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Strategies in Europe**

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**DEMAND FOR LEARNING  
COMPARISON OF EFELSE PARTNER COUNTRIES**

Report

With the support of the Lifelong Learning Programme of the European Union

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## SUMMARY

This report gives an overview about the status of “demand for learning” in the six EFELSE partner countries Germany, Greece, Poland, Romania, Slovakia and Spain. The two indicators of demand for learning – participation in lifelong learning and outcomes of lifelong learning – are discussed from the perspective of 5 EU benchmarks: participation in adult education, reading literacy of pupils, proportion of early school leavers, the upper secondary completion rate, and the share of MST graduates. The description of the indicators has a focus on the comparison of the six EFELSE partner countries. In the annex, this report includes additional detail on demand for learning for each country, collected during the runtime of the EFELSE project.

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## 1. Demand for Learning

We propose the following definition of *Demand for Learning* to be used in the context of the EFELSE project:

***“Demand for Learning” means the learning needs of certain target groups in accordance with existing expectations of the level of skills and competences which these target groups want or need to develop.***

In the scope of the EFELSE project, the above definition is focused on adult learners aged 25-64 who participate or intend to participate in continuing education. Furthermore, in the understanding of the European Commission (2001) *Demand for Learning* refers to lifelong learning (LLL) which includes all *formal, non-formal and informal learning* throughout the life span and follows four mutually supporting objectives: *active citizenship, personal fulfilment, social inclusion, and employability*. Additionally, lifelong learning is based on three fundamental principles: *centrality of the learner, equal opportunities and quality and relevance*.

### ***Indicators of Demand for Learning***

On European level numerous indicators and benchmarks are available for all stages of lifelong learning (see Council of the European Union, 2009; European Communities, 2007), and many are relevant in the context of the EFELSE project focusing on adult learners aged 25-64 who participate or intend to participate in continuing education. The identification of concrete statistics and data is necessary in this respect; however, it might prove challenging depending on the availability of national data sets and data preparation. In the light of this situation, and based on the above definition of Demand for Learning, the following two indicators for monitoring the implementation of a lifelong learning strategy – especially of continuing education for adults – are suggested: participation in lifelong learning and outcomes of lifelong learning.

#### ***1) Participation in LLL***

The Council of the European Union (2009) introduced eight benchmarks<sup>1</sup> for the measurement of the average European performance level. One of these benchmarks refers to participation of adults in lifelong learning: “With a view to increasing the participation of adults in lifelong learning, particularly that of the low-skilled: *By 2020, an average of at least 15 % of adults should participate in lifelong learning*” (p. 8)

This benchmark is considered valuable for monitoring the actual development of *Demand for Learning* in a country from the participation perspective. It is formulated on a general level and not related to specific learning needs (e.g. participation in language courses, computer courses, etc.). The identification of more detailed data on participation (e.g. socio-economic characteristics of learners, specific forms and contents of continuing education, structural elements of the labour market and training providers, company participation in continuing education) is suggested for an overall monitoring lifelong learning implementation.

#### ***2) Outcomes of LLL***

As described above according to McKillip (1987) the identification of needs requires the recognition of a problem by comparing outcomes and expectations.

The development of basic skills and competences is *expected* on a European level for learners, employers/labour market and learning facilitators (see European Commission, 2000). Data on the current *outcomes* of participation in lifelong learning (e.g. skills and competence levels of adult learners and workers in Europe) is hardly available. The development of the Programme for International Assessment of Adult Competences

<sup>1</sup> The report (Council of the European Communities, 2009) proposes five benchmarks based on the existing EU benchmarks for Lifelong Learning (adult participation in LLL, low achievers in basic skills, tertiary level attainment, early school leavers, early childhood education; see also Commission of the European Communities, 2007, p. 9) and introduces the need for developing three additional benchmarks (mobility, employability and language learning).

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(PIAAC<sup>2</sup>) addresses the issue of measuring adult competences on an international level and will provide more details on learning needs of adults (age group 16-65); however, the main data collection will take place in August 2011 and first results are expected for September 2013.

For monitoring *Demand for Learning* in a country it would be necessary to compare on a national level the adult competences and related labour market developments (outcomes) to the objectives specified in adult education policy (expectations).

**Analysing Demand for Learning**

The parameter *Demand for Learning* can be described by two aspects/indicators: *Participation in LLL* and *Outcomes of LLL*. Based on a Balanced Score Card approach the identification of national objectives, benchmarks, indicators and policies for both parameter aspects is suggested (see figure 1.1). The focus should be on adult education for people aged 25-64.

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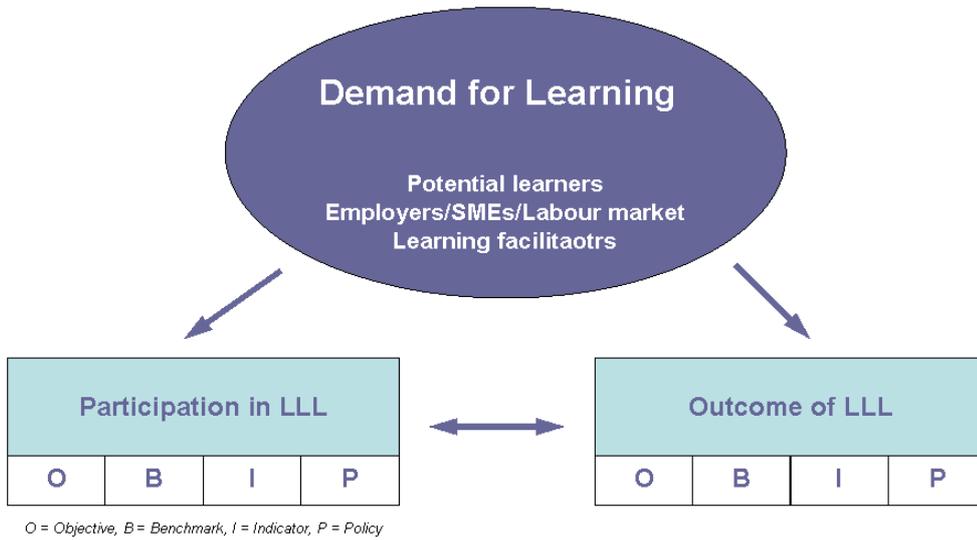


Figure 1.1. Balanced scorecard approach for analysing the parameter *Demand for Learning*.

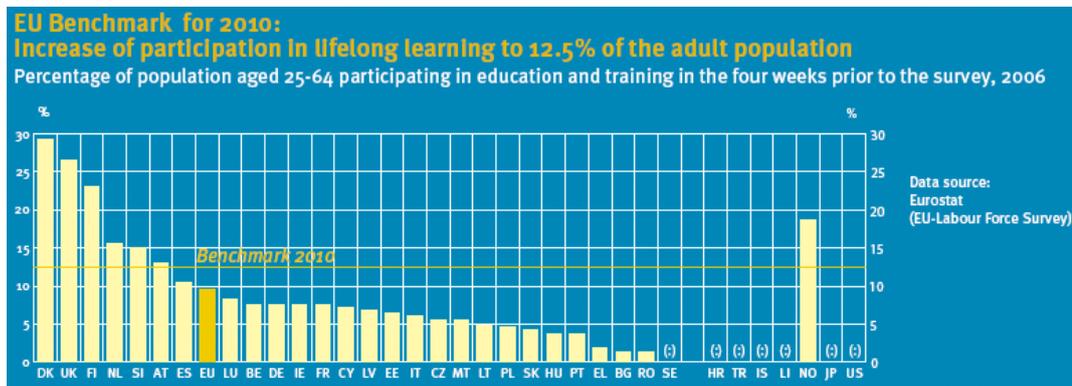
<sup>2</sup> [www.oecd.org/els/employment/piaac](http://www.oecd.org/els/employment/piaac); <http://www.iea-dpc.de/280.html?&L=1>

## 2. Demand for Learning in the EFELSE Partner Countries

The Demand for Learning, in terms of participation rates and learning outcomes differs between the six countries of the EFELSE partnership: Germany, Greece, Poland, Romania, Slovakia, and Spain.

### 2.1 Participation in Lifelong Learning

A comparison of the *lifelong learning participation rates of adults (25-64 years)* – based on results from the 2006 LFS survey (see figure 2.1) – shows that only Spain (ES) is above the EU average, but still below the top performing countries and the 2010 benchmark of 12.5% participation rate. Germany (DE) is positioned in mid-table with a participation rate above 10%, and Poland (PL), Slovakia (SK), Greece (EL), Romania (RO) have a participation rate even below 5%. Greece (EL) and Romania (RO) are among the countries with the lowest participation rate of adults in lifelong learning; in fact, Romania is positioned at the bottom of the table (see also table 2.1).



Source: European Commission (2008, p. 3).

Figure 2.1. Percentage of population aged 25-64 participating in education and training in the four weeks prior to the survey.

EU Benchmark	Status	DE	EL	PL	SK	RO	ES
Increase participation in LLL to 12.5% of the adult population	Benchmark reached						
	Benchmark not reached, above EU average						x
	Benchmark not reached, below EU average	x	x	x	x	x	

Table 2.1. Benchmarking status of the six EFELSE partner countries (participation in LLL)

### 2.2 Outcomes of Lifelong Learning

Apart from the lifelong learning participation rate of adults, there are four other EU benchmarks in the field of education, focusing on educational outcomes, though not specifically on the level of adult education (but are still relevant in the context of lifelong learning and the progress towards the EU's Lisbon objectives).

The percentage of *pupils (15 years) with low reading skills* should be reduced by at least 20% in all EU countries by 2010. Poland is the only country of the EFELSE partnership which reached this benchmark in

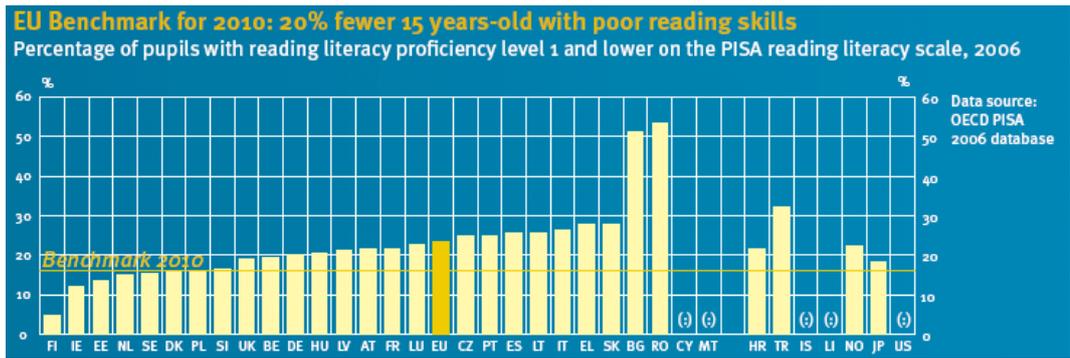
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2006. Poland and Germany are below EU average; Spain, Greece, Slovakia and Romania have a percentage of pupils with low reading skills above the EU average, and still clearly above the EU benchmark. Especially Romania needs to catch up, as its percentage of 15 years-old pupils with low reading skills is highest among all countries participating in the survey (see figure 2.2 and table 2.2)



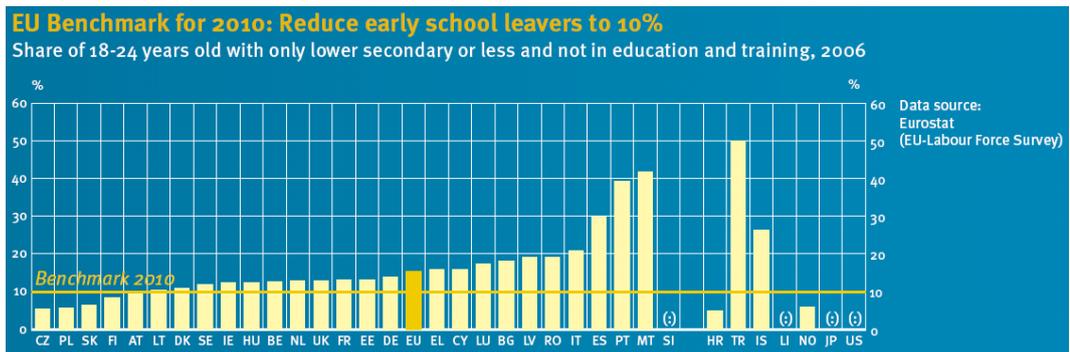
Source: European Commission (2008, p. 2).

Figure 2.2. Percentage of pupils with reading literacy proficiency level 1 and lower on the PISA reading literacy scale in 2006.

EU Benchmark	Status	DE	EL	PL	SK	RO	ES
Reduce 15-years old pupils with low reading skills by 20%	Benchmark reached			x			
	Benchmark not reached, below EU average	x					
	Benchmark not reached, above EU average		x		x	x	x

Table 2.2. Benchmarking status of the six EFELSE partner countries (reading skills)

The number of early school leavers (18-24 years) should be reduced to 10% by 2010. Poland and Slovakia have met this benchmark by 2006. Also, Poland, Slovakia and Germany are below EU average, and Greece, Romania and Spain are above EU average. With regard to the number of early school leavers it is Spain which is performing worst of all EFELSE partner countries, and is positioned close to the bottom of the overall table with a about 30% of early school leavers (see figure 2.3 and table 2.3).



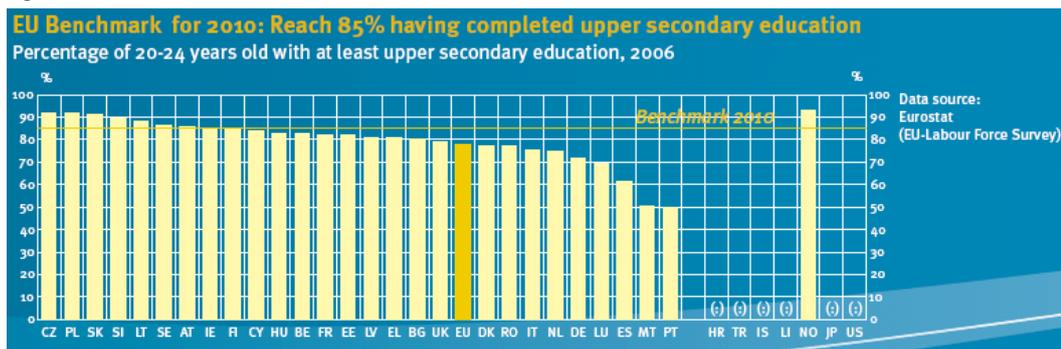
Source: European Commission (2008, p. 2).

Figure 2.3. Share of 18-24 years old with only lower secondary or less and not in education and training in 2006.

EU Benchmark	Status	DE	EL	PL	SK	RO	ES
<i>Reduce early school leavers to 10%</i>	Benchmark reached			x	x		
	Benchmark not reached, below EU average	x					
	Benchmark not reached, above EU average		x			x	x

Table 2.3. Benchmarking status of the six EFELSE partner countries (early school leavers)

The *upper secondary completion rate* of 20-24 year old people should reach 85% in 2010. In 2006 this benchmark was already reached by Poland and Slovakia, and Greece is close to it. These three countries are also above EU average. Romania, Germany and Spain are below the benchmark and below the EU average. In an overall comparison Spain is among the three worst performing countries with regard to this benchmark (see figure 2.4 and table 2.4).



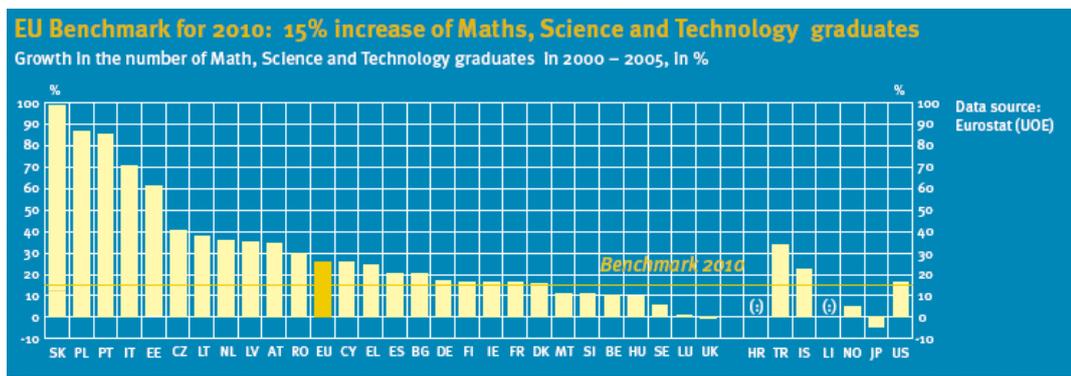
Source: European Commission (2008, p. 2).

Figure 2.4. Percentage of 20-24 years old with at least upper secondary education in 2006.

EU Benchmark	Status	DE	EL	PL	SK	RO	ES
<i>85% having completed upper secondary education</i>	Benchmark reached			x	x		
	Benchmark not reached, above EU average		x				
	Benchmark not reached, below EU average	x				x	x

Table 2.4. Benchmarking status of the six EFELSE partner countries (secondary completion)

The 2010 benchmark of *increasing the number of maths, science and technology graduates* by 15% was reached by Slovakia and Poland – which are the two best performing country in an overall comparison – and by Romania, between 2000 and 2005. Also, Greece, Spain and Germany have reached the benchmark but these three countries are positioned below EU average (see figure 2.5).



Source: European Commission (2008, p. 3).

Figure 2.5. Growth in the number of MST graduates, 2000-2005.

EU Benchmark	Status	DE	EL	PL	SK	RO	ES
15% increase of MST graduates	Benchmark reached	x	x	x	x	x	x
	Benchmark not reached, below EU average						
	Benchmark not reached, above EU average						

Table 2.5. Benchmarking status of the six EFELSE partner countries (MST graduates)

### 2.3 Conclusion

**Participation** in lifelong learning was identified as a central indicator for demand for learning (see EFELSE Insight into Demand for Learning Report<sup>3</sup>). The participation rate shows in how far learners, the labour market or training providers take advantage of the existing learning opportunities. In section 2.1, we have focused on the life long learning participation rate of the adult population as was analysed in the 2006 LFS survey by Eurostat. The results show, that Spain has the highest participation rate as compared to the other five EFELSE partner countries. However, all six countries have not met the 2010 benchmark of 12.5% of lifelong learning participation of adults (see table 2.1)

**Outcomes** of lifelong learning need to be monitored in order to consider the matching between the need for certain skills (e.g. professional skills, active citizenship skills, learning to learn skills, language skills) and the actual status of competence development of learners, employees and trainers. In section 2.2, we have considered 4 EU benchmarks which are related to the outcome of learning. It has to be noted that these benchmarks focus mainly on pupils or students at university and young adults, and specific competencies are considered only in the case of reading literacy. Further information of outcomes of demand for learning will soon (in 2011) be retrieved from the Programme for International Assessment of Adult Competencies (PIAAC) This OECD study will provide international comparable data of adult competencies. The aim of the survey is to provide insights into the skills and competencies of adults and thus support the design of continuing education offers targeted to the actual demands for learning, and initiatives to raise adults' skill levels. (see <http://www.oecd.org/els/employment/piaac>).

The four EFELSE countries Greece, Slovakia, Romania and Spain need to catch up in *reducing the low reading skills* of 15 year old pupils. They have not reached the EU benchmark (to reduce the proportion of

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<sup>3</sup> See EFELSE website: <http://efelse.iacm.forth.gr>

pupils with low reading skills by 20%) and are at the same time below EU average. Germany is above EU average with regard to pupils reading literacy, but still needs to advance educational policies and activities in this respect. Only Poland has already reached this benchmark.

The situation is similar for reducing the portion of *early school leavers* to 10% and increasing the *upper secondary completion rate* to 85%, although slightly better as two countries – Poland and Slovakia – have reached both benchmarks. Germany has a proportion of early school leavers below EU average, and the upper secondary completion rate of Greek 20-24 years old people is above EU average. Only Romania and Spain perform worse than EU average for both benchmarks.

With regard to the benchmark of increasing the number of *mathematics, science and technology* (MST) graduates we can report positive results for all six EFELSE partner countries: all have reached the benchmark to increase MST graduates by 15% between 2000 and 2006.

In sum, Poland meets the demand for learning rather good as compared to the other countries, with a weakness in participation of adult learners only. Germany is positioned in mid-table with a strong need to advance the educational activities supporting demand for learning, especially for adult learning participation and upper secondary completion rates. Greece, Spain and Romania clearly need to advance educational policies for demand for learning from the perspective of the 5 discussed benchmarks (except for MST graduates). The results for Slovakia are rather inconsistent, with good performance in early school leaving, upper secondary completion rate (and MST graduates) and a poor performance in the adult learner participation rate and pupils reading literacy.

It can be concluded that all six EFELSE countries have certain strengths and weaknesses with regard to demand for learning, e.g. on the basis of the 5 EU benchmarks discussed above. In sum, weaknesses are mainly found for school education (e.g. reading literacy, early school leaving rates, upper secondary completion rate) as well as the low participation of adult learners in lifelong learning activities. A clear strength of all EFELSE partner countries is the high proportion of mathematics, science and technology graduates. These results suggest, that the evaluation of the lifelong learning strategy in all six EFELSE partner countries needs to focus on aspects which aim at increasing participation rates on all levels: on the level of individual learners as well as the participation of companies (e.g. provision of in-company training) as well as the participation of training professionals in continuing education. Further, basic educational outcomes, as reading literacy, schooling and qualifications are aspects of lifelong learning and education that should be in focus of evaluation activities of at least some of the EFELSE partner countries.

The benchmarks discussed above monitor only limited aspects of the numerous indicators that can be used to describe the participation in lifelong learning and the outcomes of these learning activities. The information which is available for each country is very different in detail and extent. The annex of this report gives an overview about the data of demand for learning collected from the EFELSE State-of-the-Art Reports of the six countries (status April 09, 2010). More details – also on country specific objectives and policies – can be retrieved from the national reports at <http://efelse.iacm.forth.gr>.

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### 3. **Annex: Demand for Learning of Learners, Labour Market & Training Providers**

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This annex describes the information on indicators of demand for learning, namely participation rates and outcomes of lifelong learning for individual learners, the labour market and training providers, in the six EFELSE partner countries. The information was retrieved from the “EFELSE State-of-the-Art” Reports of each country<sup>4</sup>. Due to the heterogeneity of data available in each country the sections differ with regard to the details presented and specificity of the described indicators. We could retrieve at least some information about participation rates for all six countries, especially on the level of individual learners. However, data on learning outcomes, (e.g. competence levels and attainment of learners) was only partially available. Also, labour market needs and needs of training providers are available partially, only.

