



Working Group on "Financing Adult Learning"

Report on the 1st meeting and its follow up

Tuesday 17 October 2011



DG EAC, Place Madou 1, 1210 Brussels

Executive summary

In 2011, DG Education and Culture initiated a Thematic Working Group on Financing Adult Learning under the Strategic Framework for European cooperation in Education and Training (ET 2020). The Working Group will function under the Open Method of Coordination.

By establishing the group, DG EAC aims to create a platform of expertise. This platform will work as a support for Member States and partner countries in their efforts to ensure quality in the provision of adult education. The working group consists of experts who have been working in various settings with financing related questions in the field of adult learning.

In addition, the working group has a second, equally important, function: it builds on the idea that the Commission benefits from the input and expertise of the Member States and partner countries in guiding its various actions and implementation measures, such as the Agenda on New Skills and Jobs, Youth on the Move and the Council Resolution on the renewed European agenda for adult learning¹.

The working group met for the first time on Tuesday, 11 October 2011. This meeting aimed mainly to develop a work plan and to define the priorities to be addressed by the working group during the upcoming meetings.

During the meeting, the participants also engaged in a discussion on the following two questions:

- Establishing a shared sense of direction (vision) for the group - what do we want to achieve and how do we want to achieve it;
- Identifying important issues and focus areas for the future work of the group.

The discussion and the feedback gathered after the meeting gave a good basis for the next steps for the working group to create a two-year work programme with the support of a core group that will meet on the 25 January 2012.

¹<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:372:FULL:EN:PDF>

Participants

21 experts from 13 countries and 5 organisations took part in the meeting. Most of them work in the sector of Vocational Education and Training. The majority works either as policy makers on national level, as social partners; in an organisation delivering/promoting adult education or research.

A list of attendants can be found in Annex 1.

Main Outcomes of the meeting

The European Commission presented the context and the background (EU/ET 2020, Workshop on "Financing Adult Learning in times of Crisis" held in October 2010 the context for this meeting and the following meetings and the study on Quality in Adult Learning planned by the Commission).

The presentation can be found in Annex 2.

In the first exercise of the meeting the participants were asked to discuss the following questions in two rounds with their fellow table neighbours.

What should be the key issues under the given headlines

- A. Basic data / Monitoring / Research
- B. New funding instruments to stimulate the participation
- C. Target groups – return investments
- D. Private Public Partnerships

The following results were sent by participants in written form after the meeting:

The purpose of this taxonomy is to define the potential interest of the state, employers and individuals in contributing towards the financing of vocational education and training. There is an underlying assumption that the level of responsibility will be related, in part, to who benefits from the vocational education and training.

	Secondary	Upper Secondary	Tertiary	Initial Professional	Continuing (CVET)	Unemployment	Adult Learning
State	Prime	Prime with respect to generic employability	Partial with respect to generic employability	Social objectives	Social objectives	Prime	Social objectives
Employer	Corporate Social Responsibility	Prime for vocational specific	Partial with respect to employer specific	Partial with respect to employer specific	Partial with respect to employer specific	Social objectives	Corporate Social Responsibility
Individual	Personal advantage	Partial with respect to employability	Partial with respect to employability	Partial with respect to employability	Partial with respect to employability	Partial with respect to employability	Prime

Assumptions

State has a prime responsibility for:

- ensuring basic employability and social skills
- assisting with re-employment
- addressing market constraints or failures

Employers has a prime responsibility for:

- Ensuring availability of necessary skills within the workforce for the long term survival of the organisation
- Enabling individuals to achieve, maintain and update job specific skills appropriate for the organisation

Individuals have a prime responsibility for:

- Ensuring their employability and social survival skills are achieved, maintained and updated

It can be noted that, in particular, individuals have financial constraints which restrict optimal personal investment but can contribute to costs through in-kind payment (lower wages, study in personal time, training leave) or through repayment (cash loans or guaranteed working commitment, payback clause).

