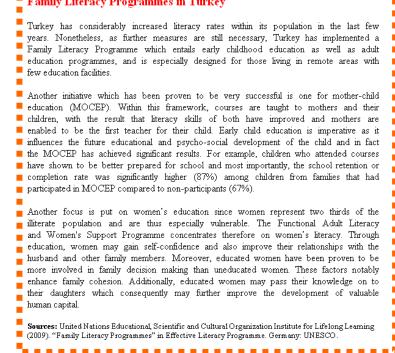
<u>Elements:</u>

- Literacy and numeracy
- Recognition of knowledge
- Vocational training and apprenticeships





- Adult literacy and numeracy:
- Reduction of adult illiteracy
- gender sensitive, e.g. family literacy programmes







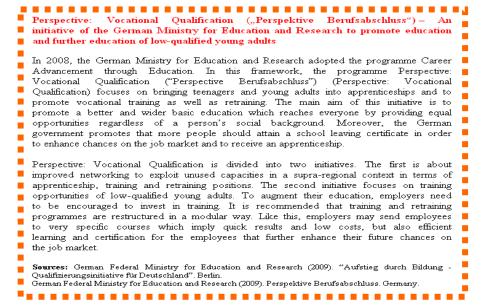
- Recognition of knowledge:
 - Formal education
 - Non-formal education
 - Informal education

European Qualifications Framework: guidelines to better validate informal and non-formal education To promote mobility across the European Union for work and study, the education ministers of EU Member States have acknowledged the importance of consistent guidelines for the recognition of informal and non-formal education across all member States and candidate countries. Skills which have been achieved through non-formal and informal learning are valuable. They often represent important characteristics and qualities of a person, but without any kind of certification, they may not be included in working records or in a person's CV. To improve the situation, the EU has approved guidelines including eight levels of knowledge from basic skills over professionalism to innovative knowledge. According to these guidelines, each country may develop national guidelines which will then be fitted into a European context. A translation and comparison of the level of knowledge from one to another country will be possible. Like this, the need of information about job. candidates from other countries should be decreased and which may ultimately result in higher mobility. Sources: European Parliament (2008). Recommendation of the European Parliament and of the Council of 23April 2008 on the establishment of the European Qualifications Framework for lifelong learning, in: Official Journal of the European Union. Brussels, Strasbourg: C111/01. Commission of the European Communities (2007), "The European Qualifications Framework: major benefits for citizens and employers throughout Europe", Rapid Press Release. Brussels: IP/07/1760. European Inventory (2005). "Validation of informal and non-formal learning". United Kingdom.





- Vocational training and apprenticeships
 - Education in a professional context
 - Initially for young people, but need also be accessable to middle-aged cohorts
 - Allows easier access to labour markets for people with career breaks





Further educations aims to people with initial education, however need further training

Elements:

- Further professional training to keep qualifications up-to-date
- Training in informational technology
- Language training
- Third-age universities

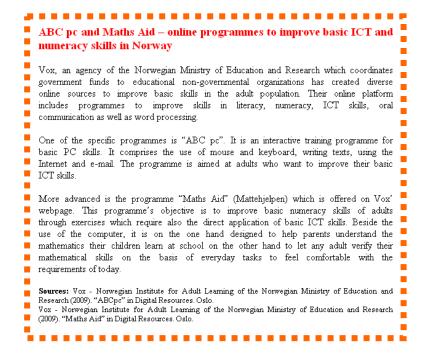


- Further professional training to keep qualifications up-to-date
 - job-related training
 - research: income improvement after participation in adult learning programmes



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- Training in informational technology:
 - Technical awareness as a key skill allows broader acces to the labour market
 - in particular skills, such as using the internet, email, the use of the mouse and keyboards







- Language training:
 - Immigration: Important in the context of professional mobility in a globalising world
 - Emigration: e.g. helps to integrate high-skilled migrants

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Needs and motivation of adults at Bulgarian universities to study
   foreign languages
  Accounting for the language diversity in Europe, especially after the enlargement in
  2004, the European Commission has made it a main interest that every adult should be
   able to communicate in at least one other European language, other than its mother
   tongue. The Bulgarian government, to smooth the progress of further integration into the
   European Union, facilitates access to language courses for adults. The focus is on adults
  since the majority of them did not have the opportunity to learn a second or third
  language in school as it is customary nowadays for teenagers. Thus, to encourage
   mobility of workers and students and to strengthen their competitiveness, Bulgaria is
   taking diverse measures to enlarge the supply of formal language courses and to facilitate
   the certification also of non-formal and informal language skills. To give a concrete
   example. Bulgarian universities have part-time curricular to encourage also working
adults to complete a 3-year Bachelor or 2-year Master degree in one or several foreign
languages.
   The New Bulgarian University in Sofia has integrated a Centre for Foreign Languages as
   a part of their Centre for Continuing Education where foreign languages are taught
   according to the Council of Europe's Framework of Reference (levels A1 - C2).
   Sources Betcheva, Rossica. "Needs and Motivation of Adults at Bulgarian Universities to study Foreign
   Languages". The Alpine European Manual of Good Practice. Sofia.
   New Bulgarian University (2009). Centre for continuing education (CEE). Sofia
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- Universities of Third Age:
 - Particulary designed for senior citizens
 - Accessable without school degree
 - Promotes integration and well-being of older persons





Recommendations

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- Emphasis on advantages/benefits of further education
 - -> career prospects, social participation
- Adaption of learning methods to particular needs
 ->use of different didactic methods
- Development of gender sensitive education programmes
 - -> well-proven method: gender budgeting



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Life-long learning : A Checklist		
Main Areas	Areas of Implementation	Key Elements
Basic education	Literacy and numeracy	Initial education
		Adult learning
	Recognition of education	Recognition of formal education
		Recognition of non-formal education
		Recognition of informal education
	Vocational training	Integration of early school leavers
		Integration after parental leave and other work interruptions
Further education	Job-related	Integration into labour market
		Promotion
	Language	Supporting professional mobility
		Integration and participation of migrants
	IT skills	Professional development
		Societal integration and participation
Education for pensioners		Societal integration and participation
	Universities of the Third Age	Well-being of older persons
		Sharing of expertise of older persons





- Thank you very much...
- Questions:
 - Is there any specific good practice example that you would like to see added?
 - Where do you see a need for improvement?