#### 3.1 *Demand for Learning – Individual Learners*

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##### **PARTICIPATION & OUTCOMES – GERMANY**

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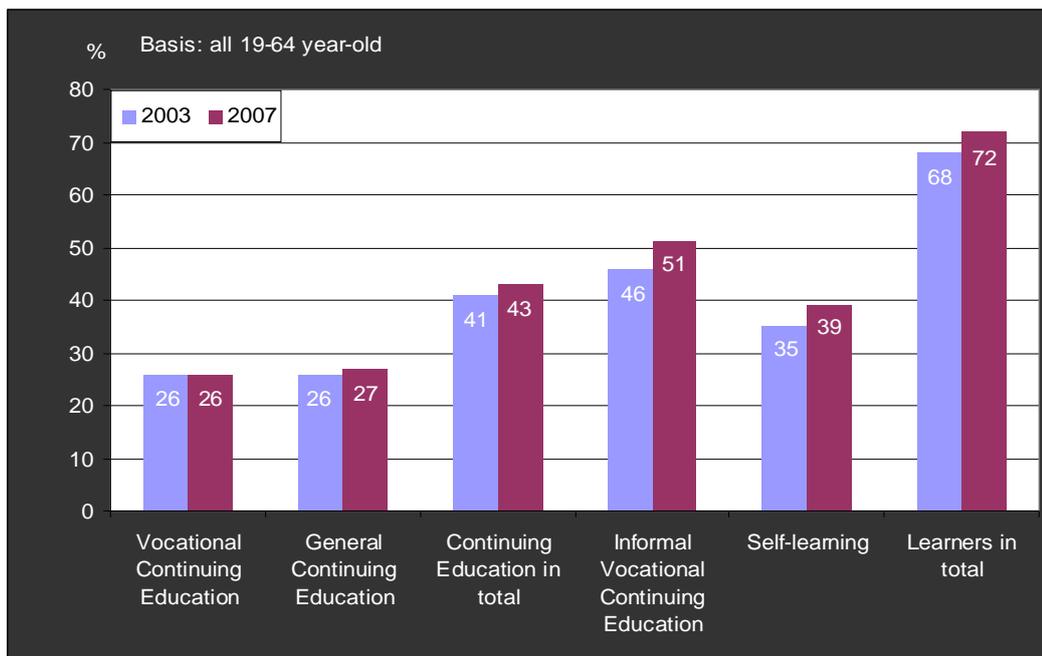
###### *Participation*

Based on recommendations of the Committee on Innovation in Continuing Training (BMBF, 2008a) and in the frame of the Concept for Lifelong Learning (BMBF, 2008b) and the Qualification Initiative (Bundesregierung, 2008), the BMBF intends to achieve three specific targets with regard to participation in continuing education by 2015. The focus is on adult learners aged 25-64 who have completed initial training (BMBF website<sup>16</sup>):

- *Participation in formal continuing education (courses and seminars) is to rise from the current level of 43% to 50%.*
- *At least 40% of people with low skills should be active in the field of continuing education (currently 28%).*
- *Participation in all forms of learning, including so-called informal learning, should rise from 72% to 80%.*

Current data of the German Berichtssystem Weiterbildung (based on data of the Adult Education Survey, AES) reported by TNS Infratest (2008) provides evidence for a change in the continuing education participation rate of recent years of adults aged 19-64 years. The decreasing participation rate of the years 1997 to 2003 stopped for the first time in 2007 and a slight upward trend in continuing education participation (from 41% to 43%) can be seen (see figure 1). Concerning general continuing education, an increase from 26% to 27% was observed; however, the continuing vocational education participation rate remained at 26%. Taking into account the informal learning and self-learning activities in addition, the total participation rate learning in Germany increased from 68% to 72%.

<sup>4</sup> The status of this report is April 09, 2010. The report includes only the information about demand for learning that was available at this date. In the case of Germany, Greece and Spain the final version of the „State-of-Art“ Report was used as basis, in the case of Poland, Romania and Slovakia a preliminary version was used (see <http://efelse.iacm.forth.gr/> for a download of the latest version).



Source: BSW 2003, 2007 (TNS Infratest 2008, p. 20)

Figure 1. Continuing education participation rate in 2003 and 2007 of adults (19-64 years) in percent.

According to TNS Infratest (2008), in 2007 41% of the non-formal education activities had duration of 1 day maximum; about ¼ of the activities had duration of several weeks or months. Participation in continuing education can also be measured by the volume of continuing education (e.g. the hours spent for continuing education per participant per year). The Autorengruppe Bildungsberichterstattung (2008) reports on the basis of AES data for the year 2007 an average of the total continuing education volume of 79 hours per participant. Taking into account the continuing education participation rate of 44% this results in a volume of about 2 weeks for half of the adults aged 19-64 years. Continuing education (not job-related) had a volume of 63 hours per participant; vocational continuing education had a volume of 67 hours per participant in 2007.

With the adoption of the concept for lifelong learning by the BMBF in 2008 (BMBF, 2008b, BMBF website<sup>5</sup>) several activities and initiatives were started to raise the participation rate of adults in continuing education. One focus was on financial support and incentives (e.g. the education savings plan and related continuing education grant) and other measures such as improvement of educational counselling, support for local and regional education schemes, improvement of transition between different educational fields, and intensifying peoples' knowledge about lifelong learning.

Support is also provided by the Federal Government for several other projects which focus on increasing the participation rates of adult learners, facilitating their competence development, and improving their chances on the labour market, e.g. with a focus on special target groups such as illiterate people, people with migration background, low-qualified workers and older learners and women. The BMBF funds initiatives and projects (e.g. [www.ichwill-schreiben-lernen.de](http://www.ichwill-schreiben-lernen.de)) which aims at providing alphabetisation and basic education for adults. Thus the UN Decade of Alphabetization, announced for the period 2003 to 2012 is implemented in Germany (BMBF website<sup>6</sup>). In the context of the National Integration Plan (Bundesregierung, 2007) the Federal Office for Migration and Refugees (Bundesamt für Migration und Flüchtlinge, BAMF) supports integration of people with migration background into the German society by organising German language courses, including a module on civics and society in Germany (BMBF, 2008c). Older learners are targeted

<sup>5</sup> BMBF. Lifelong learning. <http://www.bmbf.de/en/411.php>

<sup>6</sup> BMBF. Second Chance: Basic Education for Adults. <http://www.bmbf.de/en/426.php>

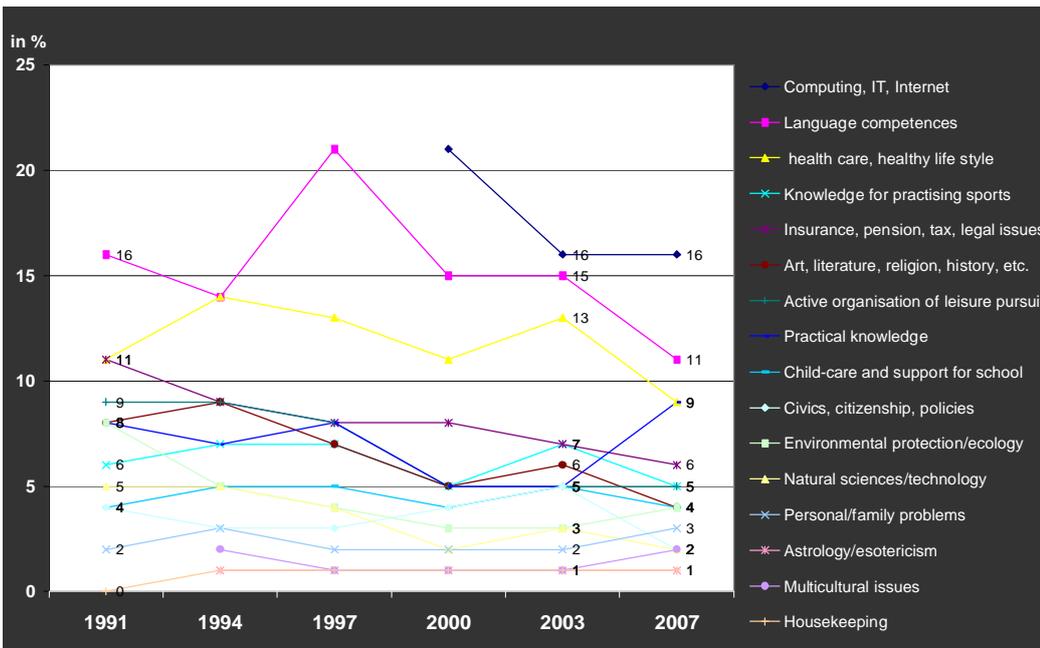
with the 50 plus initiative (Initiative 50 plus, <http://www.gemeinschaft-der-generationen.bmas>) of the Federal Ministry of Labour and Social Affairs (Bundesministerium für Arbeit und Soziales, BMAS). It aims at increasing the level of employment among older members of the workforce. Measures of this initiative include the financial promotion of continuing vocational education and training for the target group of older learners. On the basis of a national pact the BMBF cooperates with more than 40 partners from the business and science sector to promote women in STEM careers ([www.komm-mach-mint.de](http://www.komm-mach-mint.de); BMBF website<sup>7</sup>). Furthermore, young employees are especially supported by the BMBF to participate in continuing education. In the frame of the Vocational Training Programme for the Highly Talented (Begabtenförderung Beruflicher Bildung, <http://www.begabtenfoerderung.de>) young employed people under the age of 25 who have completed a recognised vocational training course can receive a grant for continuing education.

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*Participation of Adults in General and Vocational Continuing Education*

Adults participate in a great variety of courses with different subjects (figure 2). According to BSW data, in 2007 computing, IT and internet courses (16%), as well as language courses (11%) and health care related courses (9%) as well as practical knowledge (9%) were most often attended. Courses for other subjects were less often attended; the range was from 6% for courses related to insurance, pension and tax policies and sports courses, to 1% for courses on house keeping (BMBF, 2006a; TNS Infratest 2008).

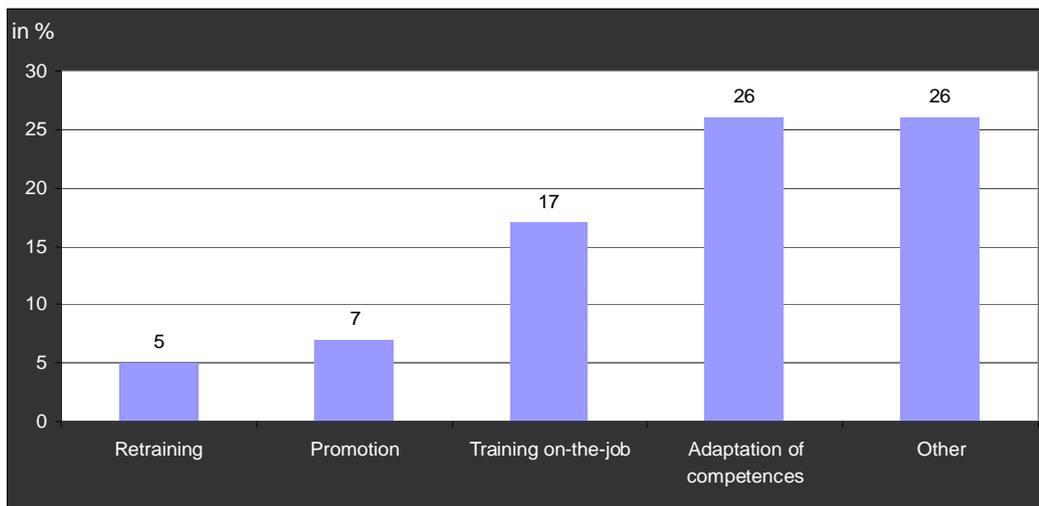


Source: BSW 2005, 2007 (BMBF, 2006a, p. 304; TNS Infratest 2008, p. 14).

Figure 2. Course attendance of adults (19-64 years) in general continuing education by subject, in percent.

Participants in vocational continuing education followed different aims: in 2007 (BSW data, TNS Infratest 2008), the majority of participants aimed at the adaptation of professional competences according to new challenges of the job (26%), and other aims (26%). Also of importance was training on-the-job, e.g. for people who were new to a job (17%). Courses for a wider professional development were visited less often (e.g. retraining on a new job, 5%; and preparation of career advancement and promotion, 7%; see figure 3).

<sup>7</sup> BMBF. Komm, mach MINT - mehr Frauen in MINT-Berufen . <http://www.bmbf.de/de/12563.php>



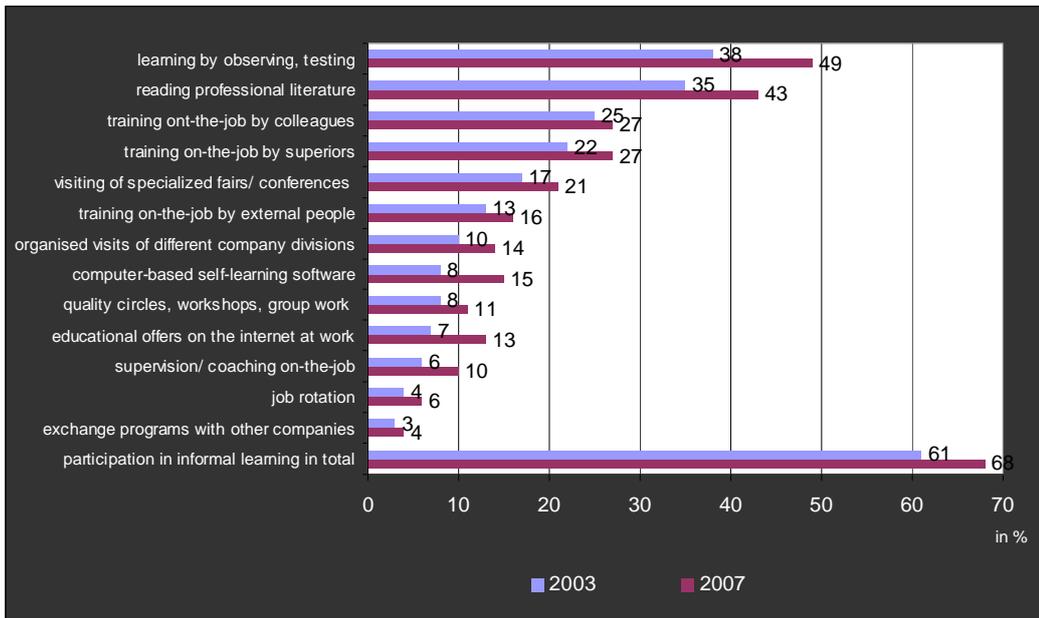
Source: BSW 2007 (TNS Infratest 2008, p. 11).

Figure 3. Participation of adults (19-64 years) in 2007 in vocational continuing education by aim of participation, in percent.

#### *Participation in Informal Learning and Self-Learning*

The importance of informal learning and self-learning for continuing education cannot be denied. In fact, it accounts for the highest participation rate in continuing education of adults (19-64 years) in Germany (see above, figures 1). Informal learning as defined in the BSW consists of 13 learning activities. The following figure (figure 4) provides an overview about of participation in these categories for employees in the years 2003 and 2007. In 2007, learning by observing (49%) and reading professional literature (43%) are the informal learning activities which were performed most often by employees, and exchange programs in cooperation with other companies (4%) was the least important learning activity of informal vocational continuing education (Autorengruppe Bildungsberichterstattung, 2008).

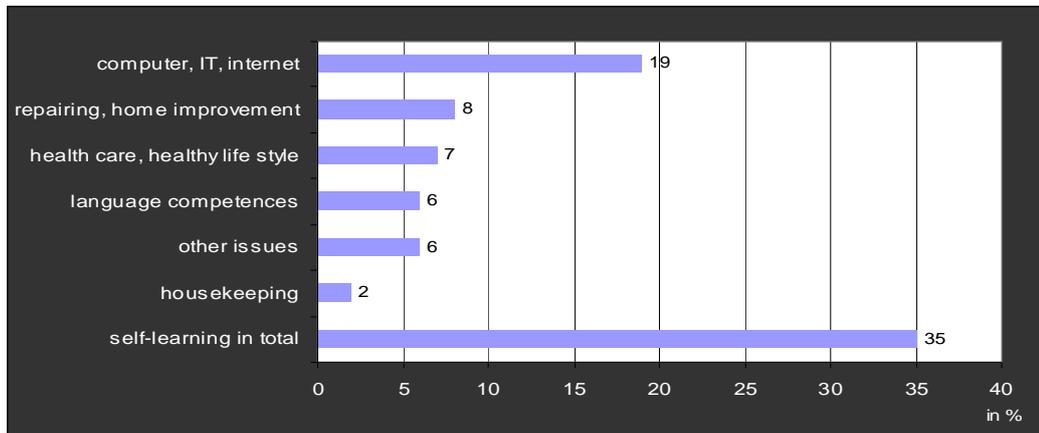
According to the Autorengruppe Bildungsberichterstattung (2008) the steady increase in all forms of informal vocational continuing education can be seen as indicator for the increasing importance of communication and knowledge-based forms of working which need to be trained on the job. Especially the increase of computer-based self-learning and the usage of educational offers on the internet by nearly 50% each between 2003 and 2007 should be considered in this context.



Source: BSW; Autorengruppe Bildungsbericht-erstattung (2008, 146)

Figure 4. Participation of employees (19-64) in 2003 and 2007 in informal learning activities in percent.

The number of 19-64 year-olds who participated in self-learning activities was 35% in 2003 and 39% in 2007 (see figures 1). These learning activities were more than twice as often related to computer, IT and internet related topics (19%) as to other topics such as repairing (8%), health care (7%), the improvement of language competences (6%). Housekeeping was the subject with the least self-learning activities (2%;BMBF, 2006a; see figure 5).



Source: TNS Infratest 2005; BMBF (2006a).

Figure 5. Participation of adults (19-64 years) in 2003 in self-learning by topic in percent.

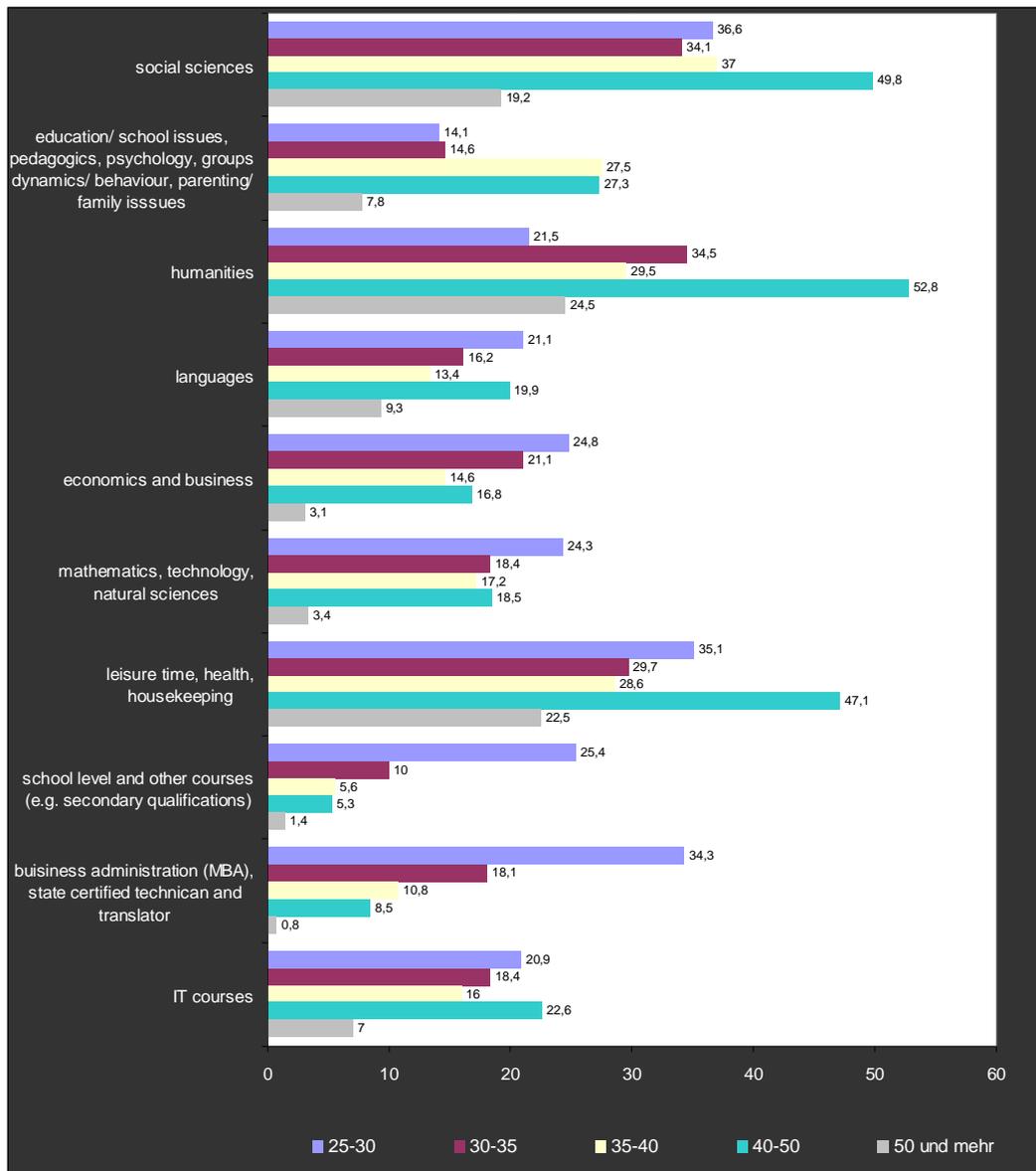
The participation structures of vocational informal continuing education and self-learning reflect the participation structures reported for formal continuing education offers (see above). Social characteristics, employment and company structures influence participation in vocational informal continuing education on

the individual level. In 2007, BSW data reported by TNS Infratest (2008) shows that the vocational informal continuing participation rate of people (19-64 years) with higher education entrance qualifications (79%) exceeds that of people with medium (69%) and low (58%) attainment at school level. People with university degree (81%) participate more often than people with apprenticeship training (64%) and without vocational education (51%). The same pattern can be seen in relation to occupational status: workers (55%) participate less often than civil servants (71%), employees (72%), and self-employed people (77%). The participation rate in informal continuing vocational education and self-learning of people from the Eastern parts of Germany was higher than that of people from the Western parts of Germany (75% vs. 67%).

#### *Participation in Distance Education and Computer-Supported Learning*

Although continuing education is dominated by traditional face-to-face course offers more and more distance education courses are offered and attended by participants (BMBF, 2008c). Distance education falls under the Distance Learning Protection Act. In October 2009, 378 distance education institutions were accredited, offering more than 1600 courses of general and vocational continuing education (Weiß, 2009; ZFU, 2009). The number of participants in distance education is increasing continuously every year. In 2008, about 223.212 people participated in accredited distance education courses and 18.163 people participated in specific courses for companies and public institutions which do not require accreditation. Figures 6 and 7 show the participation rates of different age groups and of men and women (Weiß, 2009). It has to be noted, that these data is based on the feedback given by distance education institutions; however the actual participation rate is estimated above these numbers.

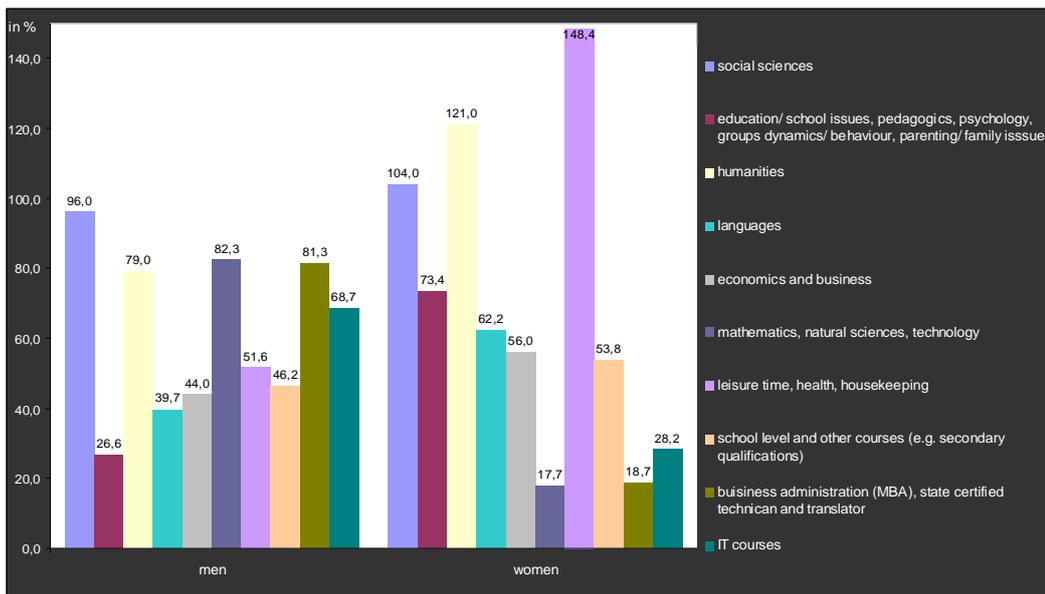
Based on the DIE data, the Forum DistancE-Learning (2009) describes the following prototype of distance e-learners in Germany in 2008: A typical distance e-learner is aged 20-30 years and participates in economics, business or school qualification courses, financed by her. In distance education the majority of participants (52%) are female and 41% of the participants are 20-30 years old. Courses of economics (24%) and for school qualifications (18%) are most often attended, followed by health issues (11%).