One Group proposed to focus on funding options for the following target groups:

Early School Leavers, Low skilled, Employees, Adults with literacy difficulties, Older People, Unemployed, Disadvantaged adults/adults living in poor communities, Disadvantaged men/women, Rurally isolated men/women, Travelers, Roma, Migrants, Second language speakers, One parent families, Persons with a disability, Ex-offenders, Homeless

The following Funding Instruments were suggested to analyse in detail:

Sectoral Training Funds, Loans and Savings, Paid Educational/Training Leave, Pay Back Clauses (need to define?), Tax instruments, Vouchers and Learning Accounts, State Funding, Co-financing

Another discussion in a small group was around the question whether we should link the themes "Quality and Efficiency" to "Financing". The following points were discussed:

Key questions:

- How much we have to spend for Quality Assurance?
- How do we measure Quality and Efficiency of instruments in Financing Adult Learning?
- Is additional research be needed or not? Previous research is enough for defining and prioritizing the funding?
- Where do we need to invest in order to promote quality, whom do we give the money to: to the staff, to the trainers (teachers), to the providers/communities?

- Should we analyze quality assurance and efficiency in comparison with what (e.g. investment measures)?
- Quality assurance indicators should be defined more in relation to the labour market or should be more oriented towards educational objectives?

Key findings:

- It's crucial to understand from the beginning what do we want to measure here: Quality Assurance in effective funding of adult learning;
- Prioritizing various sources of funding: state provided, private sources;
- Importance of the target group involvement in defining the priorities of financing adult learning;
- Need to provide comparative activity among MS expertise and practice in financing adult learning;
- It's important the involvement of trade unions, social partners, civil society representatives;
- The necessity of elaborating a checklist of mechanisms used in different countries for monitoring and assessment of Quality Assurance and Efficiency in funding adult learning;
- It's important to have in mind the fact that not all outcomes of financial inputs in adult learning are easy to measure (e.g. indicators like "wellbeing of people" is very difficult to be measured);
- The necessity of establishing quality standards for providers (public and private), otherwise they should lose their accreditation for providing further services in adult learning;
- Helping Governments in all decisional making processes by using Quality Assurance procedures with: clear objectives, measurable indicators, coherent structure (financial framework, organizational framework);
- The need for gathering good practices on Quality Assurance, establishing a Methodology assuring the balance between inputs and outputs, and also balance between the three elements: Quality, Efficiency and Costs, in order to enhance the quality assurance in effective funding of adult learning.

Next meeting

The objective of the next meeting will be to discuss a work programme to be set up for the upcoming month on the basis of the initial discussions and the results of the first meeting. This should include also the preparation of the meetings/ PLAs and an agreement on the outcomes.

As for the October meeting all results, working documents, presentations will be published on Sinapse. These documents, as well as the distributed background documents, will be treated as internal documents. In addition to this, participants will receive a newsletter, which they are invited to share with their colleagues at ministries and with external stakeholders.

Annex 1- List of Participants

Country	First Name	Second Name	Organisation / Ministry
Czech Republic	Jakub	STAREK	Ministry of Education, Youth and Sports
Croatia	Matej	PETRANOVIC	Ministry of Science, Education and Sports
Estonia	Mai	KOLNES	Estonian Ministry of Education and Research
Hungary	György	SZENT LELEKY	Ministry for National Economy
Ireland	Mary	KETT	Department of Education and Skills, Dublin
Latvia	Jelena	MUHINA	Policy Coordination Department Senior Officer of Lifelong Learning Development Division. Ministry of Education and Science of the Republic of Latvia (MoES)
Luxemburg	Chantal	FANDEL	Ministère de l'Education nationale et de la Formation professionnelle Service de la formation des adultes
Malta	Mario	CARDONA	Ministry of Education, Employment and the Family
Romania	Lucia-Mariana	MIRA	Ministry of Education, Research, Youth and Sports
Slovakia	Peter	SZOVICS	Institute of Banking Education NBS
Slovenia	Ema	PERME	Ministry of Education and Sport Secondary, Higher Vocational and Adult Education
Switzerland	Dani	DUTTWEILER	Eidgenössisches Volkswirtschaftsdepartement, Bundesamt für Berufsbildung und Technologie
Norway	Lars	NERDRUM	Norwegian Ministry of Education and Research

