



# **PIAAC data and Adult learning policy**

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# Adult learning



- formal, non-formal, and informal
- vocational or non-vocational

## For:

- improving basic skills,
- obtaining new qualifications,
- up-skilling /re-skilling for employment
- its own sake.

## Essential for:

- competitiveness
- employability,
- social inclusion,
- active citizenship,
- personal development
- health and wellbeing
- ...



## **European Benchmark:**

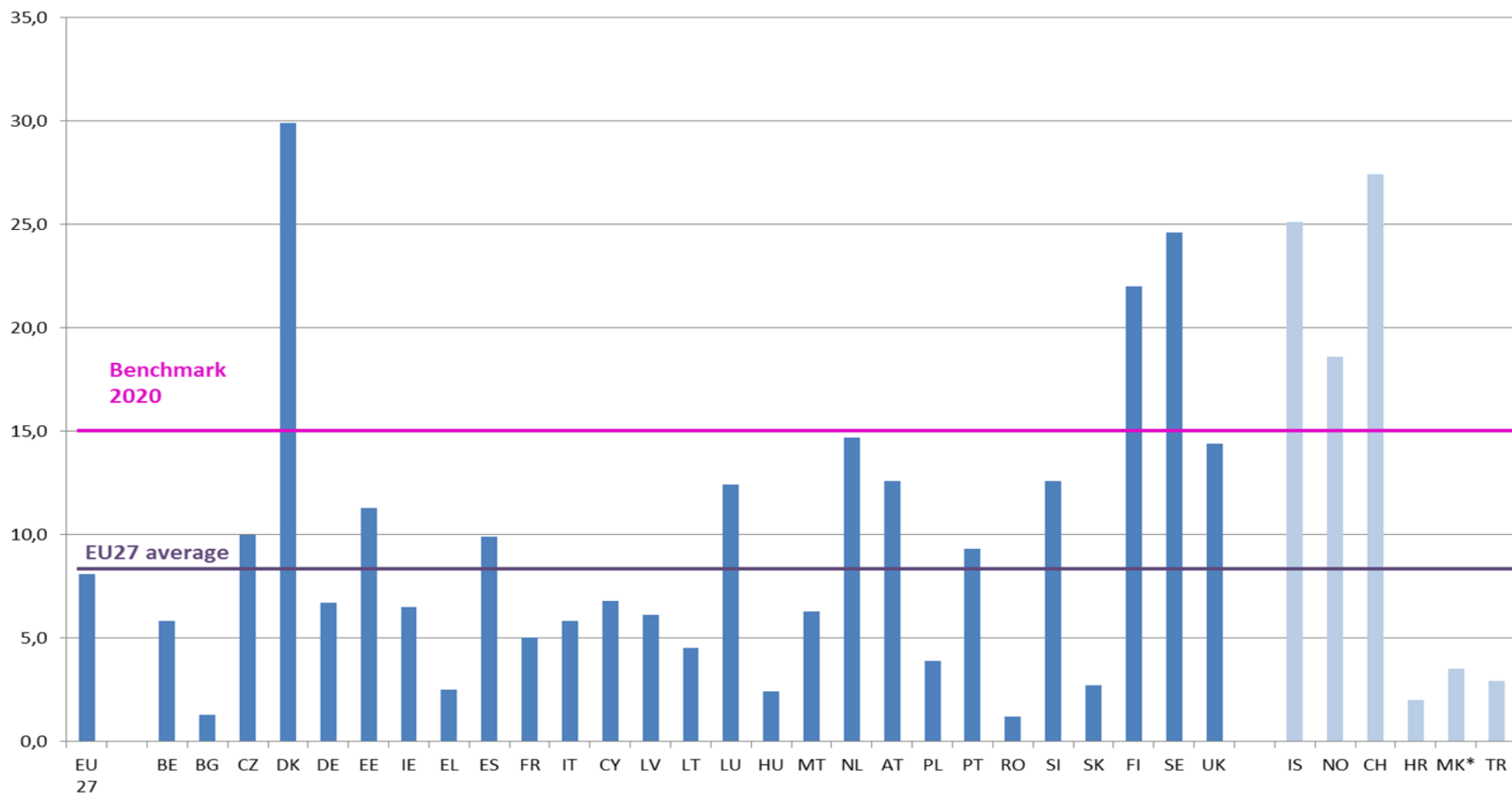
By 2020, an average of at least 15% of adults should participate in learning.

