



ENLIVEN

Encouraging Lifelong Learning for an Inclusive & Vibrant Europe



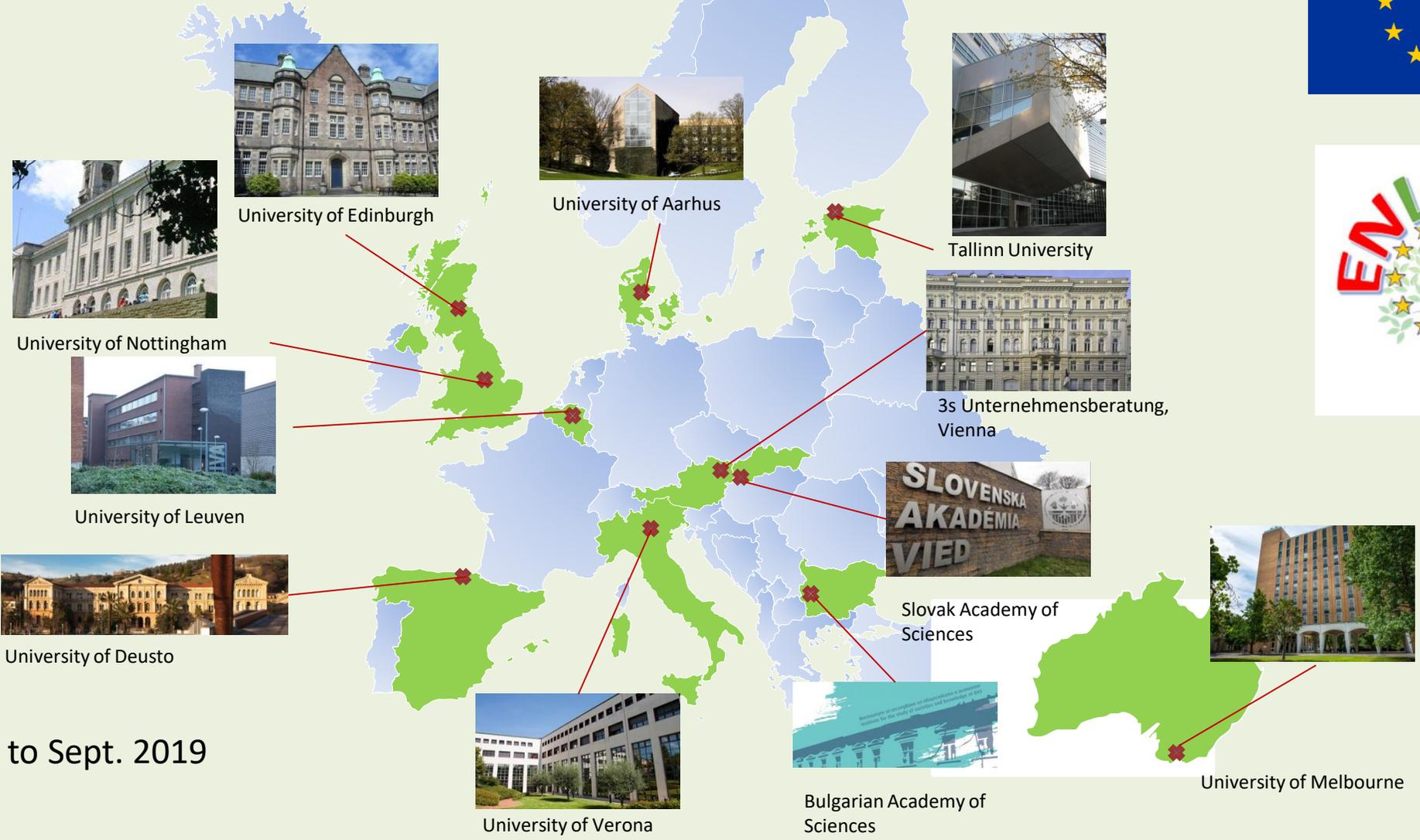
A brief “taster” ...