Source: DIE; Weiß (2009, p.10).

Figure 6. Participants in distance education in 2008 by age and subject.

Furthermore, information- and communication technologies (ICT) are widely used in continuing education. Certain information on learning with and about ICT can be deduced from the BSW 2003 data. For example, 16% of the general continuing education courses attended by participants in 2007, and 19% of the self-learning activities in 2003 were related to issues of computer, internet and IT and 15% of the informal learning activities performed by employees are computer based (e.g. self-learning software) and 13% used educational offers on the internet at work (BMBF, 2006a).

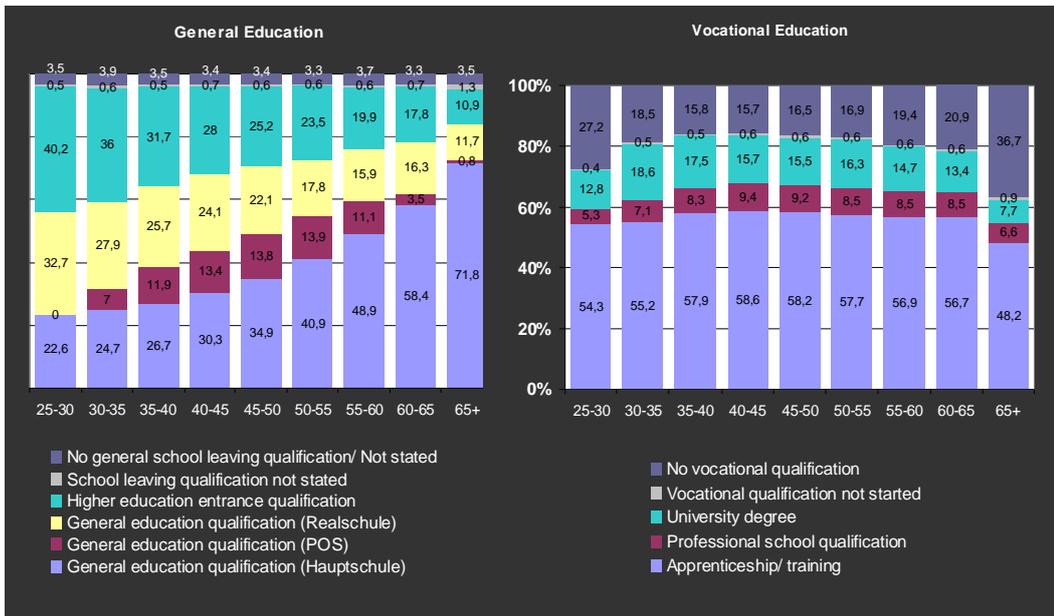


Source: DIE; Weiß (2009, p. 16).

Figure 7. Participants in distance education in 2008 by sex and subject.

### Outcomes

According to OECD (2009a) the educational attainment rate of the adult population provides insights into the available competencies of adult learners as well as information on the supply and demand of skilled workers on the labour market. Figure 3.8 shows the general and vocational education attainment level of adults in Germany aged 25-65+ years. The comparison of cohorts shows the increasing importance of higher education entrance qualifications. About 38% of the adults aged 25-35 have acquired higher education entrance qualification, in the age group 55-65 this educational level was attained by 19% of the population. Accordingly, the higher education qualification has more importance for younger cohorts. Nearly 17% of the 35-45 year-olds have a vocational education qualification at higher education level. Still, for people aged 55-65 the higher education qualification was attained by 14% of the population (Autorengruppe Bildungsbericht-erstattung, 2008). For more details on the educational attainment of the German population by age and sex see EFELSE State-of-the-Art Report Germany, Part I.



Source: Federal Statistics Office, Mikrozensus 2006; Autorengruppe Bildungsberichterstattung (2008).  
 Figure 8. General and vocational education level of German population (25-65+ years) in percent.

The current development of the Programme for International Assessment of Adult Competencies (PIAAC) by the OECD will result in international comparable data of adult competencies. In Germany, the GESIS – Leibniz-Institut für Sozialwissenschaften is responsible for the conduction of the survey. First results are expected for 2013 (GESIS, 2009). A national study of adult competencies was conducted by the IPN – Leibniz Institute for Science Education. The study focused on the mathematical literacy of parents of PISA participants. Randomly chosen adults had to solve 30 PISA mathematics tasks. The analysis of the results showed for the participating parents the competence level V (average: 613 points; men: 646 points, women: 580 points). The majority of parents had a higher competence level than their children (Ehmke & Siegle, 2008).

It has to be noted that due to the structure of the Germany Federal System – which leads to heterogeneity especially in the area of education – participation rates and learning outcomes differ between the 16 German Länder. Further, heterogeneity is also caused by socio-demographic characteristics of learners, their educational background and occupational status (see e.g. TNS Infratest, 2008). For more details see “EFELSE State-of-the-Art Report Germany, Part I).

**PARTICIPATION & OUTCOMES– GREECE**

*Participation*

The latest data available from the EU Labour Force Survey (LFS 2008) show that, despite the massiveness of E&T programmes implemented in Greece during the last decade, adult participation in LLL remains at a very low level.

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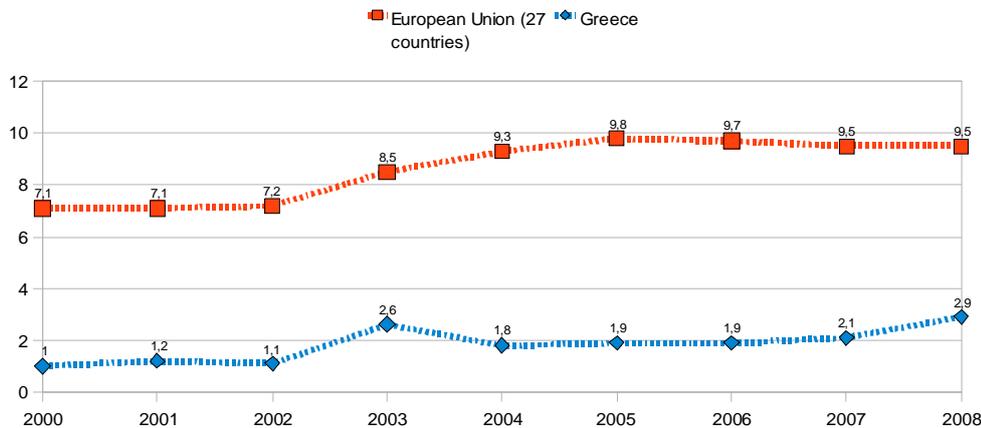


Figure 1 .Greece’s progress towards the adult participation in LLL benchmark (12,5%)<sup>8</sup> as compared to EU(27) average percentage (Source: Eurostat, Labour Force Survey, 2008)

As shown in figure 1 above Greece is well beyond the EU(27) average regarding adult participation in education (as defined in the indicator description).

Another source of data about adult participation (25-64 yrs old) in formal or non-formal E&T in Greece have been provided by the Adult Education Survey (AES) which was conducted in 29 countries in the EU, EFTA and candidate countries between 2005 and 2008. Recently, Eurostat<sup>9</sup> as well as national participants published some of the AES results for 17 EU countries, among them Greece<sup>10</sup> The reference period of participation in non-formal and informal learning activities was the last 12 months before the interview<sup>11</sup>. This is a different approach than that followed by EU Labour Force Survey, which narrows down the time-frame of the reference period to just a month. As a result, the AES data show much higher rates of adult participation in E&T as compared to LFS (see figure 2 below).

<sup>8</sup> Life-long learning refers to persons aged 25 to 64 who stated that they received education or training in the four weeks preceding the EU Labour Force Survey (numerator). The denominator consists of the total population of the same age group, excluding those who did not. See

<http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=tsiem080>.

<sup>9</sup> See Eurostat, *Statistics in Focus*, No.44, 02 June 2009. For data tables see

<http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/database>.

<sup>10</sup> Published data tables (in Greek) in the website of the *General Secretariat of National Statistical Service of Greece*, see <http://www.statistics.gr>.

<sup>11</sup> See [http://epp.eurostat.ec.europa.eu/cache/ITY\\_SDDS/EN/trng\\_aes\\_esms.htm](http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/trng_aes_esms.htm).

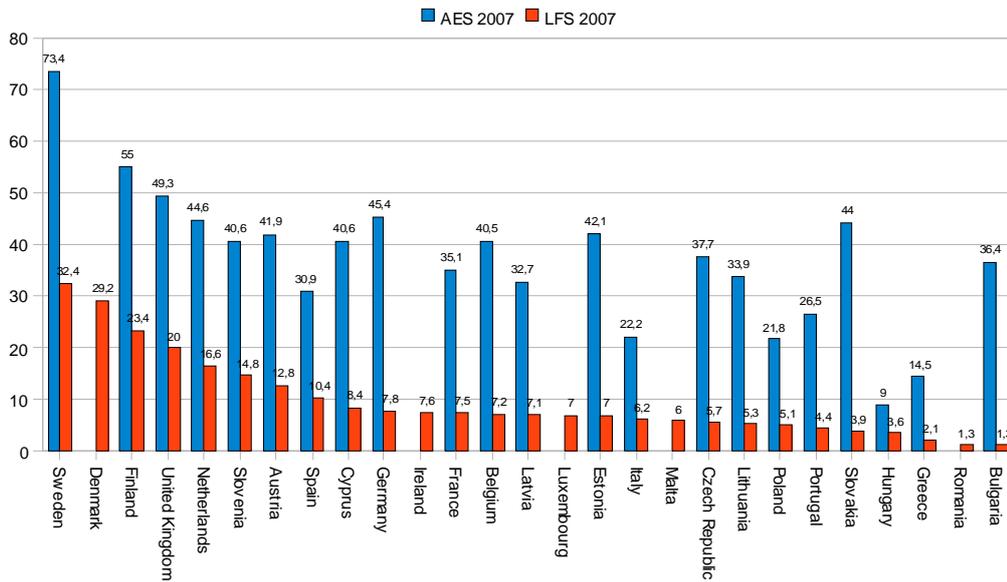


Figure 2. Adult participation in formal or non-formal E&T. AES 2007 & LFS 2007 data compared

The pattern reflected on the chart above indicate that the time-frame of the reference period used by AES (12 months) and LFS (1 month) may have a critical impact on the ranking of countries in terms of the level of adult participation in E&T. Many countries with low participation rates according to the LFS time-frame such as Bulgaria, Slovakia, Lithuania and the Czech Republic show rather high participation rate according to the AES time-frame. These discrepancies may reflect differences in the average duration of the E&T programmes implemented in these countries. It is characteristic however of the case of Greece that is shows consistently low participation rates on both surveys.

A third, the most recent of all, survey on adult participation in E&T is the Eurobarometer 71.2 Survey (May - June 2009) (see figure 3 below).

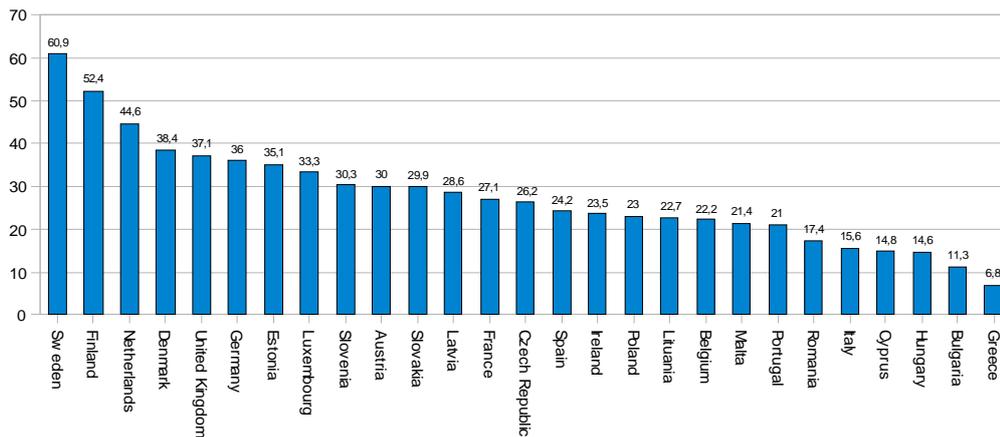


Figure 3. Percentage of adults aged 25-64 who reported that received training during last year in EU(27) Member States (Raw data source: Eurobarometer 71.2 Survey, May -June 2009, population weighted: EU27)

The data presented above show that Greece is consistently on the bottom of the list of EU(27) Member States when it comes to the percentage of adult participation in E&T.

A relatively common response we received from Greek interviewees when presented with these findings was that Greeks tend not to identify several kinds of particularly non-formal learning activities they participate in as “learning activities” per se or some kind of training. Characteristic was the reply of a member of central level policy-making unit of the Greek Ministry of Education, that while citizens of some countries may perceive yoga classes as training activities, most Greeks is highly unlikely to think so. Cultural differences in the perception of what constitutes “learning activity” or “training” are certain to exist from country to country and even between different groups within a country (for example the low educated as compared to highly educated, or across age groups) and may affect the outcomes of such cross-national surveys but this reality cannot offer a satisfactory explanation in the case of Greece.

A hypothesis is, that in Greece families and individuals tend to draw a rather visible line between participation in formal education and adult life. This frame of mind tends to view education as an endeavour of the young people. In Greece you have to do what you can with your education at an early age because when you become an adult you have other things to do, mainly a family and a career. Maybe in other societies the above mentality is not as widespread and therefore these societies are more likely to have increased participation in E&T by the adult population. Seeking data that would help us explore the above hypothesis, we turned to the age distribution of the student population at ISCED levels 5&6 in EU(27).

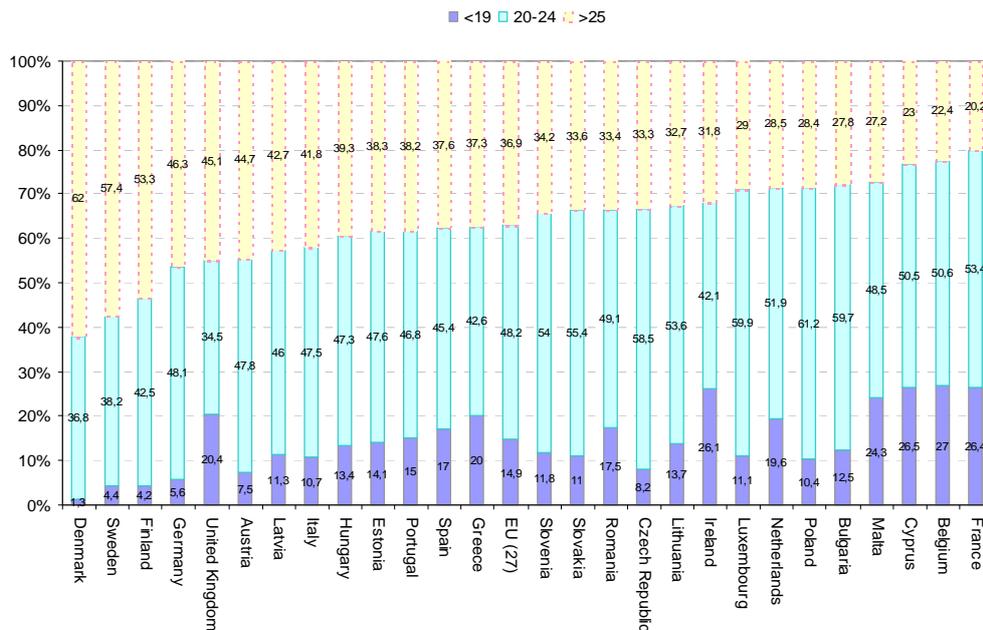


Figure 4. Distribution of students enrolled in Tertiary Education (ISCED 5&6) by age group, 2007 (Source: Eurostat)

Most countries which are on the top of the list in adult participation in education according to the EU LFS 2007 data, are also, as shown on the chart above, among the top countries in the share of students over 25 in their student population. To be more concrete, Sweden, Denmark, Finland, the UK, and Austria which are among the top 7 performing countries in adult E&T participation according to the EU LFS 2007, are also among the 6 countries with the highest share of students aged 25 or over among the student population. These findings suggest that for the top performing countries in EU(27) increased adult participation in LLL may partly be attributed to a socio-cultural pattern of doing university-level studies at a later stage in life rather

than immediately after completing upper-secondary education. The above may further reflect a wider societal disposition in these countries towards joining back education at an older age as a normal and rather expected route of adult life. This pattern however does not seem valid for less well performing countries in terms of adult participation in E&T (based on LFS 2007). In all these countries, the size of adult participation in E&T appears to be independent of the share of people older than 25 in the local tertiary student population. Therefore, we turn our focus to other characteristics of adult participation in E&T in Greece, based primarily on the more richer data offered by the EU AES 2007 (see figure 4).

#### *Basic characteristics of adult participation in E&T in Greece*

Two basic findings of the AES 2007 is that gender is not related to adult participation in E&T in Greece, and that Greeks aged 25-64 who participate in E&T, tend to be involved in non-formal learning activities (12,7%) rather than formal (2,3%). The latter is a common trend in most countries that participated in AES.

In Greece the following trends are also revealed by the analysis of AES 2007 data regarding adult participation in E&T:

- The higher the level of prior educational qualifications the higher the percentage of participation in education & training (E&T) activities. Adults with low prior educational qualifications do not participate in *formal* E&T.
- The younger the age-group the higher the percentage of participation in E&T. Adults aged 55-64 do not participate in *formal* E&T.
- Employed adults are almost 5 times more likely to participate in non-formal E&T as compared to the economically inactive adult population. Participation in *formal* E&T is unrelated to employment status.
- Adults in high skilled white collar occupations are more than 3 times likely to participate in E&T as compared to those in blue collar occupations.

As shown in figure 5, the groups that are least likely to participate in formal E&T activities are those aged 55-64, with low prior educational qualifications, in blue collar occupations. These groups are virtually absent from formal E&T in Greece. Despite their extremely low representation in formal E&T, these groups of adults (with the addition of the economically inactive population) tend to participate in formal E&T activities which are by far the longest in duration as compared to the duration of activities of all other groups (see figure 6 below).

Other general trends identified in figure 5 are that formal E&T is of much longer duration than non-formal E&T. While, however, vulnerable groups such as older adults and low educated tend to follow the longer formal E&T programmes, it is the younger age group, those highly educated, unemployed or those in high skilled white collar occupations who comparatively spend more hours in non-formal E&T. In a way the above findings implicitly reflect the learning needs of these groups, on the basis of their prior formal education. Those who have already high education qualifications are less in demand of long-term formal E&T and more in demand of short-to-medium term non-formal E&T. The reverse is true for the low skilled adults.

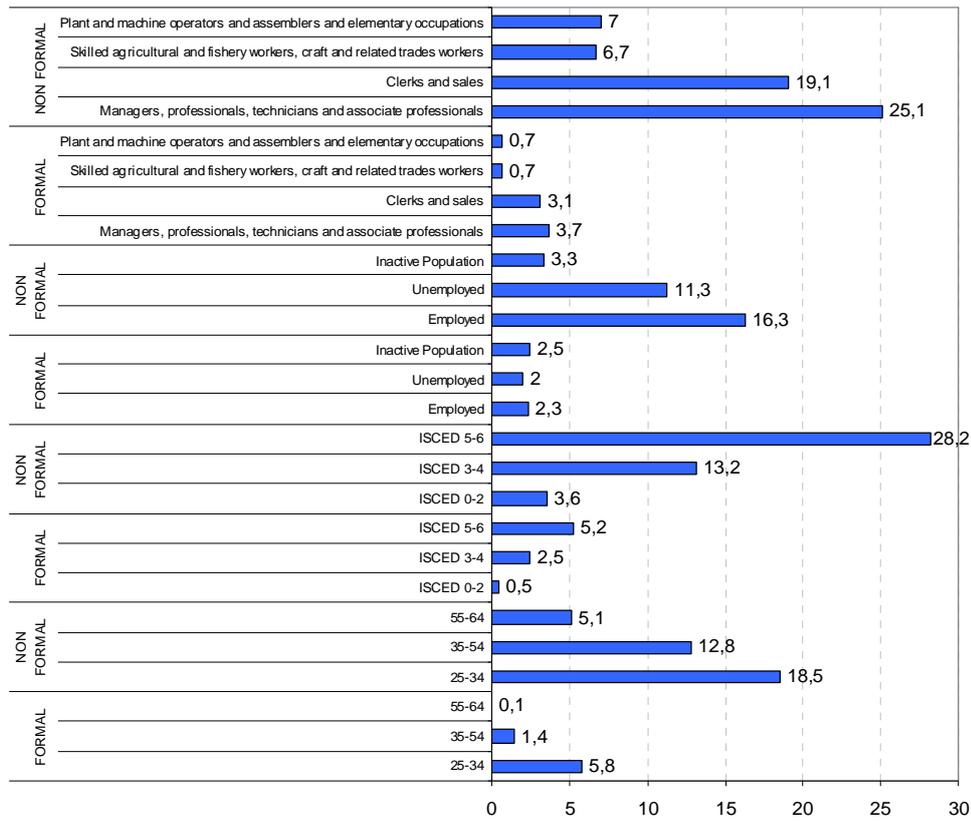


Figure 5. Percentage of adult participation in formal & non formal E&T in Greece by occupational category (isco-88), employment status, educational qualifications, and age group (Source: AES 2007)

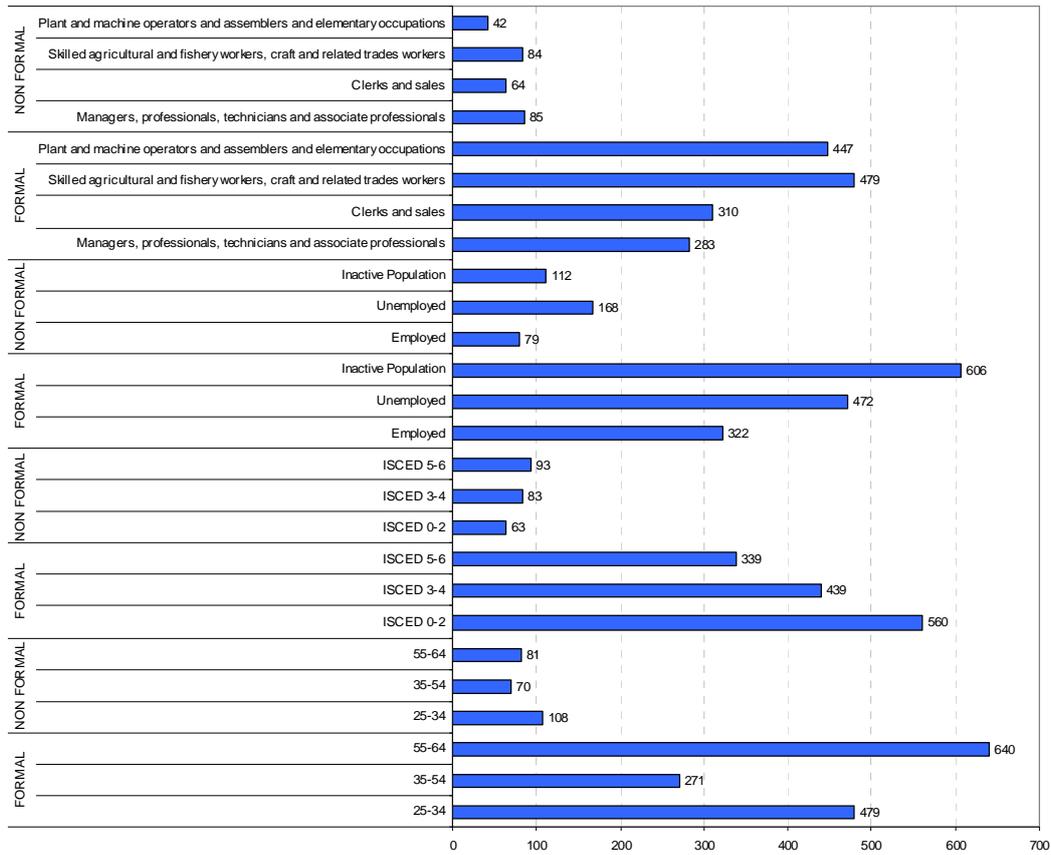


Figure 6. Mean instruction hours spent by participant on formal & non formal E&T in Greece by occupational category (isco-88), employment status, educational qualifications, and age group (Source: AES 2007)

As shown in figure 7, in Greece more than 62% of the respondents in AES 2007 reported that received E&T through their employers or through formal or non formal education and training institutions<sup>12</sup>. In the case of Greece these findings, at least partly, reflect its national policies on adult LLL, which during the last decade, as we have already discussed, invested primarily on non-formal E&T for public sector employees (with the State being both the employer and the training provider) and non-formal E&T for other target groups through subsidised E&T programmes offered by formal (mainly Universities) and non formal (mainly KEKs and KEEs) education institutions and funded by Public Investments.