EXPERTS			
	Nicholas	FOX	Individual Learning Company
	Carolyn	MEDEL ANONUEVO	UNESCO Institute for Lifelong Learning (UIL)
	David	HUGHES	NIACE
	Patrycja	LIPINSKA	CEDEFOP – European Centre for the Development of Vocational Training
	Nele	MUYS	UNIZO (employers organisation for SME's)
	Rossella	BENEDETTI	European Trade Union Committee for Education
	Sogol	NOORANI	EURYDICE

Annex 2 – Ms Koops' Presentation

Thematic Working Group on Financing Adult Learning

Agenda - Context
First meeting – Brussels – 11 October 2011

Malke Koops, European Commission, DG EAC, B3

Thematic Working Group on Financing Adult Learning – Agenda for today

MORNING SESSION:

1. WELCOME – BACKGROUND – AGENDA
2. CLARIFYING EXPECTATIONS – PRIORITY FINDING
3. PRIORITY FINDING (II)

LUNCH

AFTERNOON SESSION:

1. SHARING RESPONSIBILITY DEFINING ACTIONS
2. BEING RIGHT IN TIME / CREATING A LANDSCAPE

METHODS: Plenary sessions, Group sessions, Newsletter, Homework

Background and Context

1. EU / ET 2020
2. Challenges
3. Action Plan on Adult Learning (2007 – 2010): Achievements
4. Perspectives for future work on Policy in Adult Learning
5. Activities and discussions in the field of financing Adult Learning
6. The Open Method of Coordination
7. Agenda: first meeting Thematic Working Group on financing Adult Learning

1. EU / ET 2020

Europe 2020 – strategy for smart, sustainable and inclusive growth

Acknowledges the role of lifelong learning and skills development as key elements in response to the current economic crisis and the wider economic and social strategy of the EU

Strategic framework for European co-operation in Education and Training (ET2020)

Lifelong
learning +
mobility

Quality and
efficiency

Equity +
social
cohesion

Creativity +
Innovation

1. EU / ET 2020

Europe 2020: 7 flagship initiatives

Smart Growth	Sustainable Growth	Inclusive Growth
Innovation « Innovation Union »	Climate, energy and mobility « Resource efficient Europe »	Employment and skills « An agenda for new skills and jobs »
Education « Youth on the move »	Competitiveness « An industrial policy for the globalisation era »	Fighting poverty « European platform against poverty »
Digital society « A digital agenda for Europe »		

2 flagship initiatives in the area of education and training

2. Challenges

Adult participation in LLL

- Meeting future skills needs – re-skilling about 76 million low-skilled adults
- Providing the knowledge base for growth - by 2020 35% of all jobs will require high-level qualifications
- Preparing for a longer working life - from 2013 the EU's working population will start to shrink
- Tackling growing disparities – integration of socially disadvantaged groups and migrants

2. Challenges

Adult participation in LLL: persisting challenges

- Competences development across life time – low participation of adults and equity gap
- Supporting learning in all life contexts (workplace and civil society)
- Segmentation of learning sectors (in particular between VET and HE; formal and non-formal sector)
- Effective financing arrangements (shared responsibility)
- Stakeholder coordination, and partnerships
- Quality (including staff / staff working conditions)
- Low institutionalisation

3. ACTION PLAN ON ADULT LEARNING 2007 - 2010

Priorities

1. Effects of national E&T reforms on adult learning
2. Improving the quality of adult education provision
3. Increasing the possibility for adult to go "one step up"
4. Speeding up the process of assessing & recognising non-formal and informal learning
5. Improving monitoring of the adult learning sector

3. ACTION PLAN ON ADULT LEARNING 2007 - 2010

Main aim: increase participation

- Benchmark 12.5% of 25-64 year by 2010 >>> E&T 2020 raised benchmark to 15%
- Focus: disadvantaged groups because of their low literacy levels, inadequate work skills and/or skills for successful integration into society