*for the European Agenda for Adult Learning
England Impact Forum, 29th January 2019*

John Holford *Co-ordinator, ENLIVEN*

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University of Nottingham

The ENLIVEN consortium



Oct. 2016 to Sept. 2019



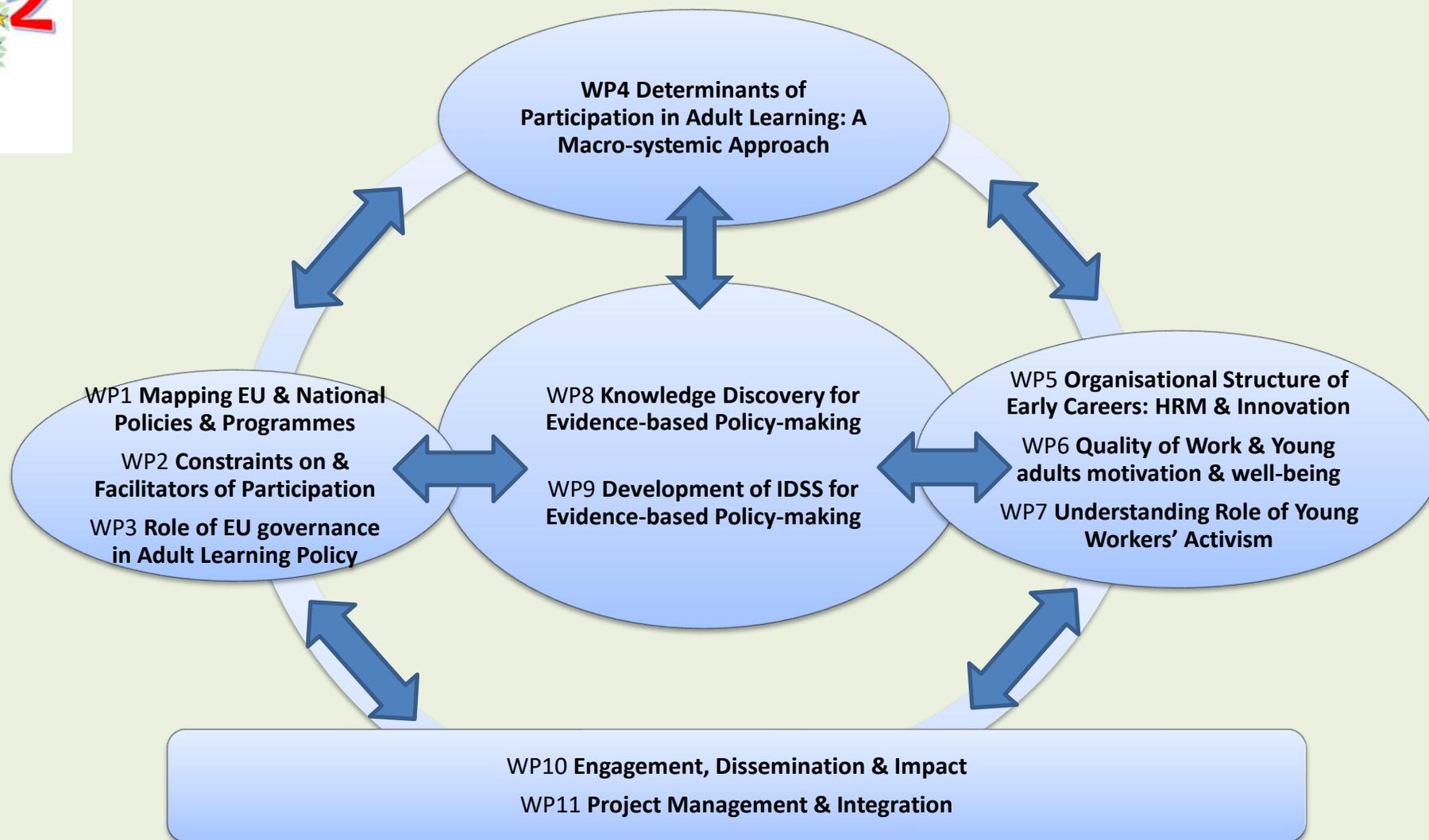
Our rationale (very briefly) ...