<sup>12</sup> The AES Manual defines “provider” as the “... enterprise/municipality/governmental authority/private person who provides the teacher, lecturer or instructor for the learning activity. The place for learning activity or the organisation/enterprise who paid for the learning activity should consequently not be stated”. Available by Eurostat at: [http://circa.europa.eu/Public/irc/dsis/edtc/library?!=/public/measuring\\_lifelong/education\\_survey&vm=detailed&sb=Title](http://circa.europa.eu/Public/irc/dsis/edtc/library?!=/public/measuring_lifelong/education_survey&vm=detailed&sb=Title).

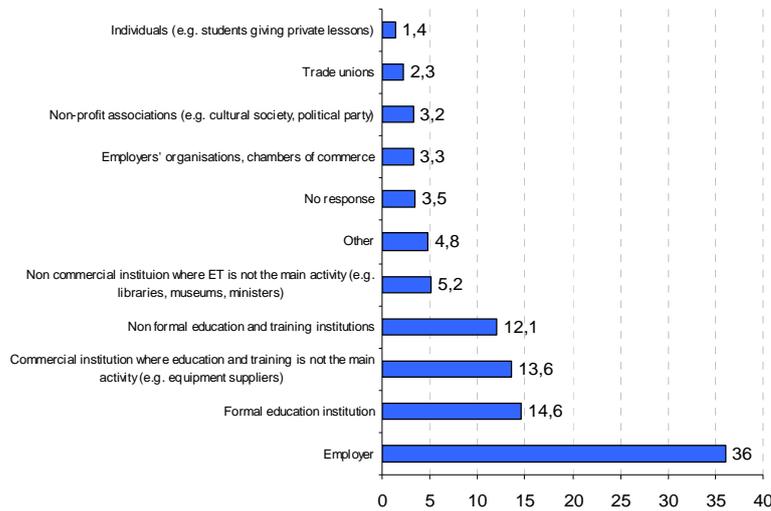


Figure 7. Percentage distribution of non-formal education and training activities by provider in Greece, age 25-64 (%)(Source: AES 2007)

The above arguments are further supported by data obtained from a more recent Eurobarometer survey.

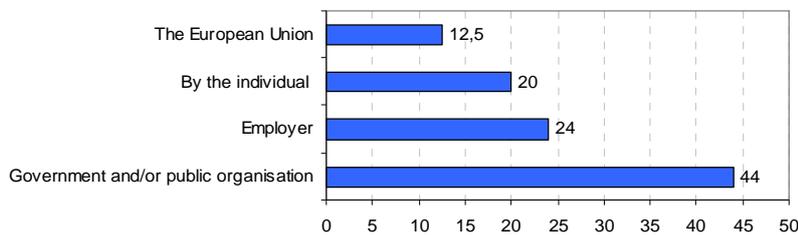


Figure 8. Source of finance for training received by adults in Greece, age 25-64 (%), (Raw data source: Eurobarometer 71.2 Survey, May -June 2009, population weighted: EU27)

The Eurobarometer 2009 data presented in figure 8 above show that between roughly May 2008 and May 2009 the training received by more than 1 in 2 adults in Greece was funded either by the Government or the EU. These sources of funding commonly support training provided either by public E&T institutions or accredited private KEKs.

Regarding the reasons for participating in non-formal E&T, the AES 2007 data for the Greek sample presented in figure 9 below show that these are mainly three.

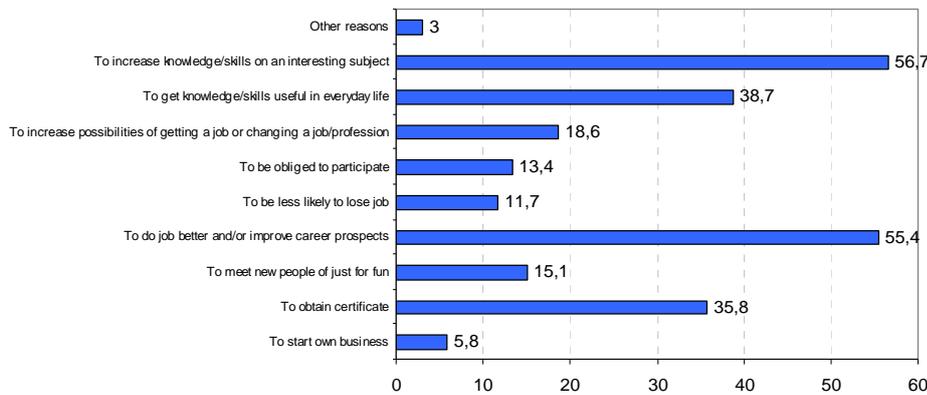


Figure 9. Distribution of reasons of participation of adults in non-formal education and training in Greece, age 25-64 (%) (Source: AES 2007)

Doing a better job and/or improve career prospects is apparently one of the top three reasons stated by the 55,4% of the participants. This percentage, however, as compared with the data of all other EU AES 2007 countries is among the lowest. On the other side, the percentage of Greeks stating that they participated in E&T to “increase knowledge/skills on an interesting subject” or to “obtain certificate” is among the highest in the countries represented in AES 2007. This finding possibly reflects two deeply rooted characteristics of the educational patrimony in Greece: that education is worth getting in order to pursue your personal learning interests and a rather widespread tendency to gather certificates.

*Outcomes*

Demands for new learning among the adult population in Greece can be identified in relation to its formal education qualifications. According to the analysis of Eurostat data regarding the percentage of the population aged 25 to 64 having completed at most lower secondary education<sup>13</sup>, Greece is among the EU (27) countries (mostly on the South of Europe) with the highest percentage of low skilled people in general (25,2% as compared to the EU27 average of 20,1%), and the highest percentage gap between low skilled people belonging to the 25-34 age group as compared to the 55-64 age group (see figure 10).

<sup>13</sup> The indicator is defined as the percentage of people aged 25 to 64 with an education level ISCED level of 2 or less. ISCED levels 0-2: pre-primary, primary and lower secondary education.

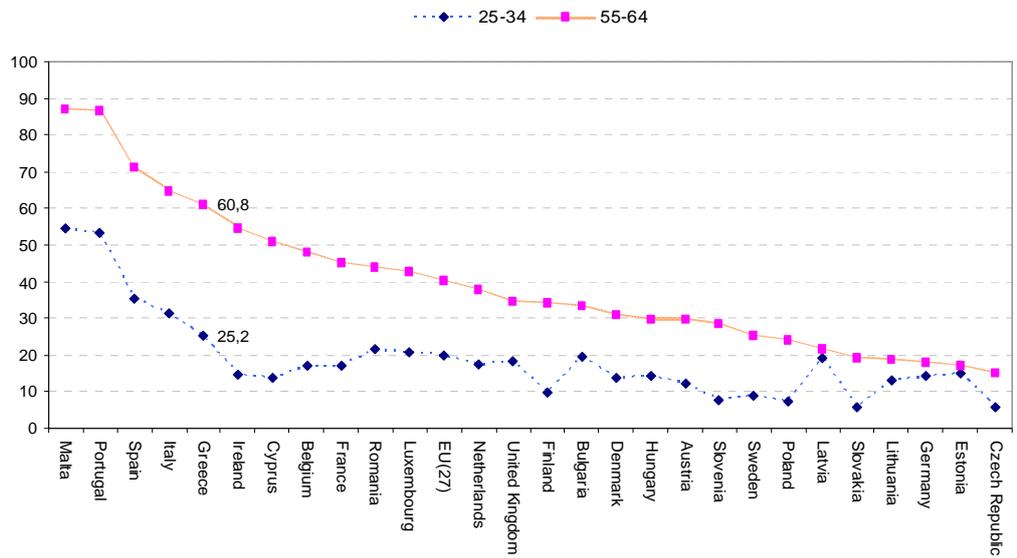


Figure 10. Percentage of the population aged 25 to 64 having completed at most lower secondary education, EU(27) Member States (Source: Eurostat)

At least one fifth of the younger generation of adults in Greece has practically dropped out of the formal education system of Greece and therefore is in absolute need for initial and continuing vocational provision in order to increase its employability and its capacity for LLL. The very high percentage gap between low skilled people belonging to the 25-34 age group as compared to the 55-64 age group in Greece shows that during the last decades there was a dramatic drop of low skilled people among the adult population, most possibly as a result of a massive positive shift in the overall performance and attractiveness of the formal education system. Nevertheless, 6 out of 10 adults aged 55-64 is low skilled and is in absolute need for new learning to stay competitive in the job market and enjoy the benefits of ICT in everyday life.

Overall, another dimension of the educational background of the adult population in Greece is the very low percentages of adults with practical/technical/occupationally specific studies (as represented in ISCED levels 3 B & C, ISCED 5B, and most likely ISCED 4). Adults having completed studies in these, more or less, occupationally specific levels represent just 21% of the population aged 25 to 64 in Greece (see figure 11).

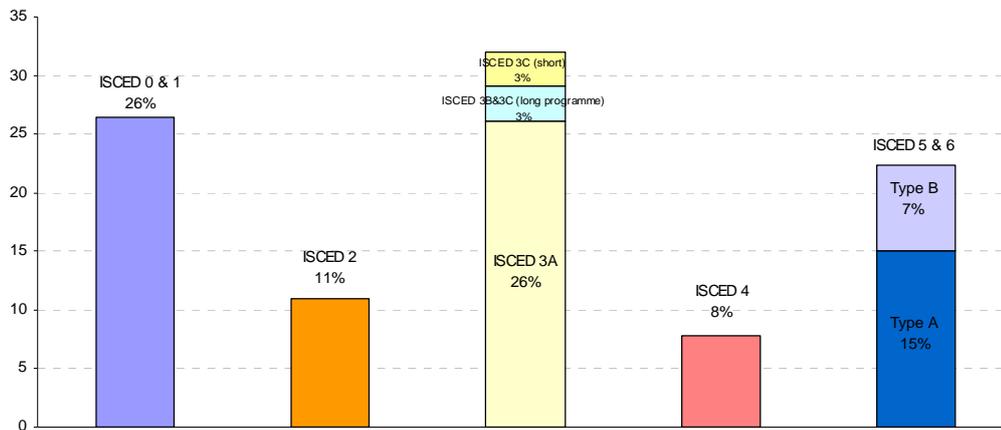


Figure 11. Distribution of the 25-64 year-old population in Greece, by highest level of education attained, 2007 (Source: OECD<sup>14</sup>)

It is characteristic that adults at ISCED level 3B&C (long programme) represent the 50% of the adult population in Germany, 47% in Austria, 46% in Switzerland, 41% in the Czech Republic, 37% in Denmark, 35% in Slovak Republic, 33% in Poland, 31% in France, and 30% in the UK and Norway. In comparison, the mere 3% of the respective adult group in Greece reflects in a very characteristic way the long-standing low status/attractiveness that technical/vocational studies have in Greece. It also indicates that the labour market in Greece largely lacks workers with medium (upper secondary) level of educational qualifications of practical/technical/occupationally specific orientation.

The general trend of unemployment, in terms of the educational qualifications of the unemployed, is that the lower the level of educational qualifications the greater the rate of unemployment among the Greek workforce. Comparatively, however, among the unemployed of same level of educational qualifications, women are clearly the most negatively affected. Particularly among those with higher technological (ISCED 5B) or secondary education qualifications (ISECD 2&3) there is a gap of around, on average, 8,5 percentage units of higher women's as compared to men's unemployment.

<sup>14</sup> Available at: <http://dx.doi.org/10.1787/664024334566> . See Table A1.1a.

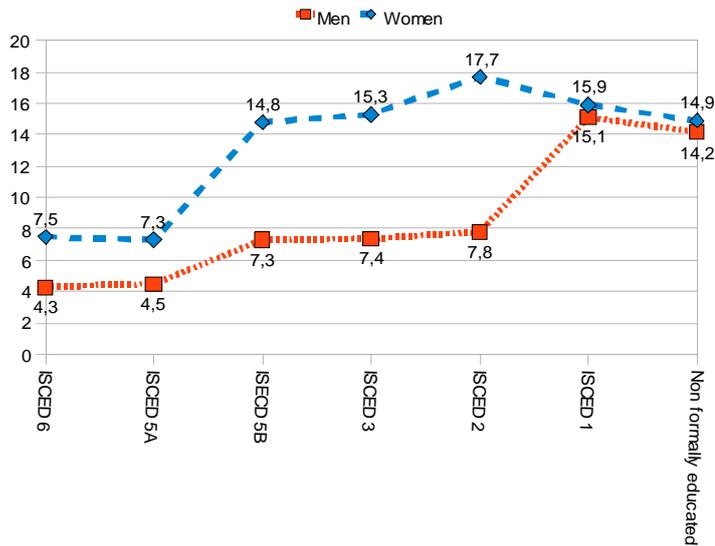


Figure 12. Percentage of unemployment in Greece by educational qualifications and gender (first quarter 2009)<sup>15</sup>

The above findings (figure 12) indicate that, although Greece largely lacks workers with medium (upper secondary) level of educational qualifications of practical/technical/occupationally specific orientation, those already in the labour market as well as those with ISCED 5B qualifications (also vocationally oriented) are threatened more by unemployment as compared to those with tertiary education qualifications which were theoretically based/research preparatory (history, philosophy, mathematics, etc.) or giving access to professions with high skills requirements (e.g. medicine, dentistry, architecture, etc.) (ISCED 5A).

Another indicator regarding both the demand for and the output of LLL provisions to adults is the perceived importance of various assets that an adult should have in order to more easily find a job (see figure 13).

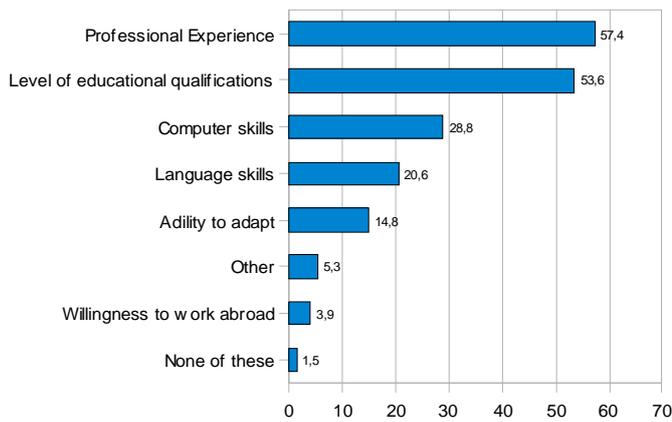


Figure 13. Percentages of perceived importance of various job-finding assets among adults aged 25-64 in Greece (Raw data source: Eurobarometer 71.2 Survey, May -June 2009)

<sup>15</sup> Source: General Secretariat of Statistical Service of Greece, "Workforce Research –First quarter 2009", Press Release, 22 June 2009, p. 3.

Our analysis of the raw data obtained from the Eurobarometer 71.2 Survey (May -June 2009), showed that for adults in Greece aged 25-64, it is the professional experience and prior educational qualifications that are perceived to be more important to find a job, as compared to more specific skills such as language or ICT skills, and ability to adapt.

Another factor that may be related to the adult participation in E&T in Greece is the perceived need for further training in order to keep current job.

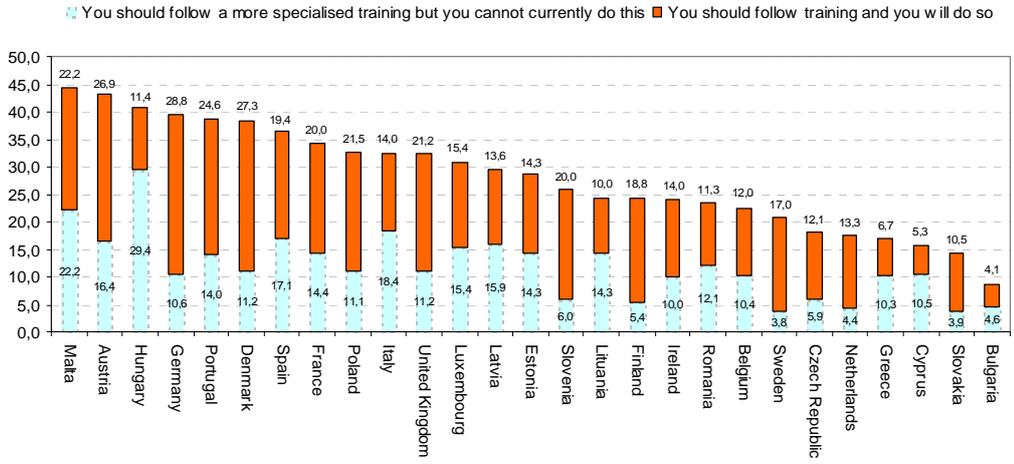


Figure 14. Percentage of people in employment aged 25-64 who reported felt need for further training in order to keep job, broken down by intention to get training in the future (Raw data source: Eurobarometer 71.2 Survey, May -June 2009)

As shown in figure 14 above, comparatively few adults already in employment in Greece (17%) reported that they need further specialised training in order to keep their job. Among them, only around 21% reported that they intend to get training in the future. Perhaps in the case of Greece one reasons for the low felt need for further training to keep current job is the large share of the workforce in the public sector, where employment, for most employees, is permanent.

It is however very interesting to point out that enterprises in Greece has among the lowest percentages of medium to highly skilled computer users in ages 16-74 as compared to the 27 EU Member States. The latest (2009) Eurostat data show that only around 28% of people employed in enterprises aged 16-74 in Greece self-assess their computer skills within the medium and high level, a finding which places Greece on the bottom of the list among the EU(27) countries (see figure 15).

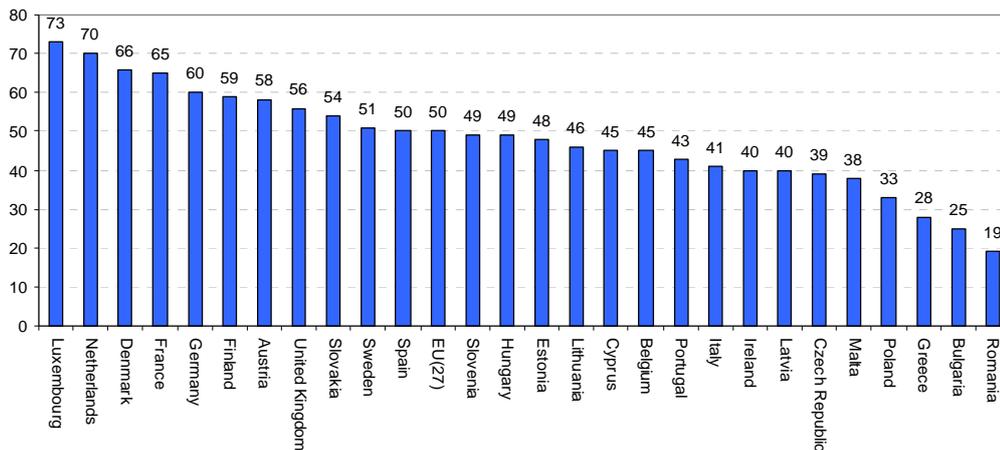


Figure 15. Percentage of individuals employed in enterprises aged 16 to 74 self-assessing their level of basic computer skills as medium or high<sup>16</sup> (Source: Eurostat, reference year 2009<sup>17</sup>)

Predictably enough, Greece is also on the bottom of the list on the basis of the percentage of those employed in enterprises aged 16-74 who self-assessed their Internet skilled as medium or high (see figure 16).

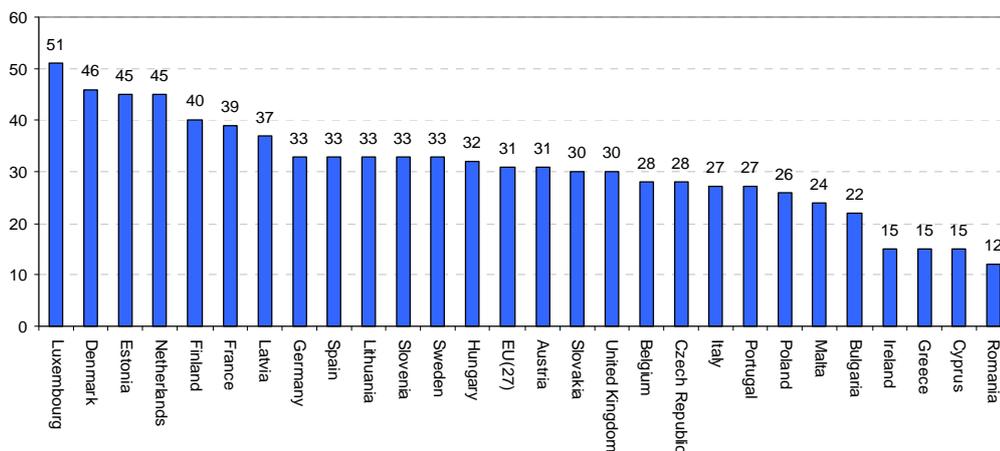


Figure 16. Percentage of individuals employed in enterprises aged 16 to 74 self-assessing their level of basic Internet skills as medium or high<sup>18</sup> (Source: Eurostat, reference year 2007<sup>19</sup>)

<sup>16</sup> The level of basic computer skills are measured using a self-assessment approach, where the respondent indicates whether he/she has carried out specific tasks related to computer use, without these skills being assessed, tested or actually observed. Six computer-related items were used to group the respondents into levels of computer skills in 2006, 2007 and 2009: copy or move a file or folder; use copy and paste tools to duplicate or move information within a document; use basic arithmetic formula (add, subtract, multiply, divide) in a spreadsheet; compress files; connect and install new devices, e.g. a printer or a modem; write a computer program using a specialised programming language. *Low level* of basic computer skills: Individuals who have carried out 1 or 2 of the 6 computer-related items. *Medium level* of basic computer skills: Individuals who have carried out 3 or 4 of the 6 computer-related items. *High level* of basic computer skills: Individuals who have carried out 5 or 6 of the 6 computer-related items.

