

# **The Common European Adult Learning Framework (CEALF)<sup>©</sup>**

## **Performance Indicators and Benchmarks of Adult Learning in the Context of Lifelong Learning**

**Draft for discussion**

### **The CEALF's goal:**

*Is to create a framework system that can be developed accordingly; different elements of which can be put to the fore in each country and one which allows the comparability, monitoring development and regular evaluation of adult learning systems within lifelong learning.*

CEALF fills a significant gap, since the proportion of system of indicators formulated to be applicable to the areas to education and training (29 indicators) that involves adult learning is negligible. Adult learning cannot be integrated into the whole of lifelong learning without it.

( 1) Present proposal is a systematic draft and a first recommendation representing a strategy that takes into consideration a number of previous proposals and documents, such as the European Quality Indicators of Lifelong Learning 15 indicators (2); The Key Competencies for Lifelong Learning European Reference Framework, which sets eight key competencies. (3) The Classification for Learning Activities Manual, Eurostat, May, 2005. (4).

We also considered the specification of the purposes of adult learning: - Personal development - Active citizenship - Social inclusion and Employability ( 2001) (5) We have taken into consideration the OECD's Education at Glance OECD indicators (2004 and 2005) as well, which also deals too little with the question of adult learning. (6) Below we have set 15 groups of indicators based on the European Quality Indicators of Lifelong Learning. One set of an indicator as a unit consist of four elements: I. Definition or specification of the area, II. The policy context of the area, III. Concrete indicators IV. Evidences, data, trends if available V. Benchmarks

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## Area A: Skills, Competencies and Attitudes

### A1. Literacy

**Definition or specification:** This indicator shows the performance of adults (post 16 and/or 24-65 age groups) in reading and writing literacy.

**Policy context in this area:** The capacity of adults to access, manage, integrate, evaluate and reflect on written information is a foundation for full participation in modern societies, and economies.

**Concrete indicators:** See assessments in IALS, ALL 1995-2000 and 2005 (7)

**Evidence, data and trends (if available):** between one-third and over two-thirds of the adult population (24-65) do not attain skill level 3, which is considered a suitable minimum level for coping with the increasing demands of the knowledge society.

**Benchmarks:** Starting position in the area for the year 2006-07 and the additional progress which would have to be achieved by 2010-2013 at national and European levels.

### A2. Numeracy

**Definition or specification** This indicator shows the performance of adults (post 16 and 24-65 age groups) in numeracy. At the most basic level, mathematical literacy comprises the use of addition and subtraction, multiplication and division, percentages and ratios, through mental and written computation for problem-solving purposes. Thus, competence in maths involves the use of mathematical modes of thought (logical and spatial thinking) and presentation (formulae, models, constructs, graphs/charts) which have a universal application in explaining, and describing reality.

**Policy context of the area** An adult's capacity in numeracy is a basic precondition for full participation in modern societies, and economies.

**Concrete indicators:** see in IALS, ALL as above

**Evidence, data and trends (if available):** between one-third and over two-thirds of the adult population (24-65) do not attain skill level 3. This is considered the suitable minimum level for coping with the increasing demands of the knowledge society. (For information on level 3 see the IALS terminology)

**Benchmarks:** Starting position of the area of the year 2006-07 and the additional progress which would have to be achieved by 2010-2013 at national and European levels.

### **A3. New Skills in the Learning Society**

#### **Definition or specification**

'Basic skills' is generally taken to refer to literacy and numeracy; the Lisbon Council, however, called for the addition of new skills needed in a knowledge society such as ICT skills, foreign languages, technological culture, entrepreneurship, social skills.

All these are too complex to handle under the above title. Since ICT is discussed under C10 and social skills are discussed under A5, hereby we mean three 'new skills'; foreign languages, a technological culture and entrepreneurship.

#### **Policy context of the area**

**Foreign language:** Speaking a foreign language has greater and greater significance in multicultural societies and in the EU and global level internationalisation, whether it means knowing a language in addition to one's own or a language group of citizens of a country or immigrants who, besides their own language, do not speak their chosen country's language properly. The success of social integration and the international, EU and global co-operation depends more and more on one's level of language skills.