- Lifelong learning has been a central EU policy priority since 1993
 - A lot has been achieved over 25 years
- EU's mechanisms for policy co-ordination, measurement are world-leading but
 - High EU youth unemployment rates (10 years after recession) still average 1 in 6
 - Adult learning participation (10.8% in 2016) well short of 2020 target (15%) – in fact, still below Lisbon target (12.5% by 2010)
 - EU LLL skewed towards work/production
 - In many countries, important adult education institutions/traditions abandoned
- EU LLL doesn't ensure citizens have E&T for individuals' or society's prosperity & welfare:
 - Social exclusion, disaffection, endanger social cohesion, competitiveness, European project
 - Need to rebalance European LLL – reincorporate *Bildung* perspective: adult education to develop whole person, be constitutive of democratic public sphere/civil society
 - A learning society needs richness of opportunity and provision – not just demand

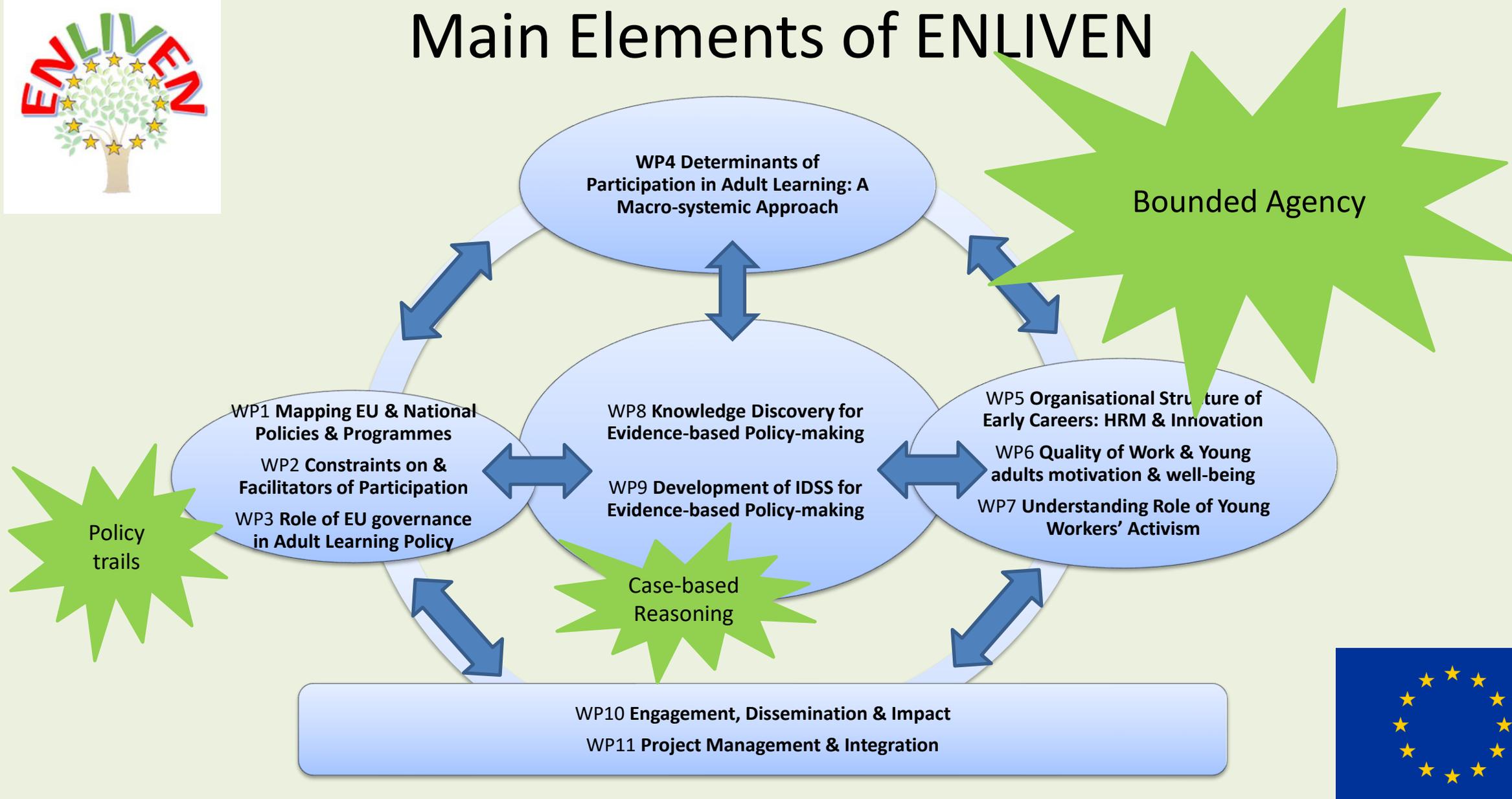


Main Elements of ENLIVEN



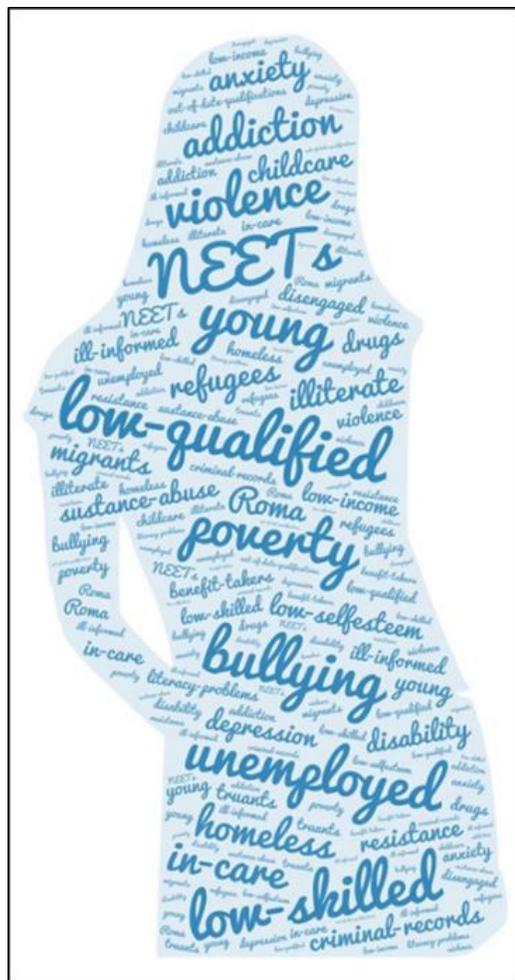


Main Elements of ENLIVEN





Constraints & Facilitators of Access & Participation



Cumulative disadvantages



different systems, rather similar experiences

POSITIVE FEELINGS
Overall learner satisfaction
Increase in confidence