<sup>17</sup> Data available at:

<http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=tsdsc460>.

Perhaps the level of Internet skills of those employed in enterprises is related to the use of the Internet at work. As shown on the chart below, only 17% of people aged 16-74 who are employed in enterprises in Greece reported that they accessed the Internet during the last 3 months (reference year 2009). Apparently enterprises in Greece are Internet-free zones (see figure 17).

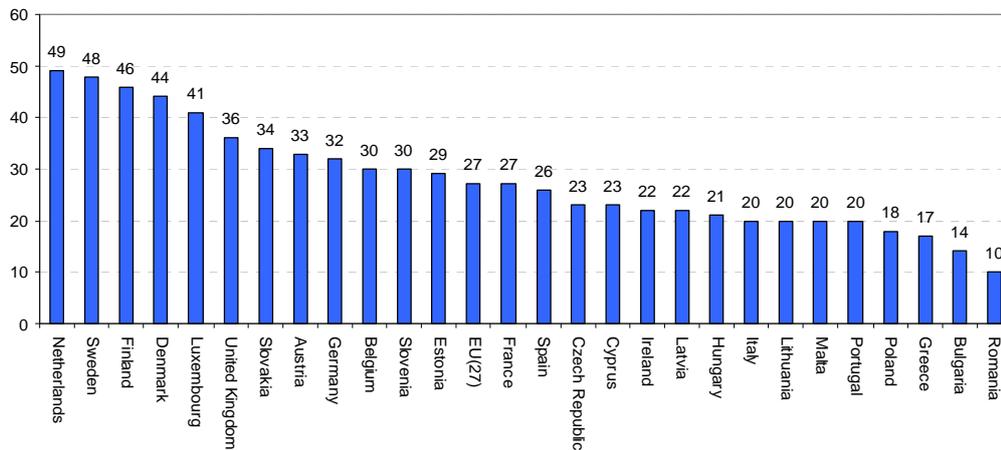


Figure 17. Percentage of individuals aged 16-74 who accessed the Internet at place of work (other than home) in the last 3 months, 2009 (Source: Eurostat<sup>20</sup>)

When combining data from Internet usage in enterprises and employees’ self-reported medium/high level of basic Internet skills it appears that in some EU countries there is a mismatch between skills available and Internet use, while in others there is almost a perfect match (see figure 18).

Greece is one country where the (low) percentage of medium/high basic Internet skills matches the (low) percentage of people in enterprises reporting that they made use of Internet at work during the last three months. In a way the demand matches the supply.

<sup>18</sup> The level of internet skills are measured using a self-assessment approach, where the respondent indicates whether he/she has carried out specific tasks related to internet use, without these skills being assessed, tested or actually observed. Six Internet-related items were used to group the respondents into levels of Internet skills in 2005, 2006 and 2007: use a search engine to find information; send an e-mail with attached files; post messages to chat-rooms, newsgroups or any online discussion forum; use the Internet to make telephone calls; use peer-to-peer file sharing for exchanging movies, music etc.; create a web page. *Low level* of basic internet skills: Individuals who have carried out 1 or 2 of the 6 Internet-related items. *Medium level* of basic internet skills: Individuals who have carried out 3 or 4 of the 6 Internet-related items. *High level* of basic internet skills: Individuals who have carried out 5 or 6 of the 6 Internet-related items.

<sup>19</sup> Data available at:

<http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=tsdsc470>.

<sup>20</sup> See <http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=tin00075>.

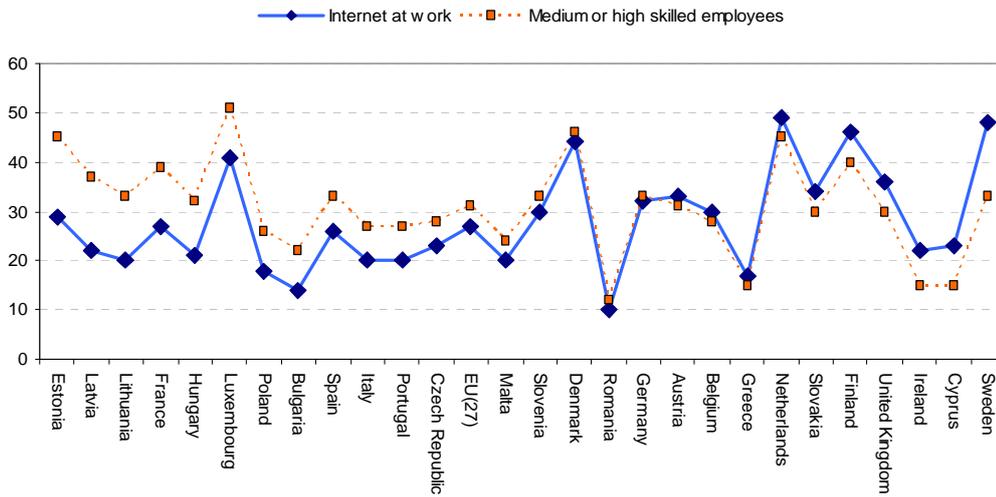


Figure 18. Percentage of people in enterprises who made use of Internet access at place of work in the last 3 months (2009) as compared to percentage of employees' self-assessed basic Internet skills as medium or high (2007), age 16-74 (Source: Eurostat)

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## PARTICIPATION – POLAND

In the population aged 25-64, only one third (7390 thousand; 35,8%) engaged in (continued) any form of educational activity in the examined period; (one fifth - 4503 thousand; 21,8% – participated jointly in formal and /or informal education). Most people participated in informal education, understood as independent learning without the support of a teacher (5247 thousand, that is, 25,4% of the population aged 25-64). The continuous education forms listed may be combined, which should be taken into account when drawing conclusions from the research results presented (see table 1).

Specification	Total in thousand	Any form of education	Formal education	Non-formal education	Informal education	Those not participating in any form of education
TOTAL	20634	35,8	5,5	18,6	25,4	64,2
university	4006	73,7	16,1	46,4	55,5	26,3
postsecondary	711	50,9	7,3	23,9	35,3	49,1
Secondary - vocational	4783	37,8	4,2	18,0	25,9	62,2
Secondary - general	1527	37,8	9,8	16,6	26,3	62,2
vocational	6831	20,2	1,0	8,4	13,4	79,8
Grammar Elementary and lower, no education	2776	11,1	0,8	4,0	7,7	88,9

*Table 1.* Persons aged 25-64 according to their participation in formal, non-formal and informal education in the period of 12 months prior to the survey and the level of education completed at the time of the survey in the 4th quarter of 2006. Including participants<sup>a)</sup>

a) the data is not summed up, since one person could participate in several forms simultaneously

The general assessment of education is slightly more favourable for women than men. In the observation period, 36.2% women and 35.4% men aged 25-64 participated in any form of education.

A relatively significant factor is the place of residence. In the observation period, 41.8% inhabitants of cities and 25.3% inhabitants of rural areas aged 25-64 undertook/ continued any form of education/ complementary education. Persons living in cities often learn/ engage in complementary education in each of the listed forms of education. 6.7% of inhabitants of cities (in the age group analyzed) participated in formal (school) education, and the corresponding percentage for inhabitants of the rural areas was lower by one half. At the same time, less than one in four persons living in the cities and one in ten inhabitants of the rural areas participated in courses/ trainings. Self-education was also encountered much less frequently in the rural areas (18.0%) than in the cities (29.6%).

Another typical trait for participation is age – the older the participant, the lesser is the probability of their participation in education. Due to obvious reasons, this pertains mainly to formal education. Among persons aged 25-29, the percentage of beneficiaries of this form of education was 18.1%, while among those aged 50 or more – it was below 1%.

In non-formal and informal education, these percentages also decrease as the age group increases. On the average, one in four persons aged 25-39, one in twelve aged 55-59 and only a small percentage of those aged 60-64 participated in courses and trainings (non-formal education). Self-education without the aid of teachers (informal education) is selected by more people in general, which is true for all age groups, although here the percentage also decreases as the age increases. Among persons aged 25-29, 32.2% took advantage of this form of education, while in the population of those aged 60-64, this percentage amounted to 14.7%.

These correlations are similarly visible in the analysis of each of the populations separated according to the form of education of these persons. Almost one half of the population aged 25-64, taking advantage of the formal education system (49%) has not turned 30, while for the remaining to forms of education, the structure

of the population according to age is distributed more evenly, although it is visible that the percentages decrease as the age of the examined population increases.

The higher is the education level obtained, the more often the persons concerned participate in various forms of education. Among persons aged 25-64, who in the 4th quarter of 2006 had university education, almost  $\frac{3}{4}$  learned or attained complementary education in the preceding 12 months. A high percentage of persons with university education participating in formal education (16.1%) is partially probably caused by the fact that persons continuing their education at universities according to the "traditional" mode (elementary school, grammar school, secondary school and university studies completed at the age of about 24) graduated from universities during this period to get their diploma and, due to their age, were subjected to the survey, raising slightly the statistics (unlike persons, who, completing their education at a secondary or lower level are usually 20 years old or younger, and thus did not participate in the survey).

Persons with general secondary education – more often than persons with other types of secondary education – continued their education within the framework of the formal system. This is probably associated with the need to attain a specialized vocational education level, usually at universities or – to a lesser extent – at postsecondary schools. Persons with vocational or lower education relatively rarely complemented/ changed their education and engaged in additional training, which is partially associated with the fact that this education is more typical for persons belonging to older age groups (subject to the survey).

Analysis of the research results shows that those, who are employed, engage in educational activity more often than those, who are unemployed or professionally passive. It is partially due to the possibility of raising their education level with the assistance of the employer, including the potential participation of employers in the costs of education of the employee. On the other hand – it is due to the necessity to develop their knowledge constantly to adapt to the requirements of the company. Therefore, in this case, the percentage of employed persons participating in courses, trainings and self-education is visibly higher – one in four employed participates in non-formal forms of education and one in three – in informal education. The unemployed – that is, theoretically, persons, who should take advantage of the time spent while searching for a job for raising/ changing of their professional qualifications to become competitive for the potential employers – relatively rarely participated in trainings and courses, and they engaged in self-education less often.

Similarly, low percentages of those participating in education pertained to the population of those professionally passive. This category includes both young people, who have not entered the labour market due to continuation of their education or upon its completion, or those, who have temporarily withdrawn from work due to various reasons, including family obligations, but also persons, who have completed their professional engagement due to (early) retirement or disability pension. Nevertheless – due to the age of the population examined – 25 to 64 – it seems that persons, who are professionally passive, "invest" in their education too little.

## **PARTICIPATION – ROMANIA**

Participation of adults in formal, non-formal and informal learning is low and this has remained an issue despite new government policies aimed to widen participation (the government plans to increase the rate of adult participation in education from 1% in the last five years to 7% in 2010, RG 2007). The Government plans to develop policies to support older workers stay in employment longer, but there are not yet plans for policies to encourage people who have left employment early to return to a workplace.

According to “ROMANIA – National Report on the Development and State of the Art of Adult Learning and Education (ALE)” – UNESCO, 2008, overall participation rate is lower than other European countries. For the population in the 25-64 years age group, data show that the share of the population with at least upper secondary education is close to the EU average, but below the average level of the 10 new Member States and the 85% EU benchmark for 2010. Data show that the share of the population aged 25-64 years old with at least upper secondary education increased during 2002-2006 from 70.4% to 74.5%. By gender, higher values (74.9% in 2006) were recorded during the reference period in case of male population, and lower values in case of female population, for which the indicator was 69.1% in 2006. The gender gap reduced to 10.3 percent points in 2006 as compared to 12.6 percent points in 2002.

In the same age group, the share of the population with university education, although on an ascending trend (from 9.7% in 2002 up to 11.7% in 2006), remains below the level recorded in the most developed countries (figures for 1999: USA – 27.7%, France - 16.4%, Germany – 15%, UK – 15.4%) (White Paper on Labour Force, DTI/UK – 2003). The evolution by gender reflects a slight decrease of the existing gap between female and male population with university education 84% graduated secondary education (including post-secondary and foreman education), about 8% graduated primary education and 3% had no education. The results of Household Labour Force Survey (AMIGO) carried out by NIS point out that, in the fourth quarter of 2007, the ratio of persons who attended a type of education or training within national educational system in the last four weeks (before the interview) for vocational training was only 3.6% of total. Outside the national educational system, in the last four weeks various types education of training were organized (courses, seminars, conferences etc.) in which took part 38 thousands persons aged 15 years and over. Out of the total participants taking part in such a type of education or training, in the fourth quarter of 2007, 60.3% were simultaneously trained outside as well as inside national educational system.

Improving the vocational training outside national educational system was the purpose of the most recent type of education or training for 56.2% of cases.

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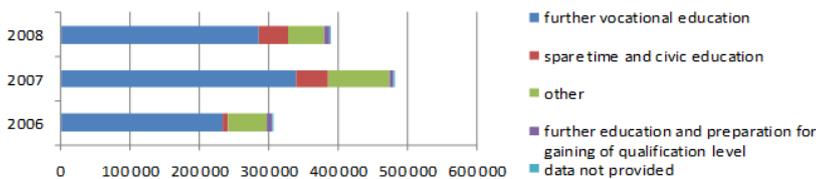
**PARTICIPATION – SLOVAKIA**

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Education achievement is below the OECD average and unduly influenced by socio-economic background<sup>21</sup>. Tertiary education attainment is low compared with other OECD countries, with negative effects on labour market outcomes and productivity developments. Universities were allowed to set tuition fees for part-time students. The Modernisation Programme Slovakia 21 was launched in 2008 envisaging short and medium-term measures to enhance the institutional framework of education. Important role is to foster the integration of Roma children into the education system and further reduce stratification of the school system. Make tertiary education more attractive by offering 2-3 year occupationally-oriented programmes according to the labour market demand and prognoses.

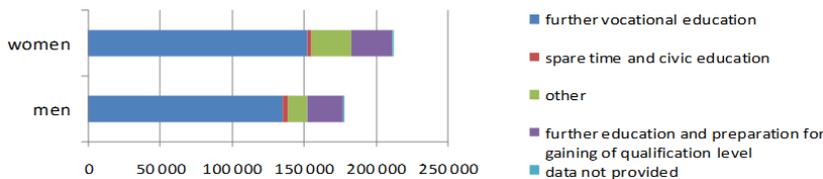
The adopted Act on Vocational Education and Training improves coordination of labour market needs with the content of vocational education and solves the shortage of workers to employers in specific professions. The act creates space for better link between the content of education with the needs of the labour market, particularly through the entry of employers into vocational education at the level of secondary vocational schools and school facilities, and thereby also for raising employment and the development of a knowledge-based society.<sup>22</sup> Following figures provide statistical data of UIPŠ on participation in further education in educational programmes according to a type of education.



Source: UIPŠ (2006, p.24), (2007, p.21), (2008, p.12)

Figure 1 Participants in education programmes according to type of education

As we can see, in the years 2007/2008, most of the LLL training was carried out in further vocational training. The following figure 2 points out the gender differences according to a type of education. From the available data we can see, that women and men participate mostly in vocational education, followed by further education and preparation for gaining of qualification level.



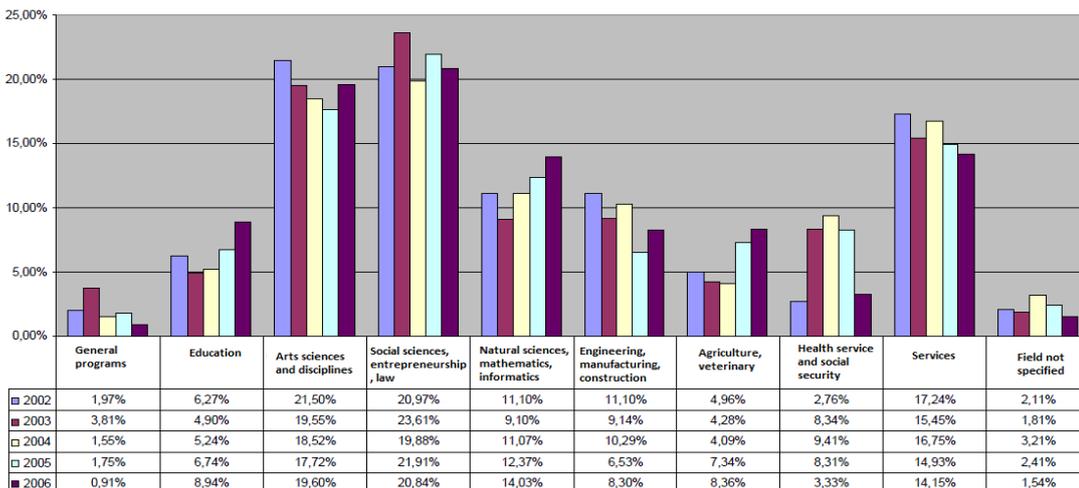
Source: UIPŠ (2008, p.12)

Figure 2. Participants in education programs according to gender and type of education in the year 2008

<sup>21</sup>OECD. Economic policy reforms: Going for Growth (2009, p. 102). <http://www.oecd.org/dataoecd/24/5/42222104.pdf>

<sup>22</sup>Implementation Report 2009: National Reform Programme of the Slovak Republic from 2008 – 2010 (p. 30) <http://www.government.gov.sk/data/files/4966.pdf>

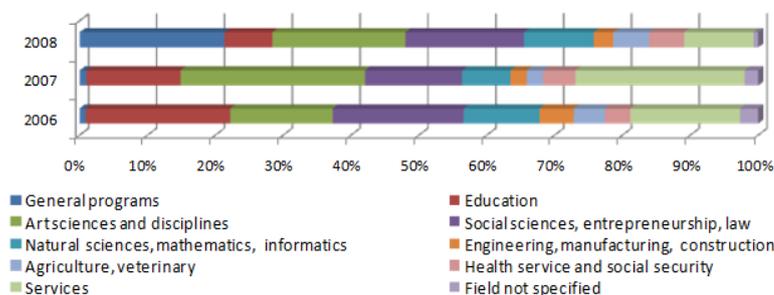
The following two figures provide an overview of participation in further education, firstly in the figure 3 in the years 2002-2006 and secondly in the figure 4 in the years 2006-2008. As we can see from the figure 3 from the spectrum of learners, most of them participate in courses in study fields of social sciences, entrepreneurship, law, arts sciences and services.



Source: UIPŠ. *Analyses of further education in the years 2002-2006* (2007, p.14)

Figure 3 Participants of education programs according to fields of study in the years 2002 - 2006

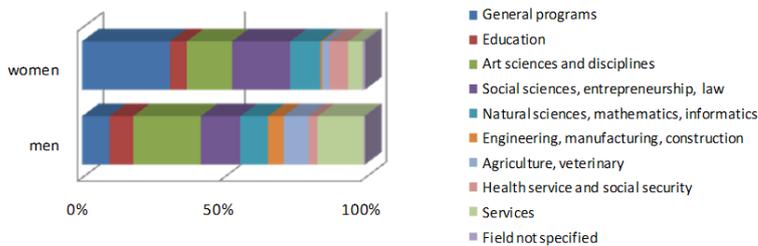
Figure 4. indicates rise in participation in general programmes in the year 2008. This might be caused by the change of methodology in data collecting in comparison with previous years. Programmes of largest participation are as follow social sciences, entrepreneurship and law, arts sciences, services, education, natural sciences, mathematics and informatics.



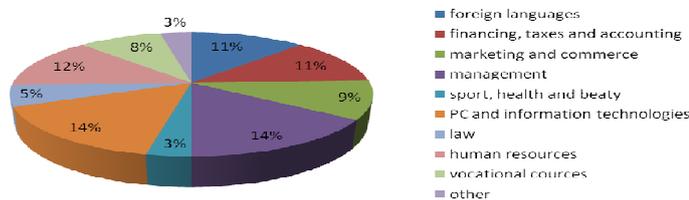
Source: UIPŠ (2006, p.15),( 2007, p.14), (2008, p.14)

Figure 4. Participants of education programs according to fields of study (ISCED 97 extended) in the years 2006, 2007, 2008

Figure 5 shows participation rate of men and women in the year 2008 according to ISCED 97 fields of study. As we can see, women participated most in general programmes, followed by social sciences and art sciences. On the other hand, men preferred further education in the fields of arts and sciences, services, social sciences, entrepreneurship and law.

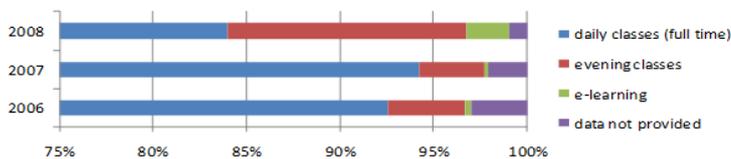


Source: Institute UIPŠ (2008, p.14)  
 Figure 5 Participants of education programs according to gender and fields of study (ISCED97 extended) in the year 2008

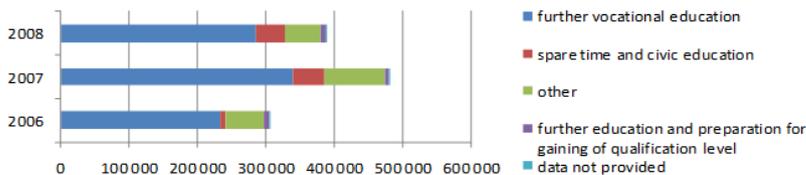


Source: Academia Istropolitana. *Analyses of opinion survey of LLL* (2007, p.13)  
 Figure 6. Study fields of education offered

According to a survey of LLL providers conducted by Academia Istropolitana in 2007, most courses on offer were in following study fields - management, ICT, human resources, foreign languages, financing and accounting (figure 6). The figure 7 indicates the participation in education programmes during the time period 2006-2007. As we can see from the figure, most learners prefer full-time training, followed by evening classes. In the year 2008 we can see rise in e-learning participation.

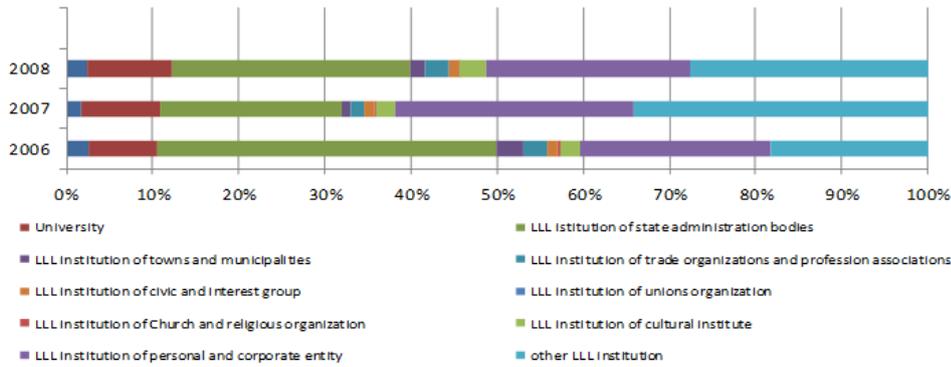


Source: UIPŠ (2006, p.26), (2007, p.21), (2008, p.12)  
 Figure 7. Participants in education programmes according to the form of education in the years 2006, 2007 & 2008



Source: UIPŠ (2008, p.12)  
 Figure 8 Participants of education programs according to gender and form of education in the year 2008

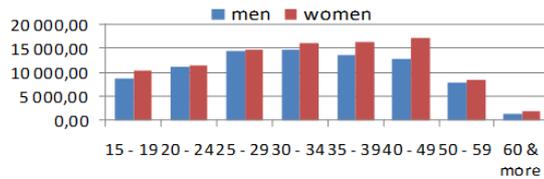
The above figure 8 demonstrates the gender differences in education programmes participation according to the form of education. There are not very big differences between genders. The figure 9 demonstrates the percentage of active participants according to LLL institution. As we can see there is continuing trend in share of market by two types of educational institution in the whole spectrum: LLL institution of state administration bodies and LLL institutions of towns and municipalities.