For some countries, this means there is still a long way to go....

# Adult learning participation



Adult lifelong learning participation in % by country (LFS, 2012)



# EU Agenda for Adult Learning: Vision for 2020



- **Access to high quality learning** any time in life for personal, social and economic ends
- Awareness of LLL **benefits** by each adult /employer
- Fairly **shared responsibility**, adequate resourcing
- New approach to **provision** – flexible, learner-centred, clear learning outcomes, leading to key competences + EQF Qualifs.
- Supported by **guidance**, **validation** of non-formal and informal learning
- **Learning locally** with a significant role for social partners, civil society and local authorities, HE
- **Active learning** for seniors and **mutual learning** and solidarity between generations



## Major Challenge:

- *high quality learning opportunities*
- *for all adults, especially disadvantaged groups*
- *to raise participation levels very significantly.*

## Current Priorities 2012 – 2014:

- Increasing access
- Improving quality and efficiency of system;
- Equity, social cohesion and active citizenship
- Creativity and innovation of learners and learning
- Improving knowledge base and monitoring



## Building the evidence base:

*PIAAC data are complemented by data from Labour Force Survey, Adult Education Survey etc, and...*

- *Recent studies*

- Financing and Investment in adult learning 2013
- Quality Assurance in adult learning 2013
- Adults in Tertiary education 2013

*([http://ec.europa.eu/education/library/index\\_en.htm#\\_doctype=study#\\_themes=adult\\_learning#\\_years=\\_2013](http://ec.europa.eu/education/library/index_en.htm#_doctype=study#_themes=adult_learning#_years=_2013))*

- *On-going studies*

- coherence, effectiveness of policies 2014
- broader benefits of skills (based on PIAAC) 2014
- OER/ digital competences of adult learning 2014
- Stocktaking of Continuing VET provision 2014

# PIAAC: Key messages



E & T systems are failing too many citizens:

- **1/5 EU adults has only very basic literacy and numeracy**
- **1/4 EU adults cannot solve simple problems using ICT**