Preferred personalised approaches
Outreach and cooperation

FOCUS POINTS
Parking and creaming
Supply side focus
Lack of provision in rural areas
Training for non-attractive jobs
Better support for staff needed
More long-term follow-up needed

Provision, barriers, facilitators, experiences
20 national policy trails
- *Empowerment*: 'Upskilling Pathways'
- *Employability*: Youth Guarantee
~220 interviews



Role of European governance in adult education & learning policy



Inventory:

227 policy actors, of which:

- 58.5% public sector
- 22% third sector
- 10.5% private sector
- 9 % social partners

- World: 6
- Europe: 30
- Austria: 32
- Belgium (Flan.): 22
- Bulgaria: 21
- Estonia: 32
- Italy: 26
- Slovakia: 14
- Spain: 24
- UK: 20

Governance mechanisms

- Standard- & target-setting
- Capacity-building
- Installing interdependence
- Elite learning
- Financial redistribution

Policy instruments

Coordinated working groups/networks

- Mutual- & peer learning arrangements
- Data generation

Benchmarks

Funding schemes

Expected March 2019

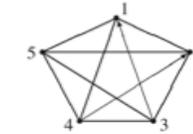
Actors' maximal cohesiveness

ET2020

- Flemish Dept. for E&T of Belgium
- 9 MoE (Cyprus, Estonia, Finland, France, Lithuania, Slovenia, Spain, Sweden, Norway)
- 3 social partners (ETUCE, ETUC, EFEE)