**For science and technology,** the essential knowledge comprises the basic principles of the natural world, fundamental scientific concepts, principles, and methods, technology and technological products and processes. Individuals should have an understanding of the advances, limitations and risks of scientific theories, applications and technology in societies in the big picture (in relation to decision-making, values, moral questions, culture etc), both in specific areas of science such as medicine, and also an understanding of the impact of science and technology on the natural world. Issues of bioethics and vegetarianism are also included herein..

**Entrepreneurship** refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in their day to day life at home and in society, employees in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by entrepreneurs establishing social or commercial activity.

#### **Concrete indicators:**

1. Proportion of AL programmes aimed at foreign language teaching and participants by social groups within adult education provision and participation.
2. Participation rate by social group of the post 16/or and 24-65 in science and technology curriculum of AL programmes
3. Rate of entrepreneurship skills and problem solving skills type AL services, and programmes. Rate of participants by age group of society.

**Evidence, data and trends (if available)** There is concrete data at our disposal concerning adults' foreign language skills. (See: Lifelong Learning citizens' view ISBN 92-896-0151-5 2003 CEDEFOP)

**Benchmarks:** Starting position in the area for the year 2006-07 and the additional progress which would have to be achieved by 2010-2013 at national and European levels.

#### **A4. Learning to learn**

**Definition:** 'Learning to learn' is the ability to pursue and persist in learning. Individuals should be able to organise their own learning, including the effective management of time and information, both individually and in groups. Competence includes awareness of one's learning process and needs, identification of available opportunities, and the ability to overcome obstacles in order to learn successfully. It means gaining, processing and assimilating new knowledge and skills as well as seeking, and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts – at home, at work and in education and training. Motivation and confidence are crucial to an individual's competence.

**Policy context:** It is crucial for adults and not only school aged students to develop their self-esteem and to equip themselves with learning methods and techniques in order to be able to use all kinds of learning resources on their lifelong learning path.

**Concrete indicator:**

The number of AL services, and the rate of participation in AL using learning to learn assessment tools such a modules in the programme in order to make adults aware of their skills, and to refresh, to build self-esteem and motivate them to develop the skills.

**Evidence:** No data at all

**Benchmark:** It is recommended to introduce the "learning to learn" assessment framework and tools as a precondition of any accreditation of the any AL provider.

#### **A5. Interpersonal, Intercultural and Social Competencies, Civic Competence**

**Definition:** These competencies cover all forms of behaviour, skills and knowledge that equip individuals to participate in an effective and constructive way in their social and working lives, and particularly in increasingly diverse societies, as well as to resolve conflicts where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

**Policy context:** The integrity and cohesiveness of society, the high level of social capital and the rate of active citizenship of the citizens is an elementary precondition

for the healthy existence of any modern democratic society and any successful market economy, not to mention an efficient and equal social model.

### **Indicators of active citizenship and citizenship education**

A 5.1 Measuring of the contribution of AL to the outcomes identified by such outcome indicators as

A 5.2 Volume of voluntary work in organisations and networks by age group

A 5.3 Volume of organising activity for a community (hours/week, month etc.)

A 5.4 Turnout for elections

A 5.5 Participation in interest groups (24-65 age groups)

A 5.6 Participation in forms of peaceful protest

A 5.7 Participation in public debate

#### *Income indicators:*

A 5.8 Percentage of the public financing for active citizenship programs in AL

A 5.9 Number of participants at the active citizenship activities in AL compared to the numbers in other AL activities

**Evidence:** declining civic participation and commitments, growing individualisation and lack of integration in society, declining social capital and solidarity, number of ethnic or social mixed conflicts in the societies of the EU 25.

**Resources:** Civic Education Study survey, PISA study, the European Social Survey, the Eurobarometer and the World Value Study See: in Final report. Indicators for Monitoring Active Citizenship and Citizenship Education. Regioplan, 2005 Amsterdam

## **Area B: Access and Participation**

### **B6. Access to Adult Learning**

**Definition:** Access and participation relates to the opportunities and chances as well as obstacles and barriers that confront individuals along their lifelong learning pathway. While access is concerned mainly with structural and logistical questions, participation encompasses motivational issues, as well as financial and cultural ones, which must also be considered when assessing the success of any system or process.