*Low skilled people:*

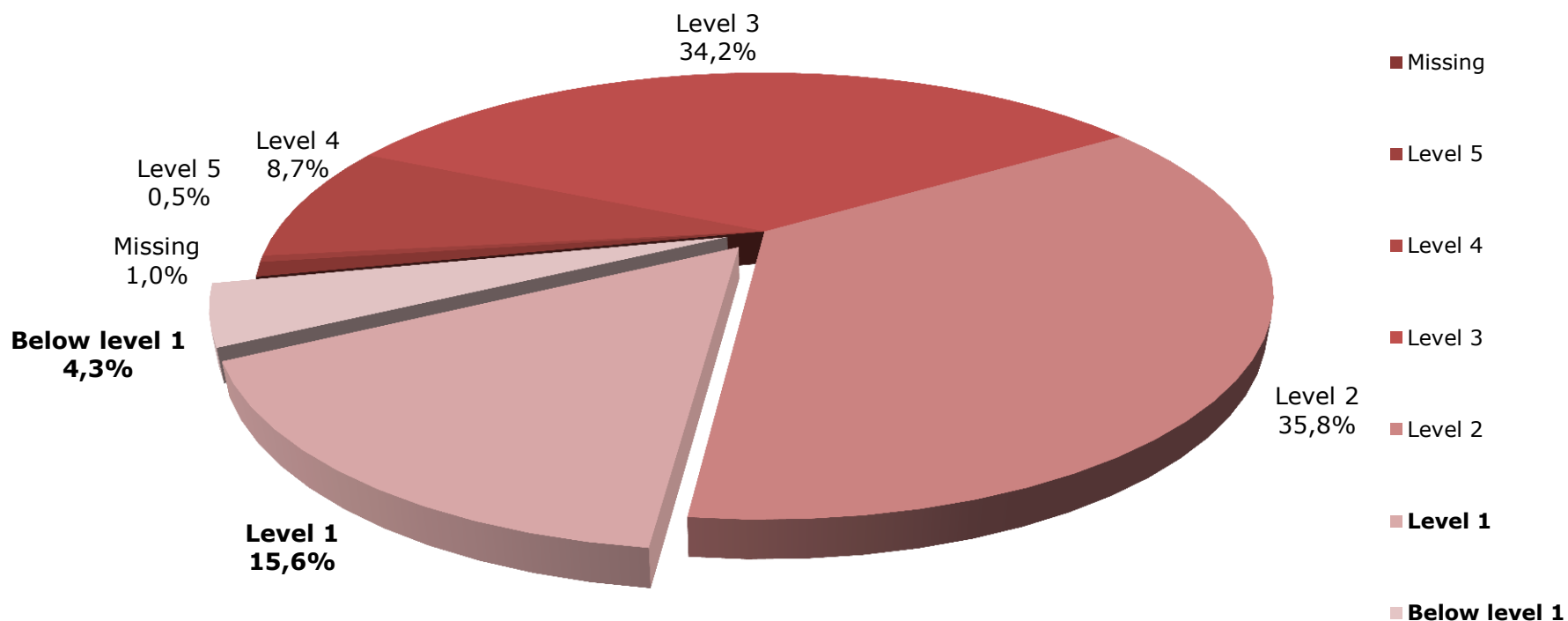
- are in jobs that offer no training
- do less learning than high-skilled people
- get stuck in '**low skills trap**'
- miss the benefits of continued learning