They are involved in:

- all 6 WGs
- all 34 cliques (that, together, engage all other 124 actors)



REAAAL

- Flemish Dept. for E&T of Belgium
- MoE of Finland
- MoE of Latvia

They are involved in:

- all 5 WGs
- all 8 cliques (that, together, engage all other 95 actors)

Challenges in studying European governance:

- conceptual confusion
- effects hard to capture due to complexity, limited project resources, lack of available or accessible data
- State forms & welfare regimes as *explanandum* (i.e. subject to study) vs. *explanans* (i.e. what explains) for across-country similarities/differences



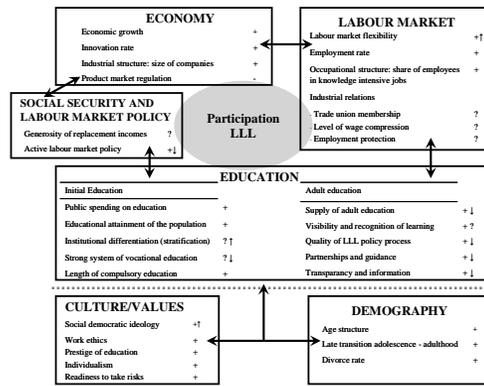
A Panel Dataset on Lifelong Learning for 30 European Countries 2011-2016

Bilbao (Spain) June 2018



Individuals – EU LFS

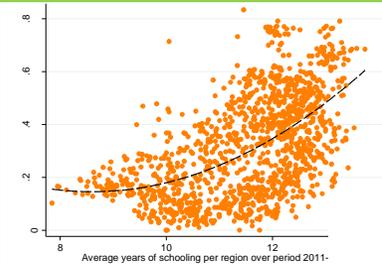
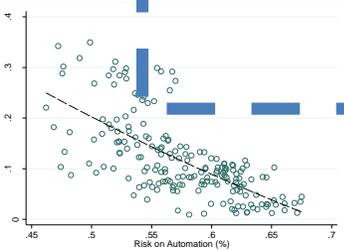
Participation rates
by age group and labour status
by region, country and time



Country Level
System Characteristics

219 Regions
NUTS II

Participation rates
by country and time

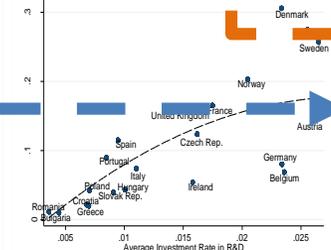


Regional Level
System Characteristics

Pseudo panel **dataset** on
relationship between
system characteristics &
participation in learning
activities