Source: UIPŠ (2006, p.4),( 2007,p.7), (2008, p.8)

Figure 9. Number of participants in education of the LLL institutions in the years 2006, 2007 & 2008

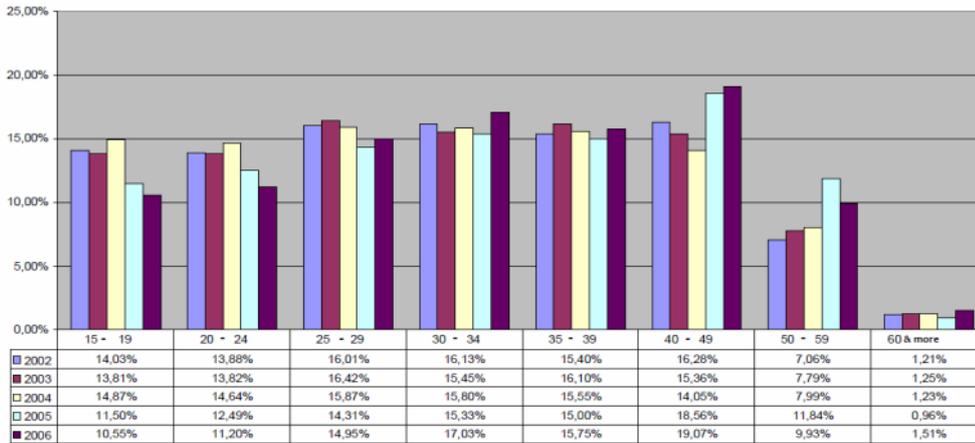
Next figure demonstrates graduates gender-age structure. As we can see, women participate generally slightly more in further education, which can be seen mainly in the age groups 35-49 years old.



Source: UIPŠ (2008, p.21)

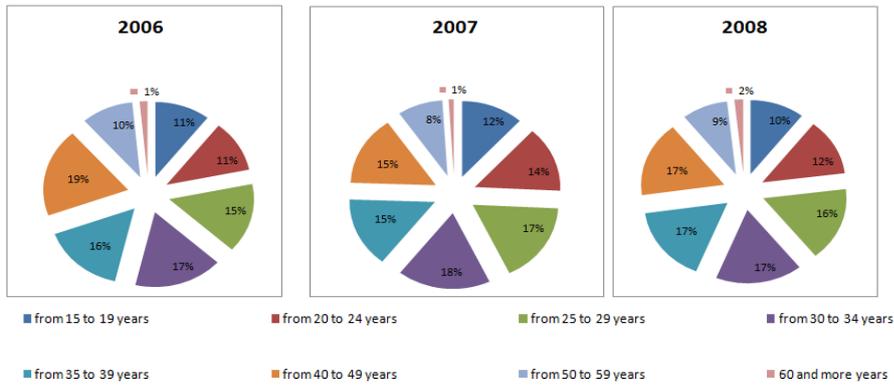
Figure 10 Graduates according to gender and age structure in the year 2008

Following two figures, 11 and 12, present number of graduates of further education courses according to the age structure from the years 2002-2006 and 2006-2008. As we can see, the lowest participation rate of citizens is in the age group of 50+.



Source: UIPŠ. *Analyses of further education in the years 2002-2006* (2007, p.9)

Figure 11. Graduates according to the age structure 2002-2006



Source: UIPŠ (2006,p.12),( 2007,p.11), (2008, p.21)  
 Figure 12. Graduates according to the age structure 2006, 2007 & 2008

**PARTICIPATION – SPAIN**

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According to the Spanish National Institute of Statistics (INE) three out of 10 people of age between 25 and 64 years old have participated in some learning activity during the year 2007 (i.e. 30,9% of the active population)<sup>23</sup>. The percentages are much higher within young people and progressively decrease with age, dropped from 39.6% of the population 25 to 34 years old to 8.0% of the adults 65 to 74 years old. Slightly more women participate in learning activities. Furthermore, 50% of adults with higher education have conducted training activities, while among those with a first stage of secondary education and lower this percentage drops to 15%.

It is worth noting that 68.4% of those who take part in learning activities do so for reasons related to work.

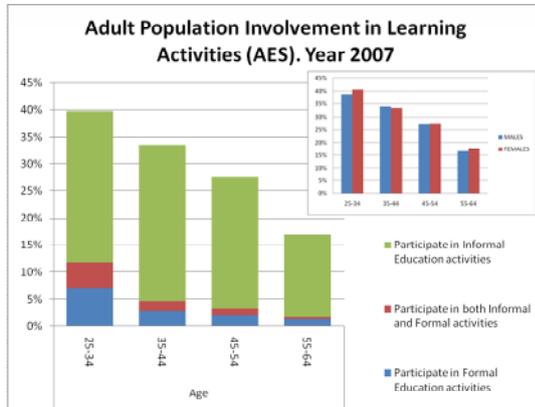


Figure 1 Spanish adult population involved in learning activities 2007

The education of adults within the scope of the Education Administration incorporates different training activities: a curricular option that allows all adults to receive training in all levels and programmes of the education system; an extracurricular option of great scope that comprises a heterogeneous series of training programmes; and lastly, a series of specific or extraordinary exams that allow adults to obtain academic and professional degrees, gaining them access to certain training programmes<sup>24</sup>.

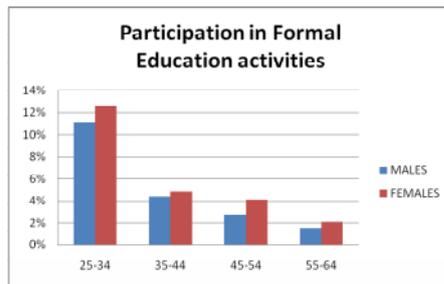


Figure 2 Participation in Formal Educational Activities

<sup>23</sup> INE (2008) Encuesta sobre la Participación de la Población Adulta en las Actividades de Aprendizaje (EADA).

<http://www.ine.es/prensa/np496.pdf>

<sup>24</sup> INEM (2008) THEME 5: Continuing education and training for adults in Spain. Informe realizado por el Servicio

Público de Empleo Estatal – INEM por encargo del CEDEFOP,

<https://www.redtrabaja.es/es/portalttrabaja/resources/pdf/referNet/tema5ingles.pdf>

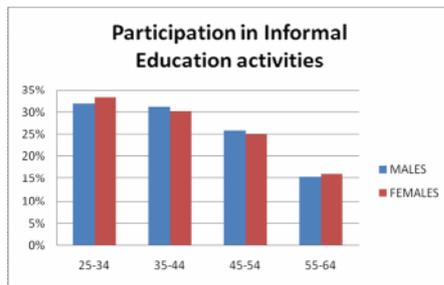


Figure 3 Participation in Informal Educational Activities

Table 1 Adult population involved in different types of education-training according to previous level of education and group age. Fourth quarter of 2006

Previous level of education		Total	Women	Men
Below secondary education	16 to 24 years old	3.3	1.5	1.8
	> 25 years old	5.5	4.2	1.3
First stage of secondary education	16 to 24 years old	17.7	8.8	8.9
	> 25 years old	7.6	4.1	3.5
Second stage of secondary education	16 to 24 years old	18.6	10.3	8.3
	> 25 years old	13.0	7.1	5.9
Postsecondary and higher education	16 to 24 years old	6.3	3.9	2.4
	> 25 years old	27.9	15.3	12.6

Source INE, see <sup>25</sup>

<sup>25</sup> EURYDICE (2009) Organisation of the education system in Spain 2008/09, [http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase\\_full\\_reports/ES\\_EN.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/ES_EN.pdf)

### 3.2 Demand for Learning – Labour Market

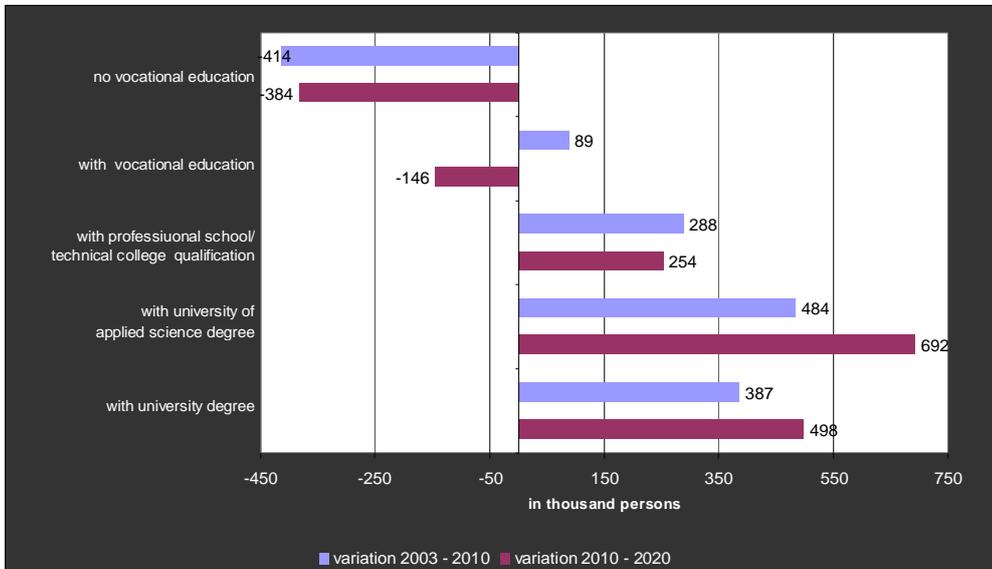
#### LABOUR MARKET NEEDS – GERMANY

A general demand for high qualifications on the German labour market is reported by Bonin (2007, cited from Autorengruppe Bildungsbericht, 2008). The prognosis for the years 2010 and 2020 in figure 1 shows a clearly decreasing demand for employees without and with vocational training qualification. Accordingly, the demand increases for people with higher education qualification. This trend was also reported for the European labour market by CEDEFOP (2008).

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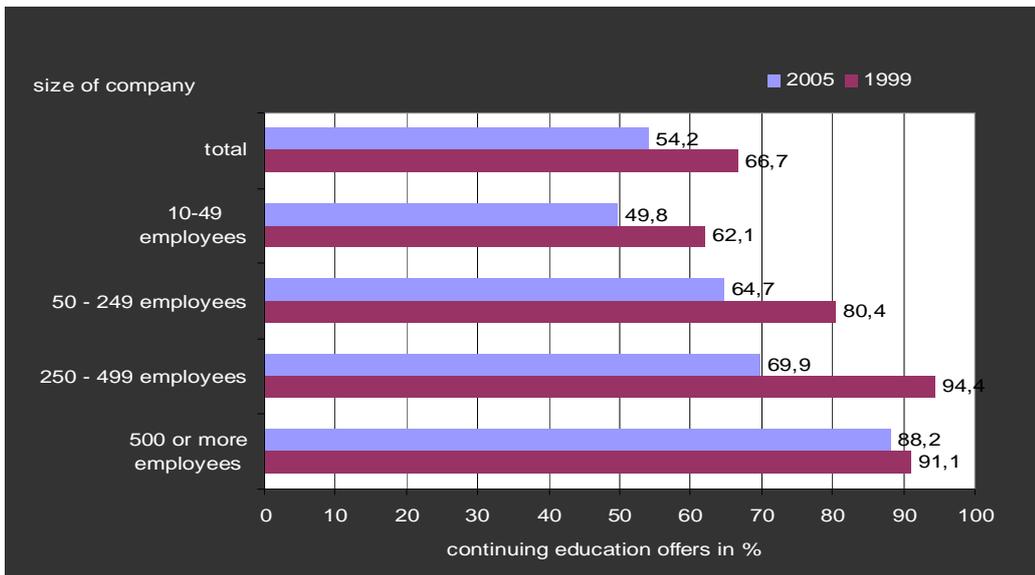
**Formatiert:** Schriftart: Nicht Fett, Zeichenskalierung 1%, Verdichtet durch 11 pt



Source: Bonin H. et al (2007, S. 81, cited from Autorengruppe Bildungsberichterstattung, 2008, p. 201).

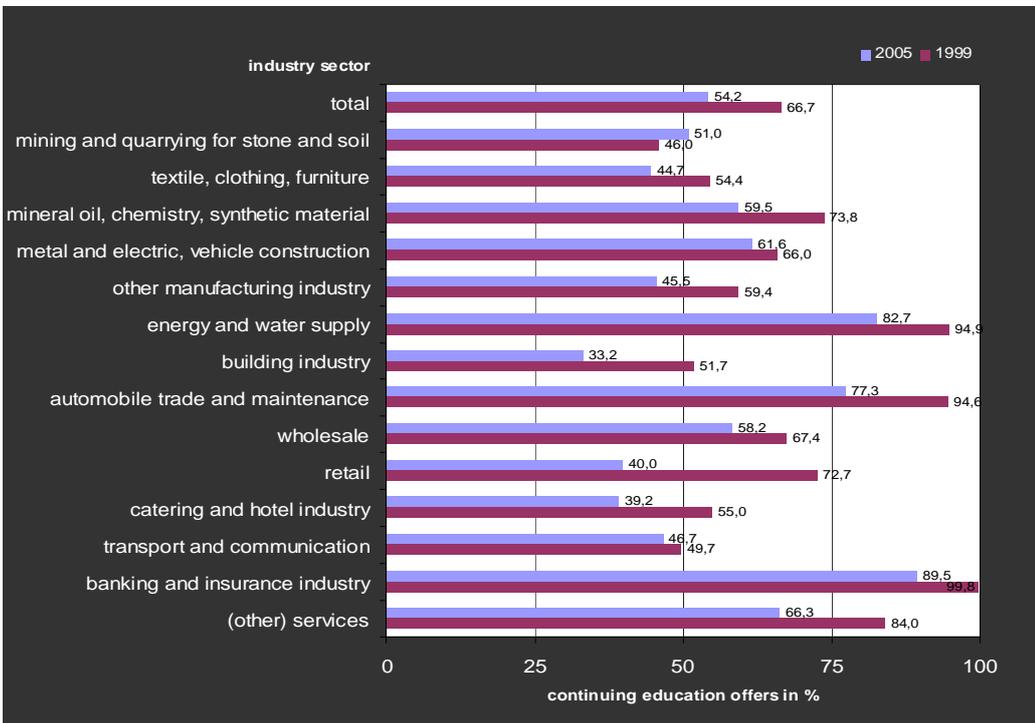
Figure 1. Development of labour force demand by educational qualification 2003-2020 (in Tsd. persons).

According to the Autorengruppe Bildungsberichterstattung (2008), in this situation of changing qualification demands of the labour market companies have an important position in designing vocational continuing education because of their proximity to the labour market and working processes. Thus, in-company continuing education can be a strategic option for companies and at the same time providing its employees a chance for further qualification, professional development and improvement of competences. However, according to CVTS3 data (Eurostat, 2006) the number of continuing education offers of companies was decreasing between the years 1999 and 2005. In 2005, about 88% of the large companies (more than 500 employees), nearly 67% of the medium-sized companies (50-499 employees), and about 50% of the small companies (10-49 employees) offered vocational continuing education (figure 2). Furthermore, companies from different industry sectors differ clearly with regard to their vocational continuing education offers and spending on vocational continuing education, and the participation rates of employees vary accordingly (figure 3). A focus on the three sectors with the highest and lowest percentage of companies offering vocational continuing education shows that in 2005 vocational continuing education activities were higher in sectors which require intense knowledge, e.g. banking and insurance industry (89,5%), energy and water supply (82,7%), automobile trade and maintenance (77,3%), than in branches with a high percentage of low qualified employees, e.g. retail (40,0%), catering and hotel industry (39,2%), and building industry (33,2%).



Source: Statistical offices of the state and Länder, CVTS3; Autorengruppe Bildungsberichterstattung (2008, p. 142).

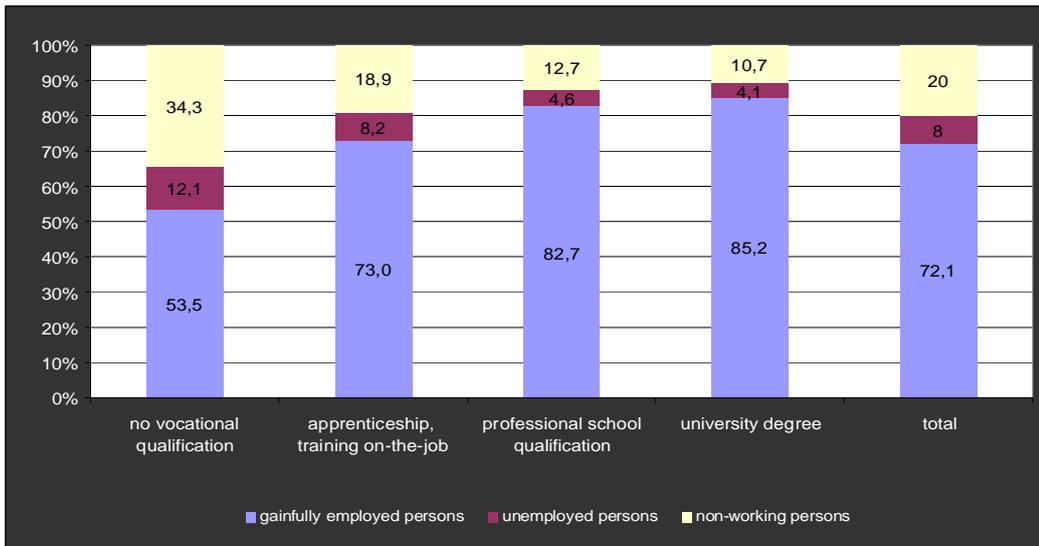
Figure 2. Companies offering vocational continuing education in 1999 and 2005 by size of company in percent.



Source: Statistical offices of the state and Länder, CVTS3; Autorengruppe Bildungsberichterstattung (2008, p. 143).

Figure 3. Companies offering continuing education in 1999 and 2005 by industry sector in percent.

Employment and unemployment in Germany are influenced by the educational background of persons. According to the Autorengruppe Bildungsberichterstattung (2008) persons without any vocational qualification show the highest unemployment rate (34.4%). The chances of employment increase with the level of the educational qualification, with the highest employment rate (85.2%) for persons with university degree (see figure 4).



Source: Statistische Ämter des Bundes und der Länder, Mikrozensus 2006; Autorengruppe Bildungsberichterstattung (2008, p. 206).

Figure 4. Employed, unemployed and non-working persons (25-64 years) by educational qualification, in percent.

Indicator-based data on the relation of participation in vocational continuing training and employment status is hardly available. The AES 2007 analysed the self-perceived profit of competences acquired during continuing education, e.g. the expected extend of application of acquired competences. 46% of the respondents expect very high profit (4-point-scale; very much, much, low, very low) from participation in non-formal education offers, and about one out of ten does not expect any profit (TNS Infratest, 2008). However, these data do not provide detailed insights into actual competences and its outcomes on the labour market, and according to the Autorengruppe Bildungsberichterstattung (2008) it has to be considered that the validity of self-estimation data is rated low in scientific discussions. The 2009 analysis of the Eurobarometer revealed that about 67% of Germans consider the level of one's qualifications as the most important factor for finding a new job easily, followed by professional experience (42%) and the ability to adapt to new requirements (34%). Specific skills are valued less important, but are still considered as influencing factors, e.g. computer skills (22%) and language skills (17%; Special Eurobarometer, 2009).

With respect to labour market development, the BMAS (2009) promotes participation in vocational continuing education according to the SGB III. The aim is to increase the chances of unemployed people to find a job; however, also employees can request funding of continuing education under certain conditions. The Federal Employment Agency (Bundesagentur für Arbeit, BA) decides on the grant. In the context of the current economic crisis in Germany, employers can request short-time work payment from the Federal Employment Agency. Employers which are granted short-time work payment can further request financial support for vocational continuing education of their short-time workers. Thus, through participation in vocational continuing education, jobs can be saved, unemployment can be prevented, and the time resources that result from short-time work can be used for the qualification of employees (BA, 2009; Stiftung Warentest, 2009). Further details on funding opportunities of continuing education for individuals and companies are provided below in the section "Investment in Lifelong Learning".

## LABOUR MARKET NEEDS – POLAND

Re-education and re-training due to labour market developments is connected to activities focused on increasing the employability, upgrading qualifications or enhancing vocational activation. These activities can be financed from the Labour Fund if the training regards the unemployed, those who get training allowance or non-active soldiers. Training of the unemployed, including vocational placements, is aimed at quick responding to the labour market needs and adjusting the qualifications of the unemployed to these needs.

District self-governments and their heads (starosts) are the initiators and organisers of this type of training. They conclude training agreements with employers and training institutions indicating the qualifications required by the employer from candidates for work in their enterprises. Apart from that the Minister of Economy and Labour may determine the procedure for working out modular curricula of vocational training and publish the list of them, indicating the way of their use on the labour market.

Centrally-based teacher in-service training is implemented by five central establishments: the Central Teacher Further Training Facility (CODN), the National Centre for the Support of Vocational and Continuing Education (KOWEZiU), the Methodological Centre for Psychological and Pedagogical Assistance (CMPPP), the National Centre for School Curricula Development (KORPS) and the Polish Expat Teacher Centre.

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## LABOUR MARKET NEEDS – SPAIN

Detecting training needs has always been, and still is, one of the most common tools used in Vocational Training for the Unemployed, as well as in Continuing Vocational Training for currently-employed workers, to design, plan, and determine the contents of the different training activities INEM (2008<sup>26</sup>). Aiming at the detection of emerging training needs in the labour market that may serve as a reference during the inclusion of material in the courses' syllabi, the 18th Additional Provision, (LOGSE - Official State Gazette 4 October 1990) states that the Government would approve a National Programme for Labour Market Needs Research that would include a qualification programme for job seekers (to verify the applicant's professional skills), and a Permanent Monitoring Programme (*Observatorio Permanente de las Ocupaciones*) to keep track of job evolution (to determine qualitative and quantitative training needs). In the elaboration and execution of the above-mentioned National Programme, a number of education and labour administrations would collaborate. Since the labour market is complex and has multiple levels of analysis, the Permanent Monitoring Programme (*Observatorio Permanente de las Ocupaciones*) focused its attention on both qualitative and quantitative research, taking into account the territorial and sectorial dispersion where the data is obtained. In addition, and due to the changing nature of the subjects taught by Vocational Training programmes, it becomes necessary to find a need-detecting methodology that takes into account the situation of the production sector in question, its transformations and their extent, as well as its trends and compatibility with other sectors. To that effect, the first actions are geared towards obtaining updated information about any changes in the production sectors, in order to adapt the training courses offered to those changes.