**Policy context:** Increasing access to adult learning for disadvantaged groups such as: low-skilled, immigrants, ageing members of the population, eliminating differences between males and females are crucial in terms of social cohesiveness. Primary and secondary education lays a foundation for a wide range of competencies and prepares young people to become lifelong learners and productive members of society. Rising skill demands have made upper secondary diplomas a minimum requirement for successful entry into the labour market. Tertiary education provides a way of acquiring advanced knowledge and skills. Many adults do not have the opportunity to complete the upper secondary level, or are not able to enter into higher education. Adult learning can encourage adults to finish secondary school, and to accumulate credits in AL for entry of

the higher education. This process can contribute to the adult student mobility and adult employment mobility too.

**Concrete indicators:**

B 6.1 Outreach activities for excluded and low skilled adults in terms of learning as socialisation and integration

B 6.2 Non-formal AL activities to develop key competencies of adults

B 6.3 Reducing educational and learning differences between males and females

B 6.4 The education-skills gap (difference) among immigrants, ethnic minorities compared to "native" or majority people

B 6.5 Balancing differences between different age groups focusing more on ageing people. Age and skills are inversely related in all countries (ALL, 2005)

B 6.6 Adult learning provision to contribute to complete schooling (elementary, VET, upper secondary)

B 6.7 Adult learning provision to accumulate credits for entry into higher education

**Evidence: 24-65 age group**

Non-participation in any form of learning 58%

Non participation in formal learning: 95.6%

Non participation in non-formal learning: 83.5%

In informal learning: 5%-70%

**Benchmark:** Planned non-participation by 2010: 87.5% of the 24-65 age group

## **B7. Participation in Adult Learning within the Framework of Lifelong Learning**

**Definition:** While access to lifelong learning is a necessary precondition to any learning activity, it does not necessarily follow that people will use the learning opportunities they are able to access. Numerous factors determine a person's decision whether or not to participate in a learning activity.

**Policy context:** From a policy perspective, a major goal must be to increase the actual participation levels in lifelong learning. While a mere increase in the quantity of participation alone is, most probably not sufficient, high participation rates nonetheless remain a prerequisite for a high quality lifelong learning process.

**Concrete indicators:**

B7.1 Participation of 24-65 in lifelong learning

B 7.2 Participation in different forms of learning

B 7.3 Participation by different educational attainment

B 7.3 Non-participation

B 7.4 Factors of non-participation.

**Evidence, data available, present position and trends:**

- 8,5 % of the age group, plan at 2010 12.5%
- Planned non-participation by 2010: 87.5%
- Participation in different forms of learning all together: 42%

- Formal: 4.4%
- Non-formal: 16.5%
- Informal: 30-95%

## **Area C: Resources for Adult Learning**

### **C8. Investment in Adult Learning**

**Specification:** When discussing investment in AL it is important to differentiate between different types of investment. At least three different types should be taken into account: 1) Public investment 2) Companies' investment 3) Private investment. The investment can be either cash, time or several forms of contribution in kind (free of charge class room, travel, child caring etc.)

**Policy context:** The quantity of resources spent on adult learning and lifelong learning, and, the adequacy and the quality of these resources are a critical factor in determining the contribution of adult learning to the success of lifelong learning. Economic growth prospects are strongly affected by development of new technologies. The adequate resources effect the changes in a country's overall stock of human capital on labour productivity and creativity. AL contributes to this stock of human resources. As there is no guarantee that markets will provide equal access to AL opportunities government funding plays a crucial role.

#### **Concrete indicators**

C 8.1 Expenditure on adult learning as part of the whole educational and training expenditure

C 8.2 The share of co-financing of individual, corporation and state dealing different groups of the society.

C 8.3 Division of public, private and corporate funding by different forms of learning. (job related, non-vocational training, key competencies etc.)

C 8.4 Individual earning of workers by different educational attainment and by participation level in AL

C 8.5 Cost of adult learning per person in different forms of AL

C 8.6 Indirect public spending on adult learning (tax allowances, tax reductions and the rate of expenses and other incentives compared to the overall AL expenses)

#### **Evidence, data available at the present time and trends:**

- Estimated long term effect on economic output with an additional year of schooling 3-6%
- Social returns range from 3.5-10.9%
- Contribution to the productivity differential during the 90s was between: 19.5-26.5%
- Estimated social return of adult BS is 10-20%
- Health benefits can add to up to 40% of the labour market return of training
- Net private returns to one additional year of schooling: 4.7-6.8%
- Costs per students between primary and tertiary education is USD 6,821. What about the cost per student in adult learning?