3. ACTION PLAN ON ADULT LEARNING 2007 – 2010 - Achievements

- Working group (MS representatives; to steer implementation, Report)
- Studies (calls for tender)
 - National reforms (methodology, country overview)
 - Terminology and core data
 - Good practice in enhancing qualification levels (= one step up *)
 - Adult learning professions 2008, Key competences of staff
 - Updated European inventory
- Conferences and "peer-learning activities" (PLA)
 - 4 "regional" (= multi-country) events October-November 2009
 - PLA on Literacy (IRL), monitoring (SK), progression (UK), validation (CZ) 2009, basic skills (NL)
 - Workshops in basic skills, quality, financing, higher education and adult learning
 - Final Conference, Budapest March, 2011
- Staff Working Document
- Synergy with Grundtvig
 - contribution of centralised projects, networks + in-service training
 - European Prison Education Conference 2010

4. Perspectives for future work

- Give a vision for adult learning by 2020 (**Resolution under the Polish Presidency, Nov. 2011**)
- **Intensifying OMC**: reference with milestones for cooperation and exchange
- Europe 2020 – **contribution to economic recovery**, sustainable and inclusive growth
 - Agenda for new skills and jobs
 - Platform against poverty
 - Innovation Union
 - Headline targets – early school leavers, tertiary education
- Place in the context E&T 2020 and propose working methods for EU cooperation on adult learning, 2012-2014
- Preparation of the next ESF programming period, Commission proposal 1Q/2011

4. Perspectives for future work

Next steps / activities

- **New Thematic Working Groups on "Financing" and "Quality"**
- Studies planned on Financing and Quality and HE
- PLAs / Workshops on Guidance / Regional Approaches
- Basic Skills (incl. new literacy)
- Citizenship
- Active Ageing
- Migrants
- Monitoring
- **New Governance Structure – National Coordinators**

5. Activities and discussions in the field of financing adult learning / ET

- Workshop on "Financing Adult Learning in times of Crisis" (10/2010) (FIRST steps: getting an overview on the state of data, MS – instruments, private-public partnerships, discussion "who should pay for adult learning") – see background and final report
- High Level Group Meeting (09/2011) focus on "Investments and reforms in education and training" – see Commission staff document
- European Expert Network on Economics of Education (EENE): aims to contribute to the improvement of decision-making and policy development in education and training: see: www.education-economics.org 09/2011: analytical report on Financing lifelong learning: Funding mechanisms in education and training.
- Studies: European Commission, Cedefop

13

5. Activities and discussions in the field of financing adult learning / ET

Some discussion points and headlines

- Who should pay for adult learning?
- At what level and in which areas is the adult learning sector affected by the crisis and by budget restrictions?
- What are the benefits of Adult learning at later stages in life?
- Efficiency: How the investments in adult learning can go along with quality?

Some headlines for future work:

- Basic data / Monitoring / Research
- New funding instruments to stimulate the participation
- Target groups – return investments
- Public-Private partnerships
- Benefits

14

5. Some facts on funding

- The crisis has major consequences on education and training budgets, however a clear picture of effects of the crisis – in a comparable way – is still missing
- Areas that are most affected by cuts are: staff and infrastructure – savings are foreseen through reorganisation of educational provision
- The levels of public expenditures varies between countries (3,6% SK – 7,8% DK of the GDP)
- Priorities for expenditure are given to HE, reduction and prevention of unemployment, scholarships and grants
- The debate on investments in education and training is strongly linked to discussion on efficiency and effectiveness
- Private investment in education and training is much lower in Europe (0,75%) than in the United States (2,1%) and in Japan (1,66% of the GDP)
- The costs of training and further education are obstacles for around 15% of adults for non-participation

15

6. The Open Method of Coordination

Thematic Working Groups - Background

Council conclusions of May 2009:

- European cooperation (...) can be carried out by (...) peer learning activities, conferences and seminars, high level fora or expert groups, panels, studies and analyses and web-based cooperation and (...) with the involvement of relevant stakeholders.
- All groups (...) are temporary and must have a clearly described mandate, a sunset clause and planned outputs to be proposed by the Commission in cooperation with the Member States.
- To enhance visibility and impact at national and European level, the outcomes of cooperation will be widely disseminated among all relevant stakeholders and, where appropriate, discussed at the level of Directors-General or Ministers.