The fundamental objective of all the new standards that, starting from 2002, regulate the VET in Spain is to improve the relationship between training and the needs and demands of the labour market (CEDEFOP, 2008, p.32<sup>27</sup>). From a perspective of globalization of the economy and progress of European integration, diverse additional factors have affected the labour market during the years: the demographic evolution, first with the pressure placed on youth to find their first employment and, later, with the aging of the active working population; the immigration phenomenon, with the consequent arrival of important human resources coming from outside our labour market; on the other hand, the vivid development of information and communication technologies; the new orientation of the social policy (of passive attendance to the incentives for labour reinsertion), or the opening up to private agents of information, orientation and mediation services, constitute a formidable set of challenges facing an employment policy conducive to full employment and higher worker qualification. To make these challenges a reality, the government published the Employment Law 56/2003, whose essential objective is the definition of labour mediation, as well as to establish a more modern concept of the active employment policies, among which there is VET, that constitutes a strategic objective to reinforce productivity and competitiveness of the companies in the new global arena, and to promote the employability of workers in an everchanging world. Within this framework of training and employment, one of the objectives of the Spanish government is to promote the efficiency of VET through the improvement of quality, the reinforcement of decentralised management through the regional governments and the collaboration of all the administrations and social representatives within the framework of social dialogue. In this sense, using as a the base, the 2006 VET Agreement subscribed by the government and social representatives, has created the VET sub-system that integrates the two differentiated m VET odes that have been valid for thirteen years in the labour ambit: the VET, directed to unemployed workers, and the lifelong training, directed to employed workers.

For the design and organization of the VET system in Spain, there is an advisory body and consulting service for the government called the General VET Council (*CGFP - Consejo General De Formación Profesional*). In addition to the educational labour of the Ministry of Education, Social Affairs and Sports, the Ministry of Labour and Immigration, of other ministries and authorities of the regional governments, social agents form a part of this organism, who are essentially business owners and members of the most important unions in the

<sup>26</sup> INEM (2008) THEME 5: Continuing education and training for adults in Spain. Informe realizado por el Servicio Público de Empleo Estatal – INEM por encargo del CEDEFOP,

<https://www.redtrabaja.es/es/portalttrabaja/resources/pdf/referNet/tema5ingles.pdf>

<sup>27</sup> CEDEFOP (2008) VET Policy Report Spain 2008. Progress in the policy priority areas for vocational education and training resources in Spain,

[https://www.redtrabaja.es/es/portalttrabaja/resources/pdf/informacion/publicaciones/monogra/Policy\\_Report\\_en.pdf](https://www.redtrabaja.es/es/portalttrabaja/resources/pdf/informacion/publicaciones/monogra/Policy_Report_en.pdf)

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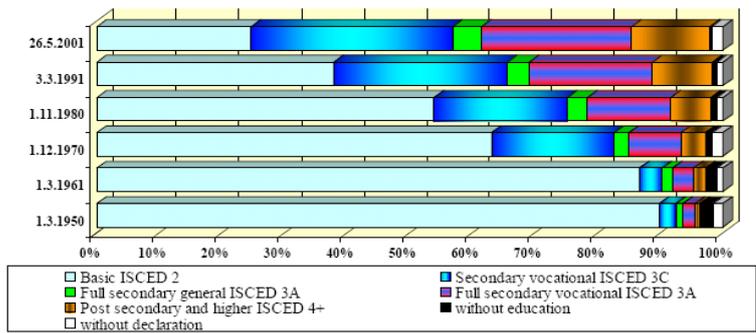
country. The principal organism of inquiry and participation of the public administrations and social representatives in the VET sub-system is the General Council of the National Employment System, as an advisory and institutional participation body in matters of employment policy and, therefore, of training for employment. For the development of these training functions, as stipulated by the General Council, the State VET Commission will be created to maintain the joint and tripartite nature of the Council in its composition and regime for agreement adoption.

The Royal Decree 229 from February 15, 2008 stipulates the work of The National Reference Centres - institutions at the service of the VET systems that should facilitate more competitive VET and respond immediately to the changes in the demand of qualifications of the production sectors. The centres will be organized in a network of National Focal Points ensuring the participation of all autonomous communities and will be organized according to the professional families established in the National Catalogue for Vocational Qualifications. One of the objectives of the National Reference Centres is to observe the evolution and needs of qualification of the production system, and contribute to the update and development of VET in order to adapt it to said needs. Furthermore, these centres will collaborate with the most representative business and union organizations, as well as with the joint committees constituted under the protection of collective state sectoral negotiation and each centre will have a social council that serves as the planning organism for the production sector in said centres with a tripartite nature.

**LABOUR MARKET NEEDS – SLOVAKIA**

The following figure provides an overview of labour market development according to the education qualification level achieved from the year 1950 to 2001. We can see constant rise in qualified people, with growing number of people with secondary and full secondary vocational education and citizens with higher education qualification. On the other hand, opposite trend can be seen in the context of adults with no education.

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Source: Statistical Office, in: Jantúch, Jelínková (2006)  
 Figure 1. Population in Slovakia of Age 25+ by level of educational attainment

In the following figure 2 is shown the digital literacy index according to NUTS III regions in Slovakia.



Source: IVO, Veľšic (2009)  
 Figure 2. Digital literacy in NUTS3 regions of SR – 2009 [index from 0-1] according to 27 indicators in 4 areas: good command of hardware, good command of work with software, good command of work with information in virtual space, ability to communicate through information-communication technologies.

### 3.3 Demand for Learning – Training Providers

#### TRAINING PROVIDERS – GERMANY

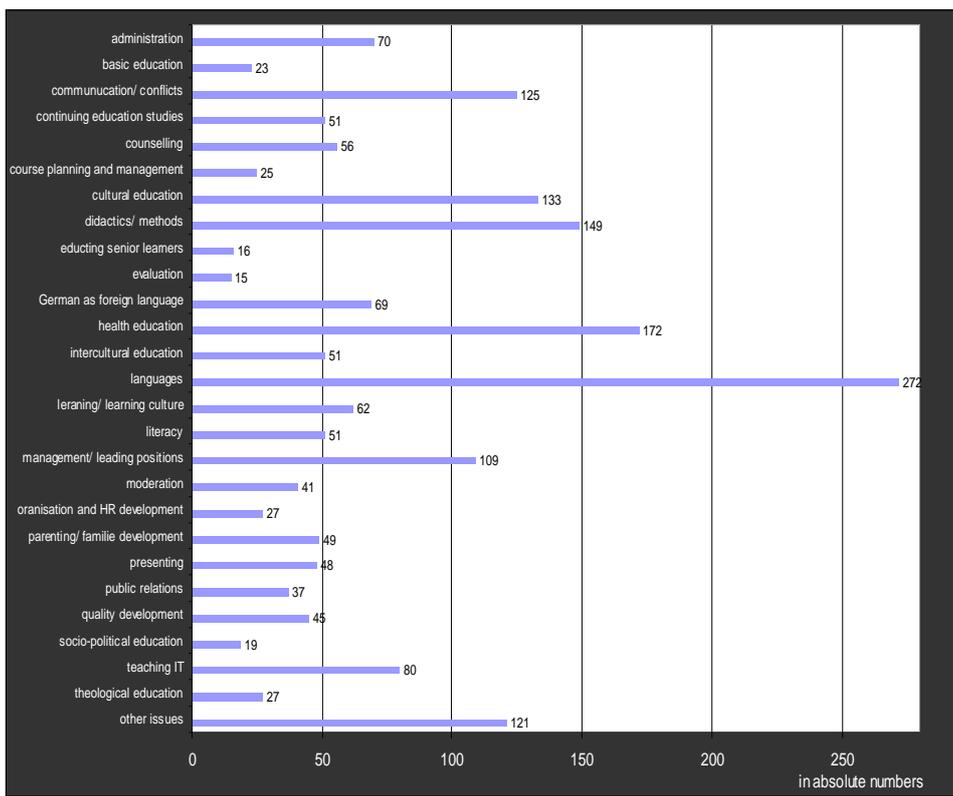
Data on the participation of teachers and trainers in continuing education is available on school level only. Although Germany did not participate in the TALIS (Teaching And Learning International Survey) initiated by the OECD in 2008 the Gewerkschaft Erziehung und Wissenschaft (GEW) organised a national survey based on the official version of the OECD TALIS questionnaires (Focus Online, 2006; 2008; GEW 2009). The TALIS survey provided an international analysis of the conditions which affect teaching at schools, including the professional development of teachers (OECD, 2009a). The first results of the TALIS-GEW survey show that nearly all teachers in Germany who participated in the survey also participated in continuing education, with a volume of 9 continuing education days, financed individually by more than half of the teachers. Reasons for not participating more often in continuing education were the lack of appropriate offers, problems in timing continuing education with the teaching hours at school, and the need to finance courses from the individual budget (GEW, 2009).

Information on the demand for training and interests of trainers in continuing education can only be deduced from the continuing education offers available for this target group. Data on the actual participation rates in total and for the different courses is not available. The DIE (2008) provided an overview about the number of course offers for trainers in different areas, based on courses available in the QUALIDAT data base ([www.die-bonn.de/qualidat](http://www.die-bonn.de/qualidat)). Figure 1 shows that the majority of courses has a focus on language teaching (272), followed by health education (172), and didactics and methods of teaching (149). Most of these offers are one day trainings, presented in face-to-face format. Blended learning courses and eLearning offers form a minority.

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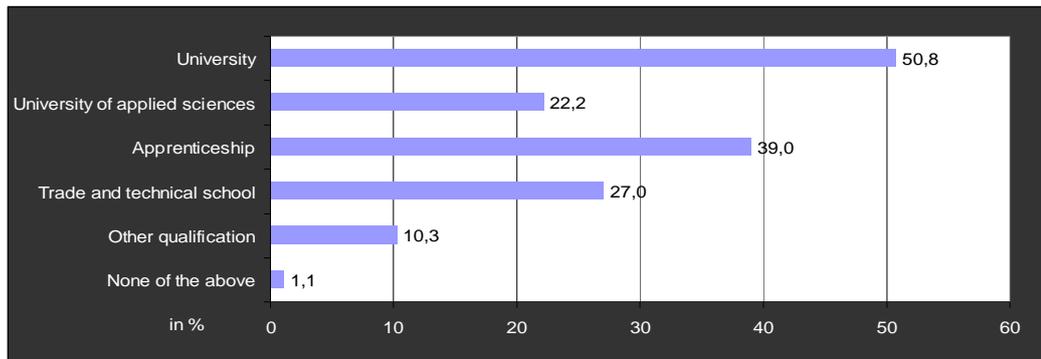
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Source: QUALIDAT (DIE); Conein (2007), DIE (2008, p. 81)

Figure 1. Number of continuing education offers for educational staff by topic in June 2007 (n = 1943).

Data on the competences of education personnel and their continuing education participation rate is hardly available in Germany. In this context, the German education report (Autorengruppe Bildungsberichterstattung, 2008) provides information about the age, sex and employment situation of educational personnel at schools and universities; data about personnel of continuing education institutions was not reported. Similarly, section 4 provided an overview about the social and occupational situation of trainers in 2003. The WSF study (WSF, 2005) further provided information on the qualification level of people teaching in continuing education institutions (not including academic continuing education and continuing education offered by companies). The results are displayed in figure 2 showing that the majority of continuing education trainers have studied either at universities (51%), universities of applied science (22%), or were educated in an apprenticeship training (39%). Especially fulltime staff (80%) acquired university degrees.

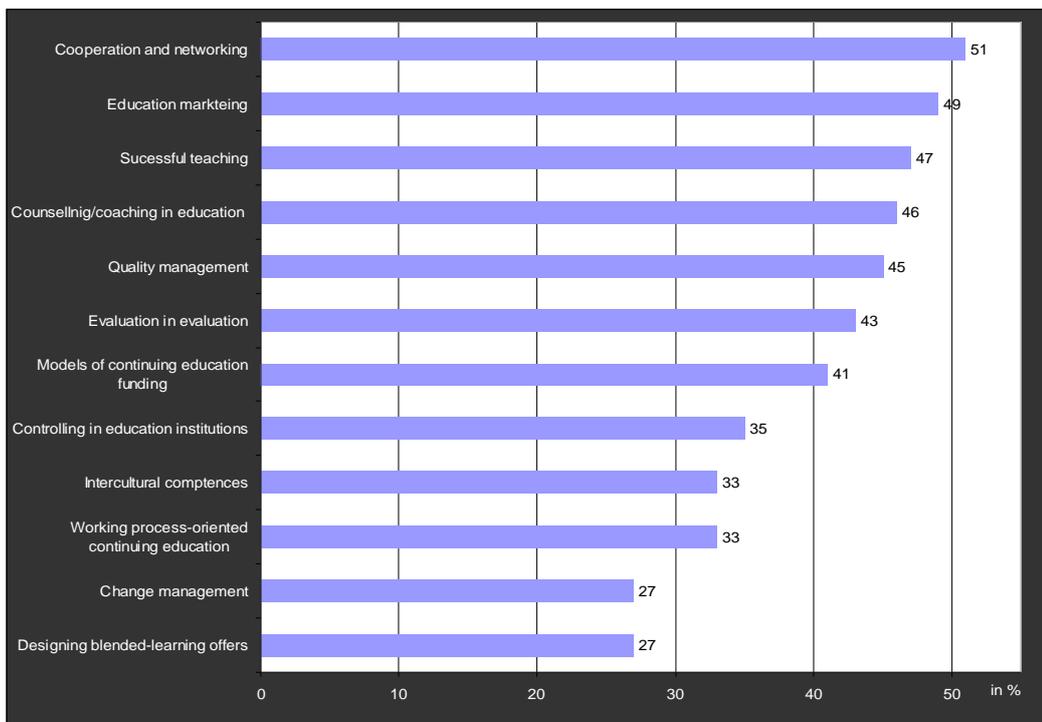


Source: WSF (2005, p. 48); multiple responses permitted, weighted according to persons surveyed

Figure 2. Highest education qualification of teachers at continuing education institutions in percent.

Concerning the pedagogical teaching qualification, the WSF survey reports of 34% of teachers who have not completed any specific teacher training. Those who have teaching qualification acquired it in teacher training courses at university (19%), in other pedagogical university studies (19%), in continuing education courses organised by the training institution they are working for (21%), and other forms of train the trainer courses, e.g. preparation courses for teachers at schools for master craftspeople (28%).

Human resources development in continuing education institutions was surveyed in the frame of the wbmonitor in 2008. The wbmonitor is a cooperation of BIBB and DIE. Its aim is to provide insight into general and vocational continuing education structures in Germany through the annual collection of data from training providers (<http://www.wbmonitor.de>). Again, no information on the actual competence level of trainers were collected in the 2008 survey, however Ambos & Egetenmeyer (2009) report the perceived continuing education needs of educational staff (employees, and people working on fee basis or voluntary basis) in continuing education institutions. The results show that training providers see a high demand for competence development in several areas. The greatest need is seen for the competence development in cooperation and networking (51%), educational marketing (49%), and successful teaching (47%). Less competence development needs are seen for intercultural competences and working process-oriented continuing education (each 33%) and the design of blended-learning offers and change management (each 27%); still about 1/3 of the providers considered these areas as important (figure 3).



Source: BIBB/DIE wbmonitor 2008 survey (N ~ 1720)

Figure 3. Continuing education needs of staff of continuing education institutions from the perspective of the providers, in percent.

According to the BMBF (2008c) formal regulations of the qualification status of personnel in continuing education are only partially implemented. For publicly financed general continuing education the laws of the Länder provide regulations of required qualification level of personnel in pedagogical institution. According to a KMK resolution from 1970 people in leading positions of education institutions and educational staff must hold university degrees (any subject). Thus, only a minority of these people have a university degree in education science or with a focus on adult education and many trainers, especially part-time staff, gain their position by lateral entry. The situation is comparable for private commercial continuing education institutions. However, higher education institutions offer a variety of trainings in adult education, e.g. education science degree (Diploma and Magister) with a specialisation on adult education, or postgraduate supplementary courses (Nuissl & Pehl 2004, p.47 ff) and new possibilities for specialisation in adult education are currently introduced in the context of the Bologna Process by implementing Bachelor and Master courses (DIE, 2008). An overview about continuing education courses for continuing education staff is provided in the QUALIDAT data base by DIE (<http://www.die-bonn.de/qualidat>). This data base includes a great deal of the available courses offered by adult education centres (Volkshochschulen, VHS), universities, the Catholic Federal Association for Continuing Education (Katholische Bundesarbeitsgemeinschaft für Erwachsenenbildung, KBE) and numerous private institutions (Conein, 2007). The BMBF considers professional development of continuing education personnel as crucial for the provision of high quality continuing education. Professionals, media-didactics, and organisational competences are important in the context of developing a new learning culture in Germany and therefore the BMBF promoted related projects. The development and testing of new continuing education concepts for continuing education providers was enabled and forms the basis of many continuing education offers of the DIE (BMBF website<sup>28</sup>). One of the projects recently funded by the BMBF is named "Increase in Enrolment in Further Education and

<sup>28</sup> BMBF. Professionalisierung in der Weiterbildung . <http://www.bmbf.de/de/430.php>

Improvement of Equal and Just Opportunities Through the Promotion of Competences Among Teachers in Further Education” (Erhöhung der Weiterbildungsbeteiligung und Verbesserung der Chancengerechtigkeit durch Kompetenzförderung von WeiterbildnerInnen, KomWeit). It aims at analysing how competence development of educational staff can increase participation in continuing education and improve equal chances of learners. Perspectives of educational staff is taken into account as well that of continuing education associations and providers (<http://www.komweit.de>).

## TRAINING PROVIDERS – GREECE

The most massive initiative for the training of adult trainers in Greece was based on the Operational Programme “Employment and Vocational Training” (E&VT, 2000-8) under the auspices of the Ministry of Labour. The budget of the measure Training of Trainers in CVT (2003-7) was around 18 m€ and supported the implementation of 525 training programmes offered by KEKs<sup>29</sup>. The target group was around 10,500 adult trainers certified for their qualifications by the National Accreditation Centre for Continuing Vocational Training (EKEPIS). The duration of the programmes was 300 hours broken down into 231 learning hours from a distance, and 69 face-to-face teaching hours.

According to an evaluation study around 90% of the adult trainers who participated in these training programmes were assessed to be capable of fulfilling their role as adult educators<sup>30</sup>. In order to get an idea of the size of the population of certified adult trainers in Greece, today around 8.300 professionals are registered in EKEPIS as certified adult trainers.

### *The Lifelong Learning Centre for Adult Trainers (Platon)*

In 2006 the General Secretariat of LLL under the Ministry of Education established the Lifelong Learning Centre for Adult Trainers (Platon)<sup>31</sup>. Aim of this Centre is the needs assessment, design and implementation of training programmes for adult trainers. According to data provided by the General Secretariat of LLL (under the Ministry of Education), during the academic year 2007-8 around 2,100 adult trainers received training through this Centre<sup>32</sup>. The training programme was 100 hours (24 face-to-face and 76 from a distance) and was implemented in the KEEs structures around Greece with the support of the teleconference facilities of the Centre for Distance Lifelong Learning. Those who successfully completed the training programme received a “Lifelong Education Certificate”.

### *Education of adult educators at tertiary education level*

During the last decade there was a growing interest in establishing and providing tertiary education programmes (ISCED 5A) for the prospective adult educators. This is an indication of a growing professionalisation of the field of adult education in Greece. Tertiary education institutions in Greece that today offer academic programmes that, at least partly, are focused on the field of adult education are the following:

The Department of Education and Social Policy<sup>33</sup>, University of Macedonia: offers specialty undergraduate studies in continuing education. The Department also offers a post-graduate programme of studies (ISCED 6) in adult education.

The Hellenic Open University: offers a post-graduate programme on adult education. For the academic year 2010-1 a maximum number of 140 new students was going to be accepted<sup>34</sup>. The large number of this year’s applicants (1745) for this programme is an indication of a growing interest in Greece for academic studies in the field.

Other University Departments, mainly Education Departments, include courses related to adult education in their undergraduate or post-graduate curricula.

<sup>29</sup> See <http://www.eyekt.gr/%28S%28pdchjg55xv2dlo45ysthzi55%29%29/eye/StaticPage.aspx?pagenb=50888> (in Greek only).

<sup>30</sup> Kokkos, A. (2008). *Training the Adult Educators: An Evaluation*. Athens: Hellenic Adult Education Association (in Greek).

<sup>31</sup> See <http://www.gsae.edu.gr/index.php/fkedvmeken> (in Greek).

<sup>32</sup> See General Secretariat of LLL, Ministry of Education (May 2008), *The Development and State of the Art of Adult Learning and Education (ALE)*, National Report, Greece, p. 38. Available at: [http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UII/confintea/pdf/National\\_Reports/Europe%20-%20North%20America/Greece\\_EN.pdf](http://www.unesco.org/fileadmin/MULTIMEDIA/INSTITUTES/UII/confintea/pdf/National_Reports/Europe%20-%20North%20America/Greece_EN.pdf).

<sup>33</sup> See <http://www.uom.gr/index.php?tmima=7&categorymenu=2> (in Greek only).

<sup>34</sup> See [http://www.eap.gr/eisagogi\\_2010\\_2011/final.htm](http://www.eap.gr/eisagogi_2010_2011/final.htm) (in Greek only).

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### *The registers of adult trainers*

It is perhaps characteristic of the existing gaps in the coordination of adult LLL policies between the Ministry of Education and the Ministry of Labour that during the last decade they attempted to develop their own registers of adult trainers, they implemented their own training programmes for adult trainers and their own certification procedures. The registers were developed for the purpose the two Ministries and the adult education agencies under their supervision (such as EKEPIS for the Ministry of Labour and IDEKE for the Ministry of Education) to be able to control the professional quality of those who were employed as teachers in their adult E&T programmes. As a result interested professionals with teaching experience in the field of adult education and training had to apply for registration to both registers. What is of further interest is that prospective trainers in E&T programmes funded by the Fund for Employment and Vocational Training (LAEK)<sup>35</sup>, which is managed by OAED under the Ministry of Labour, had to be members of a third, LAEK-specific register!

The Ministerial Decree by the Minister of Education establishing the Unified Register of Adults Trainers and Register of Trainers of Adult trainers (Official Government Gazette No. 2075, issue 2/7-10-2008) was an attempt to address such problems. This Decree defined that the General Secretariat of Lifelong Learning under the Ministry of Education is responsible for the education and training of adult trainers. The government bodies responsible for initial and continuing vocational training, such as IDEKE and OEEK as well as lifelong education and initial vocational training providers, both public and private, are required to only employ adult trainers registered to the Unified Register of Adult Trainers. This register is divided in two sub-registers, one for the highly qualified trainers (holders of PhD or Masters in lifelong learning plus 50 and 150 hours of teaching experience respectively etc) and one for the qualified trainers.

Furthermore, this Ministerial Decree established the Register of Trainers of Adult trainers. Under the Decree, the trainers of adult trainers can apply to be included in this register provided that they are full time University teachers with experience in LLL, PhD holders in LLL with at least 300 hrs of teaching experience in LLL programmes or 3 yrs of full time employment as LLL consultants, Masters holders in LLL with at least 400 hrs of teaching experience in LLL programmes or 4 yrs of full time employment as LLL consultants etc. The two general registers are today still in the process of construction...

### *Adult trainers' associations*

An indication of the growing social and political interest on adult education during the last decade in Greece is the establishment, in 2004, of the Hellenic Adult Education Association (HAEA)<sup>36</sup>. The mission of the association is to promote the scientific development of the field of adult education in Greece, to support the professional development of its around 800 members, to enhance the communication and to create a sense of community among its members. Characteristic of the orientation of the HAEA is that it publishes the peer-reviewed scientific Journal "Adult Education" as well as academic books in the field.