# PIAAC: EU results



## Survey of Adult Skills (PIAAC) HOW PROFICIENT ARE ADULTS IN LITERACY?\*

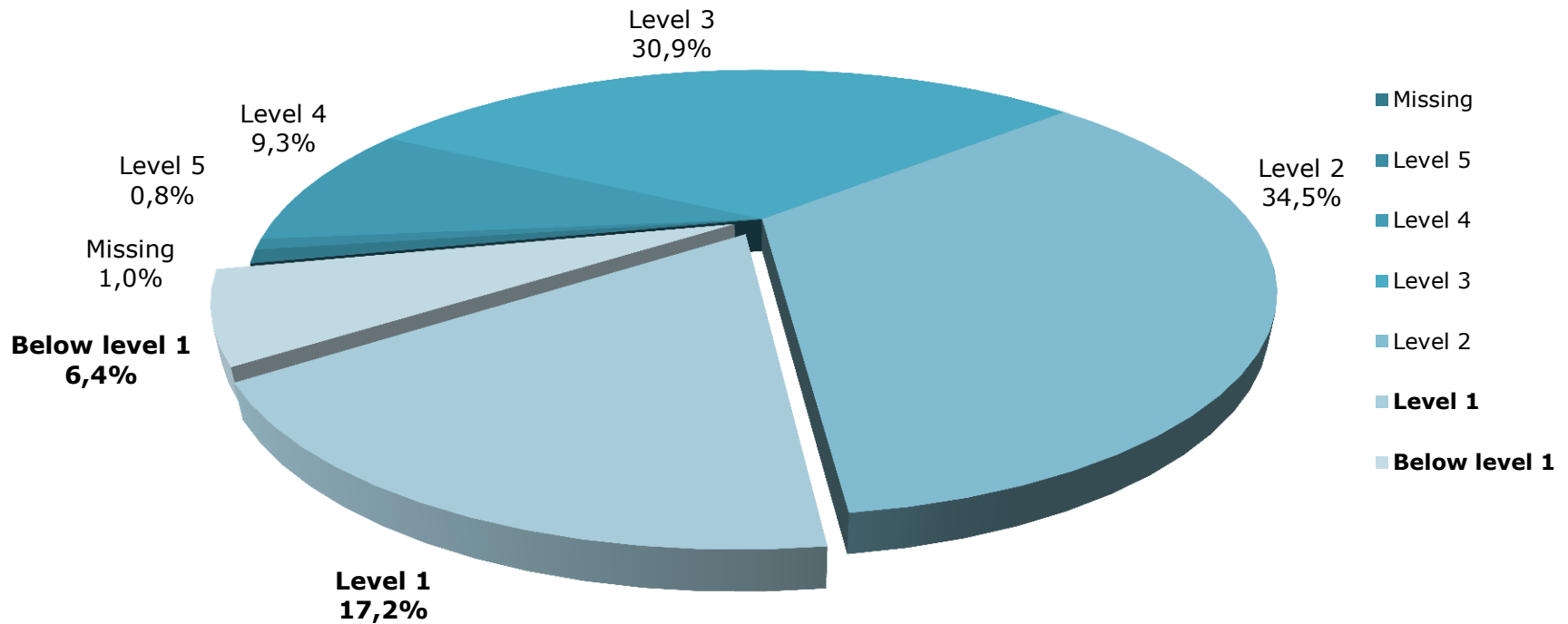


**SOURCE: OECD 2013**  
\*EU 17

# PIAAC: EU results



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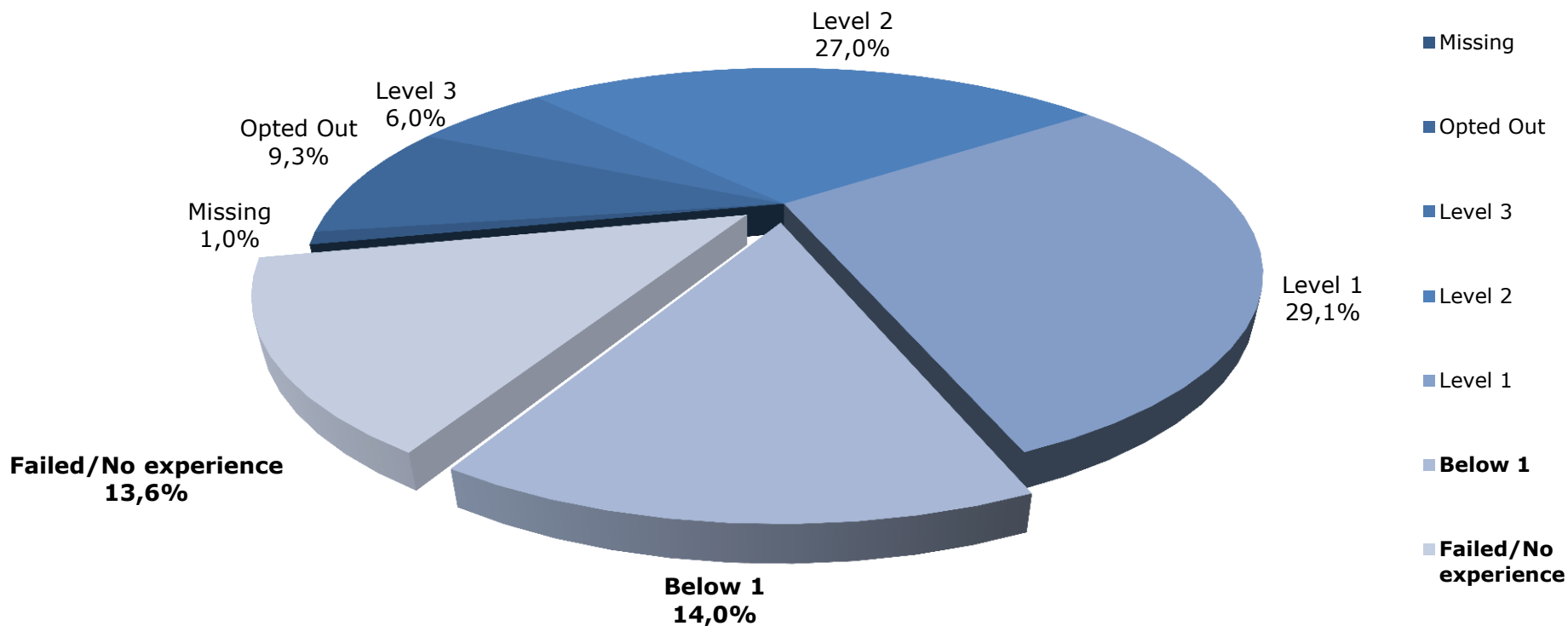
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# PIAAC: EU results