14

7. Thematic Working Group on Financing Adult Learning – Agenda for today

MORNING SESSION I:

1. WELCOME – BACKGROUND – AGENDA
2. CLARIFYING EXPECTATIONS – PRIORITY FINDING
3. PRIORITY FINDING (II)

LUNCH

AFTERNOON SESSION I:

1. SHARING RESPONSIBILITY DEFINING ACTIONS
2. BEING RIGHT IN TIME / CREATING A LANDSCAPE

METHODS: Plenary sessions, Group sessions, Newsletter, Homework

14

Annex 3 – Feedback

TABLE 1. Participants who responded to the questionnaire.

List of participants	Country/ organisation	Feedback (yes/no)
Jeroen Backs	Belgium-nl	yes
Robert Loop	Belgium-fr	Yes
Matej Petranovic	Croatia	
Jakub Starek	Czech Republic	Yes
Mai Kolnes	Estonia	
Aino Haller	Estonia	
Merja Leinonen	Finland	
Bert Butz	Germany-1	Yes
Heike Maschner	Germany-2	Yes
György Szent Lekely	Hungary	Yes
Mary Kett	Ireland	Yes
Dmitrijs Kulšs	Latvia-1	Yes
Jelena Muhina	Latvia-2	(yes, same paper)
Chantal Fandel	Luxembourg	Yes
Mario Cardona	Malta	Yes
Lars Nerdrum	Norway	Yes
Lucia Mariana Mira	Romania	Yes
Peter Szovics	Slovakia	Yes
Ema Perme	Slovenia	
Dani Duttweiler	Switzerland	Yes
Seher Ne•e Bokol	Turkey	Yes
Experts		
Nicholas Fox	Individual Learning Co	Yes
Caroly Medel Anonuevo	Unesco	
Dieter Dohmen	Fibs / DE	Yes
Giorgio Brunello	University of Padova	
Dad Hughes	Niace/ UK	Yes
Institutions		
Patrycja Lipinska	Cedefop	
Nele Muys	UEAPME	
Anders Vind	ETUC	
Rossella Benedetti	European Trade Union/ IT	yes
Stanislav Ranguelov	EURYDICE	

Response rate: 19/30 or 63 %

(total 31 people were invited but Jelena Muhina (LV) provided paper in common with Dmitrijs Kulšs)

TABLE 2. Priorities by country.

Country/ organi- sation	Data	Governance	Instruments/ ciency	Effi-	Attractiveness/ Motivation
Belgium-nl			x ²		
Belgium-fr					x ³
Czech Republic	x	x			
Germany-1		x	x		
Germany-2					x ⁴
Hungary		x	x		
Ireland	x	x	x		
Latvia			x		
Luxembourg		x			
Malta					x
Norway		x			x
Romania		x			
Slovakia		x			
Switzerland	x				x
Turkey					x
Experts					
Dohmen	x	x	x		x
Fox			x		
Hughes			x		x
Institutions					
European Trade Union		x			x
TOTAL	4	10	8		9

Any other priorities you would like to work on in depth? (Comments)

Belgium-nl – For us it is important to know what type of instruments the other member states already have experienced with, what did work? And what did not work? And what are the concrete and measurable results of some of the instruments. What specific strategies on financing adult education are designated in relation to the current economic and financial crisis? It is also important to think how we can support the realisation of the strategic targets in the new Action Plan on Adult Learning.

Belgium-fr – Our main concern is Attractiveness/ Motivation: convince every actor from individual to government, branches and firms to invest in IVET and VET even more in crisis time. It is the meta level.

Hungary – As indicated above, firstly Governance, secondly Instruments, are the two areas where I could contribute to the activity of the group. Occasionally we could deliver certain information on data, probable even more tendencies, trends of the rather important world of adult learning – first of all regarding Hungary.