Another association for the adult educators in Greece is the Hellenic Association of Adult Educators –Platon (PASEE)<sup>37</sup>, established in 2007. Among its main missions is to promote the professional interests of adult educators in Greece.

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<sup>35</sup> See <http://laek.oaed.gr/> (in Greek only).

<sup>36</sup> See <http://adulthoodeduc.gr/eng/index.html>.

<sup>37</sup> See <http://www.pasee.gr> (in Greek only).

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## TRAINING PROVIDERS – POLAND

Centrally-based teacher in-service training is implemented by five central establishments: the Central Teacher Further Training Facility (CODN), the National Centre for the Support of Vocational and Continuing Education (KOWEziU), the Methodological Centre for Psychological and Pedagogical Assistance (CMPPP), the National Centre for School Curricula Development (KORPS) and the Polish Expat Teacher Centre.

Tasks of the central teacher in-service training establishments include:

- diagnosing teacher qualifications and identification of needs in the area of teacher continuing education based on the data provided by educational superintendents,
- development of nation-wide curricula of teacher continuing training, including the psychological and pedagogical assistance; development of educational materials and training of trainers,
- development, co-ordination and evaluation of nation-wide in-service training programmes for school and educational establishment managers, as well as for workers of bodies managing and supervising schools and educational establishments as regards management of education,
- organisation of non-residential education in the area of teacher continuing education as well as supporting other institutions providing such education,
- creation and development of nation-wide system of information in the area of pedagogy and psychology, as well as dissemination of pedagogical, psychological and methodological knowledge,
- preparation and publication of information and methodological materials, promotion of pedagogical creative ideas as regards teacher continuing education, including publishing,
- planning and organisation of actions to support the development and professional advancement of teachers, especially in co-operation with pedagogical supervision bodies,
- analysis of the effectiveness of various forms of teacher continuing education, as well as other tasks in the area of teacher continuing education instructed by the minister and financed from the minister's funds.

As regards the regional system of teacher in-service training, there are many facilities whose geographical scope of operation is smaller than one region. The group of those institutions includes branches of regional centres or standalone facilities, usually created to continue the operations of the former (under the old administrative system with 49 units) regional teacher in-service training establishments. At present there are 63 such facilities, all of them of public status. More and more non-public facilities are set up, as well.

The obligatory tasks of regional teacher in-service training establishments include:

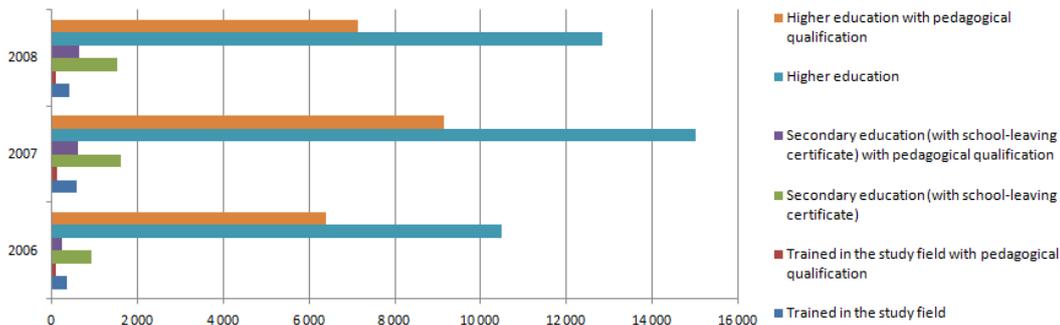
- co-operation with pedagogical supervision bodies as regards the setting of priorities for teacher continuing education,
- development and implementation of continuing education programmes for methodological advisors, and support of their activities,
- organisation and support of non-residential education in the area of teacher continuing education,
- organisation of various forms of co-operation and exchange of experiences, including conferences and seminars, for teachers of individual subjects as well as teachers from the individual types of schools and educational establishments,
- organisation of actions for the development and professional advancement of teachers, especially in co-operation with bodies of pedagogical supervision,
- creation and development of a regional system of information in the area of pedagogy, psychology and teaching methodology, as well as other tasks instructed by the competent body and financed thereby.

Source: Poland. Overview 2005.

**TRAINING PROVIDERS – SLOVAKIA**

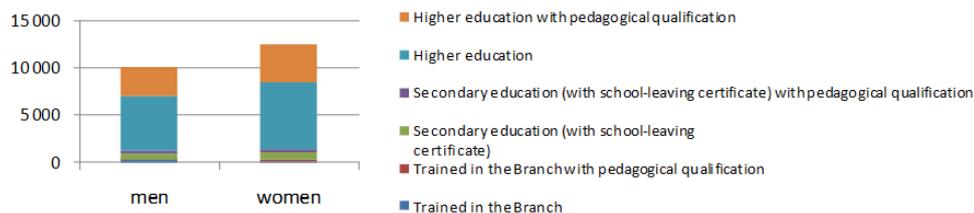
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From the data provided by UIPŠ for the years 2006-2008 we can see the teacher and trainer competencies in Slovakia. Trainers and lecturers of further education have mostly completed the higher education or higher education with pedagogical qualification.



Source: UIPŠ (2006, p.13),( 2007,p.13), (2008, p.21)  
Figure 1. Number of trainers and lecturers with the qualification level achieved

The following figure demonstrates gender differences in qualification level achieved. According to this figure, there are more female than male trainers and lecturers in further education.



Source: UIPŠ (2008, p.21)  
Figure 2. Number of trainers and lecturers with the qualification level achieved in the year 2008 according to gender

	ISCED 3				ISCED 5+6			
	All	Employed	Unemployed	Inactive	All	Employed	Unemployed	Inactive
<b>EU25</b>	5.2	3.8	7	10.3	8.5	7.3	15.1	14.3
<b>Slovakia</b>	0.8	0.6	:	2.1	2.9	2.6	:	:

Source: Eurostat LLL ad hoc module LFS 2005 (reference year 2003), in project PAPILL  
Table 1. Participation of 25-64 aged in formal education by attainment and working status (%)

Notes: Information not available; Inactive (e.g. attendants at educational institutions, retired, engaged in family duties, etc.)

Thus, regardless the low total participation, which might be explained by a comparably high level of education/qualification of youth, which is already completed until age 25, Slovakia as many other countries also suffers from the Matthew effect - an increase in a share of trainees with the education level, as visible from the table above. (National Lifelong Learning Strategy Country Report: Slovakia, p. 3)

## TRAINING PROVIDERS – SPAIN

The public provision of education where attendance is required is offered in both ordinary institutions and specific adult education institutions. In the case of the former, courses are provided in the so-called adult education classrooms, usually in public primary education schools and in secondary education schools. Nevertheless, a range of institutions, belonging to the town or city councils, local corporations, etc., may also be used. These courses are part-time and usually take place in the evening.

The network of public specific adult education institutions comprises more than 2,000 schools distributed all over Spain; about 1,500 of them are specific adult education centres in which full time courses are provided. In addition, these institutions are used to contribute to the social environment and thus are also available for social and cultural activities for the community.

The internal organisation of specific adult education centres follows the same set of rules applicable to all ordinary educational institutions, which are then adapted to their particular characteristics.

With regard to distance learning programmes, these are managed by the MEPSyD through the Centro para la Innovación y Desarrollo de la Educación a Distancia, CIDEAD (Centre for Innovation and Development of Distance Education) and the Instituto Superior de Formación y Recursos en Red para el Profesorado, ISFTIC (Higher Institute for Training and ICT resources for teachers).

As far as adult foreign language learning is concerned, it has been established that: the potential demand exceeds the number of places in current public provision, the adult population cannot access current public provision, either because of the demands of their employment or because they live outside the areas covered by official language schools (main cities and towns), and private provision does not lead to the awarding of an official certificate which, apart from guaranteeing quality assurance, is required, in many cases, on professional grounds.

Regarding the adult education and information and communication technologies (ICT) are concerned, the programmes *Atenea* and *Mercurio*, as well as the project *Aula Mentor* should be mentioned.

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### 3.4 Demand for Learning – EFELSE Interview Results

#### INTERVIEW RESULTS – GERMANY

##### *Interviews with Policy Makers*

The demand for learning of a country needs to be considered on the level of the (potential) learners, the labour market and society, and the learning facilitators. From the interviews with education policy makers in Germany, the following needs could be identified for these three groups.

*(Potential) Learner Needs.* First of all, it is considered very important to increase the demand for learning by educational marketing and raising the awareness for the importance of lifelong learning. Individuals need to be aware of the win-win-situation that results from their participation in lifelong learning: vocational qualifications and general education of individuals provide advantages for the learners and at the same time high qualified learners can contribute to the good of society. Continuing education, targeted to the specific needs of individual learners, is important for reducing the unemployment rate of low educated people, can result in networking contacts for participants, personal improvements in terms of income, social inclusion, active citizenship, supports competence development (e.g. competence to follow a healthy and sustainable lifestyle, personal skills, language competences), and adapting and preserving competences according to job market needs.

An example of meeting the demand for learning on the individual learner level are the standardized integration courses for migrants offered on federal level, organised by BAMF. The integration courses are subject to legal regulation, e.g. non-participation can have legal consequences for the process of becoming resident in Germany; however participation is incentivised by the possibility to accelerate the process of naturalization in Germany, and it is required for the establishment of business. Special offers for subgroups with special learning needs are offered, e.g. for women with migration background.

*Labour Market & Society Needs.* The German training system has a focus on professionalised and specialised vocational education on an initial level, and thus the need for formal continuing education is rather low, as compared to other countries such as the UK or France. However, the aim of continuing education is to answer the special demand for qualified workers in single branches. Therefore, cooperation of all stakeholders (e.g. trade groups, industry associations, unions) is required. In some cases, employers do not always offer jobs for highly qualified people because of the related costs, although in general an increasing demand for people with high qualifications is observed. For some people however, this might result in a dilemma: remaining low-educated and not participating in continuing education might appear more attractive to these people than having a high qualification and being unemployed. However, this would be a short term perspective, and the current demographical development increases the importance of continuing education, especially of older workers and low-educated people. To meet the increasing demand for high qualified people on the labour market it is essential to use the potential of these people in years with decreasing workforce.

In Germany, several measures are implemented with the aim to increase the participation of people in vocational continuing education and in consequence improve their employability. In the context of active labour market policies (e.g. Hartz reforms), it has been proved that long-time training measures (instead of short-time measures) initiated by the Federal Employment Agency have a better long-time effect with regard to labour market integration of participants. Still public money is mainly spent on rather ineffective short-time measures. As a consequence of the economic crisis specific policies were introduced which aimed at avoiding unemployment, e.g. facilitating the participation of employees in continuing education during short-time work. However, the actual demand for continuing education during short-time work was below the expected level and differed between social classes. In many cases, short-time work was rather used by employees for private purpose than for continuing vocational education, and it is not clear if the continuing education that took part during short-time work was planned anyway, and companies just took the chance to receive funding from the Federal Employment Agency.

*Learning Facilitators.* Teachers (at school level) do not have enough time resources for participation in regular continuing education courses. Other forms of learning are needed to support continuing education of teachers, e.g. informal learning processes. It was suggested that teachers would need to know more about the

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perspectives of their students, e.g. by participating in an internship in a company together with the students, or by writing tests for students developed by other teachers. Schools should have a long-term and overarching focus on continuing education of teachers and thus support the coherent development of the educational system.

#### *Interviews with Representatives from Training Institutions*

The interviews with representatives of practice institutions in Germany provided information about learning needs primarily on the level of the (potential) learners, taking into account the composition of target groups as well as demanded and necessary course contents. The identified learning needs are discussed in this section.

Practice institutions' target groups today are much more diverse than they have been in the past. While they used to be comprised mostly of employed males, today they vary from persons of all ages, men and women, from all social classes. They include people seeking for employment opportunities as well as young professionals who want to improve their chances in the international labour market. Most interviewees indicated a focus on demand oriented trainings according to the respective dominant target groups. Also, individual consultation and examination is offered to participants to ensure that appropriate courses can be offered to each individual. The topics of these demand-oriented trainings are as diverse as the participating people: there are, to name a few, various vocational qualification courses, courses for young planning to return to work, and computer education seminars for seniors. Topics in high demand involve political knowledge and ethics as well as factual knowledge such as management rhetoric. Since the demand for economic seminars has been on the rise especially during the last year, the number of courses on this topic is increasing. However, this progress is rather slow because more funding and full-time personnel are needed to meet participants' demands even better and in time. It is the strategy of at least one interviewee's institution to reassess the demand for seminar topics every four years and adjust course offers accordingly.

A comprehensive review of lifelong learning needs reveals a high demand for blended learning opportunities among younger learners, due to varying lifestyles and living arrangements. However, older participants who have not grown up using a computer and put special emphasis on exchanging ideas in personal contacts are often not comfortable with e-learning courses. The needs of both groups are met by practice institutions, since most of the interviewees reported use of e-learning facilities, mostly supplementing on-site seminars, but sometimes standing on their own. One interviewee feels that lifelong learning opportunities are especially beneficial to older people since learning can give life in retirement additional meaning.

All (potential) learners, diverse as they may be, are equally affected by the current changes in working life (e.g. diversity of employment situation, lack of skilled professionals). These changes are one of the greatest opportunities for learners today, according to several of the interviewees. The general demand for learning, which has not been especially high in Germany to begin with, is increasing due to the expected lack of skilled workers and the increasing threat of unemployment. The speedy development of new technologies also contributes to the rising demand for learning. Also, task complexity is elevated. In consequence a higher demand of management skills can be observed, and one interviewee feels that it is currently not met by practice institutions. Several practice institutions offer special seminars on request by companies, and in this context it is partly the firms' responsibility to ensure appropriate training for their employees.

Another important issue regarding the demand for learning is the structure and form of course offers. Since especially younger learners request "entertainment" factors and display a more limited attention span, there is a distinct tendency toward short educational units – the withdrawal rate increases noticeably in courses longer than 12 months. Therefore, long-time trainings required to deepen the understanding of course contents need to be designed in a way that will motivate prospective learners to participate. This is obvious to many of the interviewees and can be achieved by implementing new course types, cooperative seminars with companies or by combining learning with experiences, e.g. guided tours of historical sites related to the course topic. However, a lack of motivation of participants is not the only obstacle in long-time courses: since the economic crisis seems to prevent long-term education planning in firms and funding of participation in seminars abroad a more modularized approach to further education is taken by booking mostly shorter courses. Merely one interviewee felt a trend in the opposite direction, toward long lasting courses.

## INTERVIEW RESULTS – POLAND

A precise and in-depth diagnosis of training needs – analysis of trends in the training market, in the education system, research of training needs within the main customer group – employees of regional centers of teacher's in-service training.

An interesting course idea: „Parents' council in school” - Information on establishing and functioning of parents' councils, possible endeavors etc. The course is implemented in the form of educating via an internet platform, open to anyone interested.

- (...) Anyone, including the parent's themselves, can gain and use knowledge from the „Parent's council in school”, on how to form such a council, how to operate etc.

Awareness of the communication barrier between teachers and students, which is the result of social changes that were quite fast in the recent years, concerning methods of education and IT development. Offering trainings on teacher-student communication:

- (...) an ability to communicate with youth, and other educational, psychological, and pedagogical skills, as well as various types of intelligence, emotional for example. All of that which helps to find grounds for communicating with the youth (...) University studies do not prepare for contact with students, as they are today – ambitious, clever, seeking, not easily deceived, will not be silenced if they know they are right. And even if they aren't right, they know they have the right to speak. There is still this very old-fashioned habit shared by us teachers, that we expect silence and peace during the lesson, but these are different times.  
 Different forms, different methods, different planning, different content, and, finally, teachers must change their attitude towards teaching and their clients in this teaching process. (...) They just need an infliction of communication and education abilities.

Supporting teacher's associations in terms of the functioning of modern non-government organizations – using the project method, searching for sources of financing, writing applications:

- These are associations which function with help of funds, which they obtain from social and structural funds. Here they learned how to design such projects. (...) Courses like: how to apply to structural funds, how to write applications, how to become a good project manager etc, had drawn unabated interest. (...) Three days, twenty hours (...) We allow four hours of lecture, and sixteen hours of workshop. It all ends with writing applications on a generator.

Similar to the case of CODN, conducting of trainings and dealing with the scope of teacher-student and teacher-parent communication.

An interesting proposition of training on improvement of management of diversity in a company – communication between generations. The training was ordered by a large catering company:

- Cultural and communication differences between ages. They figured that they would train not only managers or other managerial persons in this team from a certain area, but also the employees themselves, so that they are aware that there is one way to talk to people in their twenties, and another to talk to those in their sixties. (...) I think it was necessary for them, because their company had 350 employees, and the age difference, between those for whom this was their first job, and those who had already been there for some time, was quite high. Apparently some conflict situations must have occurred.

Is planning to launch a special telephone counseling and information service, helpful in the selection of post-graduate studies.

- „If you don't know what studies to pick, call us” – that's the form we want to use on the website. It will be available in the next academic year. (...) When it comes to deciding, this is going to be not so much a call

center, as two people able to provide information on the whole offer. They will have information concerning constructing a carrier path, and what its basic components should be, etc.

Apart of trainings, they offer a complex service with full diagnostics of training and recruitment needs, composed with a series of methods (workshops, surveys, mystery shopper, observations).

- *We always perform research on the client's needs before the training (...) [using methods of] surveys, in-depth interviews, direct meetings, hidden customer – depending on the type of training and openness of the customer, various methods are taken into consideration.*

## INTERVIEW RESULTS – SPAIN

### Policy Makers

There is a clear relationship between the labour market, education and lifelong learning and has as reference the training needs of the various groups and organizations, and of the individuals. This is an issue that runs throughout the building process of the National qualification system for vocational training (*Sistema Nacional de Cualificaciones Profesionales y FP, SNCPPF*).

In relation to the Demands for learning, the "network" of Integrated Centers for local vocational training and the National Reference Centers play a crucial role. The sectoral and local changes are critical in terms of demand-driven training system. These centres allow good responsiveness to the learning demands. There is, however, a need to rebalance (as it is in fact planned) the respective roles of initial training and continuous training and also between generic and specific training.

Normally in adult education and training, apart from the training for employment, there is more interest in LLL and higher participation from women, including those over 55, than from men, although there are similar offers, i.e. no gender distinction. Currently the number of men increases, but we must take into account the percentage of men that now become unemployed because of the crisis. If we consider the context of crisis, the main beneficiaries are those who pass from school to work and everyone related to the occupational world (workforce). Now the focus on the workplace is increasing, i.e. people who just finished their secondary education (*ESO*) or those who have abandoned it without graduating are the main target. Generally, these are mostly young people, but now in the context of the crisis, there are also people of 30, 40, 50 years old who remain unemployed and have no other options but look for increasing their skills. There are also municipalities who plan the upper grades (*grados superiores*) according to what is needed in the territory.

On Regional level, the current focus is on workers' skills either on sector level and at more transversal skills and retraining of workers, as the crisis often requires a change in sector. There is an adaptation of the offer to the demand. Most demanded are courses that train transversal skills. Now there are also more language courses due to the increased immigration in Spain. Also, technology issues are taken into account, thus training courses are conducted for new technologies (ICT). New courses are created that take into account new emerging issues in life.

There was a very big institutional campaign to teach how to access training which was very successful. Now there is great demand, there are even people who stayed without a place.

In Spain, there are many people that participate in E&T only if schools are available in their neighbourhoods. Due to this, planning should take into account not only user needs for courses, but also possibilities and availabilities in terms of location and time. For example, centers for adults should be close to kindergartens, take into account work hours of working man/women and the free hours of housewives, otherwise people would lose interest.

Among possible measures for improvement some interviewees have emphasized the need of mechanisms for recognition and validation of experience and informal studies. Such recognition is demanded by the population needs, especially in crisis time, but is also stimulated through the relevant policies as part of working towards a new learning culture.

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### *Training Providers*

There is increasing interest (on national level – Ministry of Education and Ministry of work) in professional training and for recycling of unemployed. The main age group that seeks education & training related to employment is 30-40 years old. In the last years there is an increase in the age group 40-49, also for employability reasons. In these cases, people often look for shorter educational cycles that provide certification. The active (working) people look for training with short or middle duration, while unemployed people look for long duration one in order to change their field and increase work possibilities or to receive specialisation in their own field.

The demand for different type of training depends on the concrete programs, on its content and on the users themselves. Currently, many of the courses are face-to-face (presencial), but this number decreases. The number of semi-presential and online courses increases.

The most difficult group to cope with is age 35-50, as they have family, work, loan, no time, etc. For involving them into educational/training activities there is a need of flexible provision of courses, like after work hours (after 17:00) or weekends.

There is high demand for courses on inter-professional and transversal skills.

People from third age are looking for self esteem, socialization and own valorization. In rural areas people that participate in training activities are mostly elders, most often people in pension. By participating in ICT courses or other form of training, elder people feel younger (*se rejuvenecen*), they feel more capable of doing modern things and they value more themselves. Often, elders are especially interested in general topics for training, as digital technologies, not only ICT. Both courses and seminars are attended. Elder people look for increasing their digital literacy in general, including sometimes cell phones, photo and video cameras, digital television, GPS, and other general similar topics. Considering courses, the most requested ones are related to basic computer skills – simple usage of the computer, starting from the mouse and the keyboard and slowly moving towards documents and internet. Furthermore, telecenters find important to do seminars about blogs, the use of Facebook and other similar specific topics that are ‘requested’ by the citizens. What is requested as type of courses by elder people is mainly face-to-face lectures, because elder do trust the teacher/trainer figure, have low IT skills and usually at the beginning are afraid they can break something. Small screens are a big problem for old people, but the small computers are the most comfortable for transporting them in the area where training will be provided (*aula móvil*).

At the telecenter, courses are most often taken by women of 35-40 years old, especially those that are not working. Furthermore, people with kids (i.e. parents) often want to know what do their children do with the computer, whether there is danger and how to prevent it. There is a common fear that if one uses internet will get robbed. On the other hand, young people mostly go to the telecenters for using the internet connection for chat and browsing. Immigrants often need to know how to search for work or how to buy/sell second hand car.

There is certain interest in Free and Open Source Software and subjects as the use of Internet, Social networks, etc.

There is increasing focus on user-centered approaches. People are easily bored with ‘standard’ courses. Innovative centers for adults organize their educational/training activities as thematic projects, not exactly courses, e.g. instead of ‘Office tools’ it would be ‘Make your job CV’.

The demand for learning is usually revealed through listening to people’s requests and interest. In some cases, there are persons dedicated entirely on that, but most often all teachers/trainers are providing feedback on daily basis.

In rare cases, innovative centres might have consultants that keep continuous contacts with companies and thus are aware of their needs. Due to this, about 15% of their learning content (portfolio) is renewed each year. With this approach, new E&T fields are emerging, which require very concrete specialisation like fashion or music therapy.

Companies are mostly interested in methodologies that lead to innovation in work context.

## 4. Literature

Literature for Section 3.1, 3.2 and 3.3 – GERMANY; Literature of other countries/sections included above by using footnotes

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**Formatiert:** Zeichenskalierung  
1%, Verdichtet durch 11 pt

**Formatiert:** Block, Einzug:  
Links: 0 cm, Erste Zeile: 0 cm,  
Abstand Vor: 6 pt, Nach: 0 pt,  
Abstand zwischen asiatischem  
und westlichem Text anpassen,  
Abstand zwischen asiatischem  
Text und Zahlen anpassen

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