30 European Countries





A few headline results



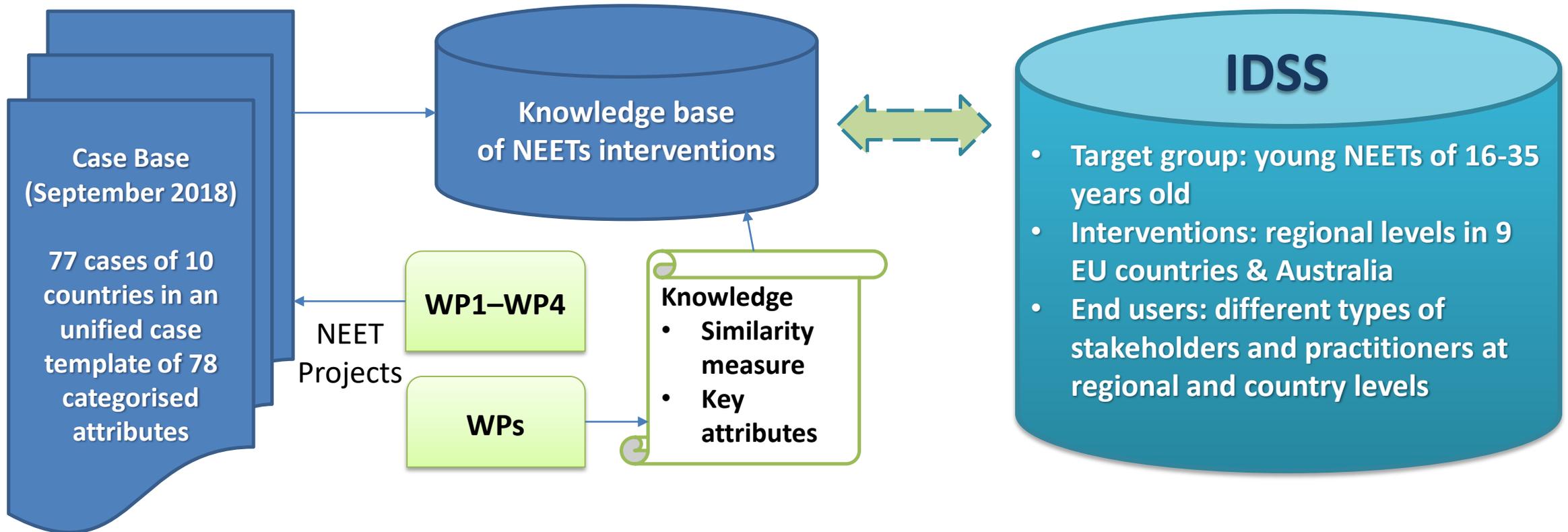
- i. Low-educated adults do not see formal E&T as a way to improve their life situations.
- ii. Inequality in access to E&T between high- and low-educated adults significantly decreases economic growth (-0.42 percentage points, significant at 1% level).
- iii. Skills-biased technological change (which means technological progress only benefits the highly-educated) is not good for economic growth as a whole.
- iv. Unequal access to E&T between low- and high-educated is worse in societies with high shares of routinized jobs.
- v. Caring (family) duties limit adult participation in E&T.
- vi. Higher perceived costs of adult E&T mean less participation in formal E&T (and more in non-formal E&T).
- vii. For employed people, longer working hours mean less formal (and more non-formal) E&T.