Survey of Adult Skills (PIAAC)

## HOW PROFICIENT ARE ADULTS IN PROBLEM SOLVING IN TECHNOLOGY RICH (ICT) ENVIRONMENTS?\*



SOURCE: OECD 2013

\* EU 13

# PIAAC: some key messages for AL



- **Initial Ed/VET** must ensure young adults acquire high levels of **literacy, numeracy and digital competences**
- AL, C-VET, have important **remedial role** to equip all with basic skills, key competences
- **Validation of** non-formal, informal **learning** - enhances employability and mobility, increases motivation for learning
- Need to **extend and diversify offer** of high quality learning opportunities for all adults to raise their skills to a higher level
- Need for learning opportunities **combining basic skills with occupational skills**, targeted at specific groups
- Onus on **employers** to provide learning-rich working environments
- Lifelong/lifewide learning opportunities in **multiple settings**

# Provision, needs in Greece



- ✓ A strong tradition of formal learning
- ✓ A LLL strategy (focus on adult learning) since 2011
- ✓  $\pi^3$  - quality assurance framework for non-formal lifelong learning;

## Challenges:

- Only 2.9% participation in adult learning in 2012
- Only 28% employees participate in c-VET
  - Yet there is a growing need for c-VET
  - Fewer jobs for low skilled: will decrease by 29.9%
- Public investment falling in real terms

# PIAAC: in Greece



- What will data show?
    - Picture of adults' "**real**" **skills levels**
    - Relation with educational **attainment** and Education and Training system **performance**
    - Indications of **skills mismatch**
    - Insights into:
      - a) how skills are used in the **workplace**,
      - b) how and where skills are **maintained, renewed** during working life
- Wider benefits of adult skills

# PIAAC: impact for Greece



How can better data help improve the situation?

- **Quantify needs**, compare with provision, budget
- Highlight where to **prioritise** in provision
- Illustrate **variety** of settings, ways adults learn
- Reinforce **justifications**:
  - LLL framework, quality framework
  - non-formal /informal learning, and its validation
  - need for reforms to make LLL a reality for all

# PIAAC: next steps



- PIAAC is important:
  - we need robust policies and effective provision
  - for these we need hard data
- Collecting data through PIAAC is a great step forward
- ... but only the start of a process
- Next steps - use PIAAC (and other) data to:
  - analyse specific situation in Greece
  - identify key learning **needs**
  - identify key **target groups**
  - **debate** how to give all Greek adults the skills they need for life
  - identify how EU can help  
(Structural Funds, Erasmus+, Horizon 2020 ...)



# PIAAC: EU role



- Further analyses of data, support thematic research with OECD
- With OECD, launch Education and Skills Online tool for citizens
- Use data to prepare Operational Programmes of 2014-2020 European Cohesion Policy (Structural Funds)
- Support Erasmus+ actions to develop and upgrade qualifications and skills of citizens
- Discuss with Member States how to translate outcomes into policy.