Malta – Link between funding and quality assurance.

² Ranked priorities as follows: 1) Instruments/ Efficiency, 2) Attractiveness/ Motivation, 3) Data, 4) Governance.

³ Ranked priorities as follows: 1) Attractiveness/ Motivation, 2) Instruments/ Efficiency, 3) Governance, 4) Data.

⁴ Ranked priorities as follows: xxx) Attractiveness/ Motivation, xx) Instruments/ Efficiency, x) Governance

Slovakia –The priorities are linked. Data are inevitable for governance. Instruments are used to collect or redistribute funding. Attractiveness and motivation are linked to financing indirectly. I would like to work on topics related to financial literacy, future skills need anticipation for the financial sector and to ways of generating financial resources for adult learning.

Switzerland – What do we understand under the different terms? -Finding a common language among the different systems (makes comparisons easier).

Dohmen – Characteristics and structure of (successful) funding systems at regional and/or national level (e.g. combination/complementarity of instruments)

What should be the final product of the (whole) Thematic Working Group?

Belgium-nl

The thematic working group is an opportunity to learn about the results of the policy on financing lifelong learning strategy within the European Union. The final product we see is a useable overview of the best instruments and experiences related to the different target groups we want to participate more to adult education. The Thematic Working Group has to act more as a long-time 'Peer Learning Activity'. Based on this overview we can come to some global recommendations (to governments of members states, to the Council, to the Commission) on what the main priorities in financing adult education must be.

Belgium-fr

- Motivation to invest for the whole European society in VET and IVET, any stakeholders taking its responsibility: result concrete strategy to make it real short term/ mid term/ 2020.
- Right instruments to reach the different target groups: result: define the best instruments looking at concrete experiences and disseminate.
- Governance: cost/benefit relationship: efficiency to be connected with Eqavet indicators: result: compare different experiences of governance, how they contribute or fail to promote co investment.
- This must be done taking advantage of what is already available 4.

Czech Republic

- Sounding board on European approach in financing of Adult learning.
- Guidelines for effective financing of Adult learning in member state (+ set of good practice examples).
- PLA with stakeholders who represent good practice examples.

Germany-1

The product should be a short report on the conditions of success (the systemical approach) and implementation strategies (the political approach) referring to the instruments. The national contexts should be taken into account.

Germany-2

Exchange of examples of good practice between the member states and a concrete project of different member states in order to develop and distribute good practice.

Hungary

Probably could be comments reporting on the statements set up in our Staff Working Document issued in Brussels in January 2011. I mean what have been changed? Improved? Unchanged? Or even having become even worse? Drawing up and average is possible!

Ireland

Synopsis of existing research on funding mechanisms, with link to studies monitoring and data collection. This information should feed in to the creation of a Handbook(s) for policy makers, Ministries on above themes.

Latvia

The final product of the TWG may be the empirically supported evidence that public invest-

ment in adult education pays off inter alia that it is an effective tool of improving the economic stability at national, regional and European level. Common EU Member states' position on need for investment in adult education would re-emerge adult learning potential throughout the policy and practice. SWAT analysis of the various models of public funding of adult education may also become an added value of the TGW work.

Luxembourg

Data (qualitative and quantitative) on schemes to finance adult learning.

Malta

A position paper that should include suggestions to be discussed at local, regional, national and EU level. The document should include practical suggestions regarding policies to be adopted, how these policies integrate themselves within wider EU policy regarding education, employment and social justice. It should also propose a way forward at national and EU level.

Romania

The final product of the TWG should be, in my opinion, a Strategy for financing adult learning defining the priority axes of action, major field of intervention, common terms and definitions, instruments and methods of financing adult learning, resources involved (financial, human, material etc.), involvement of all stakeholders etc.

Slovakia

We should produce the European synthesis report on Financing adult learning. We could produce a report with similar format as the NSNJ WG did last year.

Switzerland

Report, including good practice examples.

Turkey

CD, website.

European Trade Union

Guidelines for Social dialogue and Education policies.