An Intelligent Decision Support System



Knowledge discovery using data mining upon the processed databases

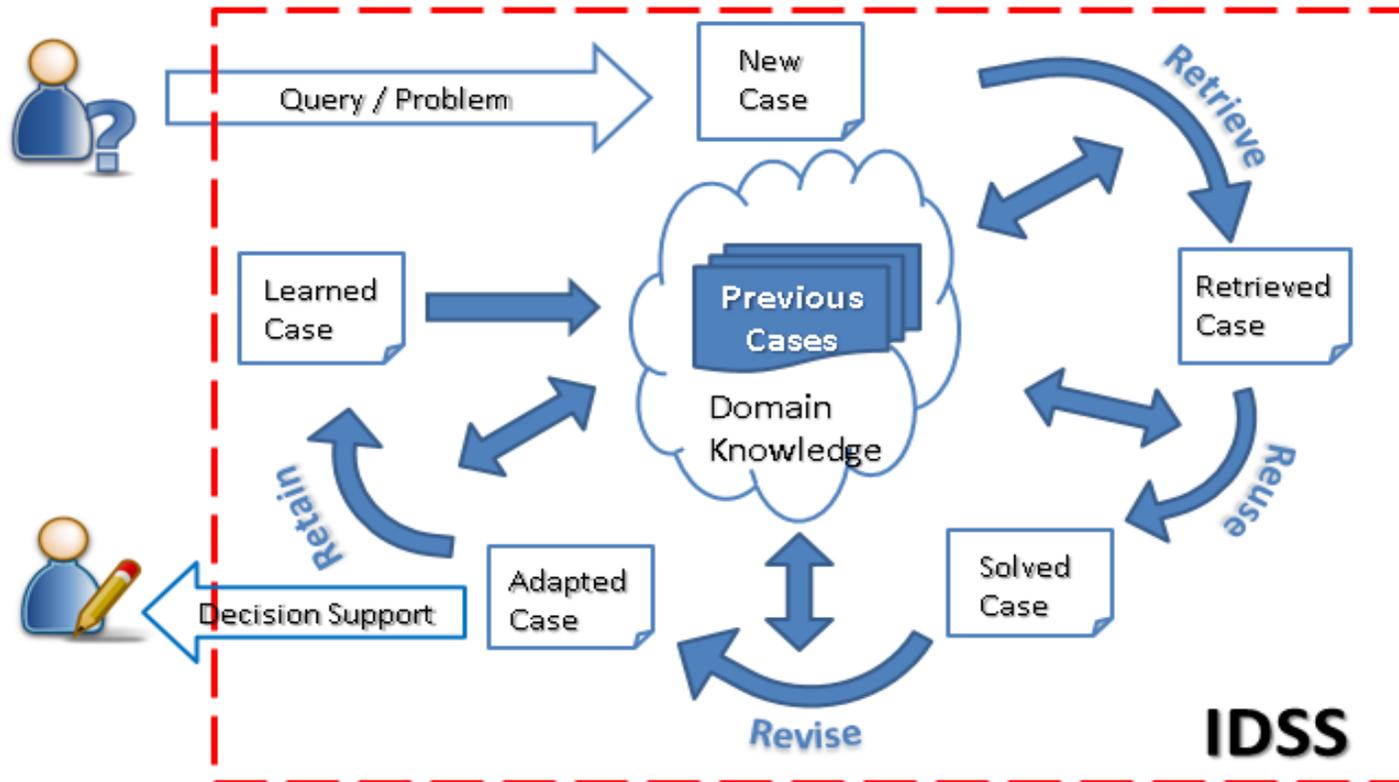




Case-Based Reasoning



Knowledge discovery using data mining upon the processed databases



Key attributes: Aims, Activities, Location, Target groups

Similarity measure:

$$S(C_I, C_S) = \sum_{i=1}^4 w_i \times sim(a_i^I, a_i^S)$$

Adapted from: Amended from Aamodt, A. and Plaza, E., 1994, Case-Based Reasoning: Foundational Issues, Methodological Variations, and System Approaches, AI Communications, 7 (1), 39-59.



Interim conclusions from IDSS work



Knowledge discovery using data mining upon the processed databases

Key findings:

- A unified template would facilitate effective documentation of policy making knowledge in practice – at present this is scattered and often lacks detail.
- Intelligent systems in policy-making is a research challenge and requires much more research (and experiment).
- *For example – three evaluations in STYLE database:*

Work Experience Programme UK	Guarantee for Youth France	Youth Unemployment Free Netherlands
<ul style="list-style-type: none">- a net benefit of ~ £1,950 per participant;- a neutral impact on employers;- a net benefit to society of ~£2,050 per participant;- and a net benefit to the Exchequer of ~ £150 per participant.	<ul style="list-style-type: none">- Target group 94% are NEETs & 80% have no or low qualifications BUT unable to reach unregistered NEET- 29% had found a job after the measure (12 months)- 14% had entered a training programme	<ul style="list-style-type: none">- Employment (after 1 month) is 52%- Some 77% are in employment which matches their qualification level & 60% are in employment which relates to the content of their education.



Please try out the IDSS prototype!



- The prototype IDSS is now available at <http://enliven.cs.nott.ac.uk/>
- Please try it out!
- We would welcome your feedback – there is an online form at: <https://nottingham.onlinesurveys.ac.uk/user-evaluation-idss-3>



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I have not mentioned several important elements of our research, such as:

- In-depth research in workplaces, looking at how organisation structure relates to the lives and learning of early-career workers
- Case-study research on how young workers' activism (in social movements, etc.) contributes to individual learning and organisational change
- Mapping of EU and national policies and programmes, and how they contribute to economic and social inclusion
- Examination of corpus of EU policy documents 1992-2018 for use of key concepts in relation to lifelong learning
 - e.g. 'vulnerable', 'disadvantaged', 'marginalised', 'low-skilled' ...