



# European policies and trends on literacy and basic skills

Marijke Dashorst

Bonn, 2 September 2008

# Developments

- Benchmark in reading literacy of 15 years old, increased from 21.3% in 2000 to 24.1% in 2006
- Digital divide
  - 80 million low skilled people
  - 7 million early school leavers



# Policy documents



- Recommendation on key competences for lifelong learning
- Communication on efficiency and equity
- Communications on adult learning:
  - It is Never too late to learn
  - It is always a good time to learn
- Communication on improving competences for the 21 st century

# Recommendation on key competences

- Communication in mother tongue
- Communication in foreign languages
- Mathematical competence
- Digital competence
- Learning to learn
- Interpersonal, intercultural and social competences, civic competence
- Entrepreneurship
- Cultural expression

# Communication on efficiency and equity

- Focus on learning at an early stage
- Improve the quality of basic education for all
- Re-engage the low skilled in learning
- Improve quality and relevance of learning

# Communication on adult learning:

## It is Never too late to learn

- 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

## Focus of the Action Plan

Those who are disadvantaged because of their:

- Low literacy skills
- Inadequate work skills and/or skills for successful integration into daily life

## Adult learning Action plan

It is always a good time to learn

- Analysis of impact of national educational reforms on adult learning
- Improve the quality of provision
- Achieve at least one level higher qualification
- Validation and recognition in particular of the target groups
- Terminology and a set of five core data for a better monitoring



# Improving competences for the 21st century

- Development of action plans to increase levels of reading literacy and numeracy; including target-setting
- Personalised approaches to learning
- Better early learning opportunities
- Reduction of early school leaving

# Actions

- Two clusters: key competencies and social inclusion
- Development of a network on literacy
- Peer learning activities
- Further development of target setting
- Research: PIAAC and IALS
- Regional meetings

## Support of the Works

- Working group: Member States, EFTA and EEA countries, EU social partners, CEDEFOP, ETF and European associations
- 5 focus groups
- Conferences/seminars
- Lifelong learning programmes, in particular Grundtvig and ESF



Thank you for your attention