Dohmen

- Overview on funding systems at national level (complemented by reliable data on participation rates (of different target groups) at instrument and system level).
- Empirical evidence on successful instruments (benchmark data) and their frame conditions, Evidence on costs and benefits of adult learning for different target groups.

Fox

- Taxonomy of different financial instruments showing their potential use and impact for particular target groups and situations.
- Benchmark data showing financial estimates of the cost and benefit of adult learning in different scenarios.
- Proposal for a new financial instrument to support adult learning e.g. through investment and payback of European Investment Bank loans to regional authorities.

Hughes

We need some good practice guides; some evidence of what works presented in easy to digest ways; a statement about what the EU believes are the best ways to support adult learning in order to attract employers and learners to invest in their own learning as well; a focus in all of this of how the Government funds can help those least able to help themselves.

What would be the most useful outcome that you would like to take back with you to your country after the group has finished its work?

Belgium-nl

As we will have to reform our system of financing in Flemish adult education in the period 2014-2019, the most useful outcome for us would be the overview of the best instruments and experiences by 2013.

Belgium-fr

Reaching concrete results on 1/2/3. It would be no use getting outcome on only one sub objective because they are linked.

Czech Republic

Guidelines and good practice examples for financing.

Germany-1

Applicable knowledge about the arrangement of financial support structures for Adult Learning and implementation strategies.

Germany-2

s. above: concrete project. Thus to get knowledge about possible terms/conditions of success and implementation.

Hungary

I had ever been a realistic man. Higher Education and other sectors of education and training are also strong.. So, an accepted expert in fostering the noble activity of supporting adults in their learning within the administration and help to call attention of national decision makers to the significant challenges of adult learning.

Latvia

SWOT analysis and sustainable practices of public funding models in the Member states are to intervene effectively at the national level.

Luxembourg

An overview of national and European practice.

Malta

Practical suggestions that would have a bearing on the drafting and implementation of a sound lifelong learning policy in my country that would help place lifelong learning on the national agenda.

Norway

Good examples of policy tried successfully out in other countries that we can propose in Norway.

Romania

The most useful outcome in order to ensure the long term impact and the sustainability of the work done so far, especially within the two TWG, to have as main outcome and Action Plan for a determinate period of time (e.g. 2-3 years) gathering common measures, instruments, actions, activities, resources, deadlines, people/institutions responsible, costs etc. in order to assure the transferability and sustainability of the work done in the TWG in each country.

Slovakia

How to improve governance. Which funding mechanisms work and which do not.

Switzerland

Experiences from other countries (good practice; but also bad experiences).

Turkey

A booklet.

European Trade Union (IT)

Good overall knowledge of other countries experiences and good practices and to establish

a cooperation among European countries in order to develop effective operational schemes.

Hughes (UK)

A statement/report which the UK Government would need to respond to as well as a report on what works which we can use to stimulate debate and discussion in the UK.

How will you distribute the results?

Belgium-nl

When there is a concrete product or a useful outcome, we can use it during policy making in the Flemish administration for adult education. There are also possibilities to disseminate the results in the steering and advise comities for adult education and VET in Flanders.

Belgium-fr

Interaction with the steering comities in Belgium following Bruges Communiqué process and social partners/ institutions

Czech Republic

On annual conference for adult learning stakeholders; if there will be written result we would translate it post it on ministerial web pages.

Germany-1

In addition to the results we want to use the existing networks of adult education in Germany to distribute the information on the outcome of the Working Group.

Germany-2

Regular exchange between the 16 German Länder.

Hungary

The webpage of my Ministry seems to be an able surface for that purpose (direct way). Keeping some lectures on conferences. But I am thinking about articles as well in largely circulated newspapers. Webpage of our background institute could come into question, too. (indirect ways)

Ireland

Through normal networks.

Latvia

Preparation of consequent national Lifelong Strategy 2014-2020 will be based inter alia on the relevant outcomes of the WG.

Luxembourg

By bringing in national practice and data.

Malta

The Directorate for Lifelong Learning where I work is working on the establishment of a Lifelong Learning Network in our country. The results of this thematic working group will be disseminated with all partners in this group, which will come from different sectors, including: tertiary education, further education, second chance education, employment, re-skilling, on-the-job training, immigrants, disadvantaged groups. Partners will come from the state, non-state and NGO sector.

Norway

To my leaders and politicise, as well as to social partners for discussion.

Romania

I intend to disseminate and valorise the results of our TWG using firstly the direct network of

people and institutions I work with (e.g. colleagues, experts from my department, from other departments, specialists coming in other working groups in which my institution is involved at national and European level). Secondly, I intend to use the indirect network comprising mostly the decision policy makers from the ministries (e.g. specialists within the ministry of education, ministry of labour, ministry of finance), social partners (sectoral committees, professional associations, trade unions), representatives of civil society (e.g. NGOs).

Slovakia

I would submit the result to the Ministry of Education and I would also write an article in the newspaper about the outcomes of our work.

Switzerland

We have different possibilities: national newsletters, conferences, working groups.

Turkey

Via briefing to my administrators and colleagues.

European Trade Union

Through ETUCE to all members and through my trade union's website and magazine.

Dohmen

I'm not really sure whether this is applicable to me, but we will surely distribute knowledge through research papers, articles in general.

Hughes

We have many networks we can make aware of this work, and would be happy to organise conferences/seminars where we can either charge people to cover costs or where there is some EU or UK funding to support the costs.

Do you want to participate in a coordination-team (to prepare future meetings etc.)

Yes – (5) Belgium-fr, Latvia, Fox, Dohmen, European Trade Union

No - (13) Belgium-nl, Czech Republic, Germany-1, Germany-2, Hungary, Ireland, Malta, Norway, Romania, Slovakia, Switzerland, Turkey, Hughes

Would you like to organise a PLA in your Country?

Yes – (4) Czech Republic, Luxembourg, Malta, Slovakia, Latvia

Non – (9) Belgium-fr, Germany-1, Hungary, Latvia, Norway, Romania, Switzerland, Turkey, Hughes (UK)

Any other comments?

Belgium-fr

It was difficult to choose one priority on a so early stage. It would be easier after some work done by the coordination team and knowing what is already available (4). Perhaps we'll have in the 3 or 4 sub groups different specialists for each country, a good way to involve more people and reach outcomes. Some big European members had no representative for the first meeting, it must be different for the next meeting, I hope so!

Czech Republic

Thank DG EAC and esp. Maïke for her good work in both TWG.

Germany-2

The Organisation of a PLA depends upon the concrete results of this questionnaire and the timetable for PLAs.

Hungary

As I mentioned you on the 11th of October in Brussels, all the important basic acts on education and training in Hungary are debated by experts, Government and Parliament. (In order to make the whole educational system more efficient.) This is why I am not more able and capable promising you the PLA in my country at least for the time being.

Malta

Malta is interested in organising a PLA with regards to the Thematic Working Group on the Financing of Adult Learning in conjunction with the other Thematic Working Group on Quality Assurance (Outreach). This offer is made subject to availability of funds.

Romania

THANK YOU FOR THE GOOD INITIATIVE & WORK!

Slovakia

I appreciate the initiative of the EC to foster financing adult learning in the times of economic downturn.

Dohmen

Although the focus of the working group is on funding, it may be important to link funding instruments at least to some extent to framework conditions and accompanying measures as funding may not be in a position to overcome certain barriers.

Fox

The Group needs to maintain its focus on financial aspects of adult learning rather than broader (also interesting) issues.

- What are the costs and benefits of main categories of adult learning – at an individual and society bases?
- What are the different advantages and disadvantages of different financing instruments for achieving the optimal level of adult learning?
- How can different potential financers of adult learning be better motivated to support adult learning?
- What additional financial instruments would support achievement of adult learning participation targets?

Hughes

I have said no to being part of the co-ordination team and organising a PLA simply because I am so new in post and am worried about the time commitment. I would be happy to do what I can but I am also having to get into a new job which requires some attention. I hope that you understand that. I would like to think that I will have a bit more time from the spring of next year!