- Rate of growth of efficiency saving by more efficient and more adequate allocation of resources for adult learning  
(See references in the study)

**Benchmark:** Starting position of the area of the year 2006-07 and the additional progress which would have to be achieved by 2010-2013 at national and European level.

## **C9. Educators, Tutors and Training Providers**

**Definition:** the teachers, organisers and the entire staff in AL services whether they are full time, part time or volunteers defining the quality of the service. The provider means more, including the conditions of the facility, the management and the governance of the AL organisation.

**Policy context:** New teaching and learning methods challenge the traditional roles and responsibilities of teachers, trainers and other learning facilitators but there is also a strong need to ensure that they are ready and motivated to face the new challenges, and to promote tolerance and democratic values. The change of the governance of the providers in terms of involvement of adult learners, the openness and high level of management play a crucial role in the quality of delivery of AL services.

### **Concrete indicators:**

C 9.1 Salaries and working conditions of teachers and tutors in AL compared to others sectors of education and training

C 9.2 Teaching and instructing hours and the extent of non-teaching, non-instructing hours as working conditions

C 9.3 Class, or group size in adult learning training courses, learning units (tutor/student ratio)

C 9.4 Number of participants of AL facilitators in accredited courses of the development of competencies and skills of AL teachers in the sense of an integrated lifelong learning approach

**Evidences, data, trend:** Evidence is missing. Trends: the facilitators of AL are ageing and their competencies became more and more out-dated.

**Benchmark:** Starting position of the area of the year 2006-07 and the additional progress which would have to be achieved by 2010-2013 at national and European level.

## **10. ICT in Adult Learning**

**Specification:** to use PC, ICT technology and Internet in any means for learning individually, at home, in the classroom or at the workplace or anywhere for more or less a task-oriented purposes.

**Policy context:** The developing use of ICT within society has meant a revolution in the way training institutions and learning centres can work, as indeed it has changed the way in which very many people in Europe work. ICT is also of increasing importance in open learning environments and in virtual teaching. As far as the education and training systems are concerned, the ability to respond to the rapid development and the need to stay competitive will continue to play an important role. In addition, flexibility will be needed for individuals to acquire ICT skills throughout their lives.

### **Concrete indicators**

C10.1 Rates of access to computers and to the Internet in the age groups (post 16 and 24-65)

C 10.2 Relationship between ICT use and literacy and/or other skills

C 10.3 Determinants of ICT use by income, age, gender, educational attainment and occupation.

**Evidence, data available, present position and trends:** Data confirms the "digital divide" is a large divide in access to and use of ICT skills. Computer use significantly declines after the age of 45 and gender differences exist too. The profile of use is very much connected to the level of other skills. Below upper secondary level use of computers more often has a less task-oriented purpose. Resource: ALL, 2005

**Benchmark:** Starting position of the area of the year 2006-07 and the additional progress which would have to be achieved by 2010-2013 at national and European level.

## **Area D: Strategies and System Development of AL**

### **11. Strategies of Adult Learning in the Context of Lifelong Learning**

**Definition:** A considerable consensus exists concerning the recognition that political strategies at local, regional and national level, aimed at ensuring the effectiveness of lifelong learning which will be a key determinant of sustainable success in the implementation of lifelong learning. Strategies aim to develop not only a lifelong learning system as such, but also to address issues of equality of opportunity in order to ensure that lifelong learning opportunities are genuinely available to all, especially to those at particular risk of exclusion such as people in low income brackets, disabled people and ethnic minorities.

**Policy context:** Strategy formulation is relatively disconnected from the daily practice of the innovation. Policy formation is a publicly recognised, promoted and maintained process. In this process various players are invited to join efforts in the given priority area of AL to develop a comprehensive and strategic plan for future. This also advocates the recognition and visibility as well as the importance of AL. It has to be linked at local, sub regional and national level development plans and other strategies.

**Indicator:** a set of integrated, comprehensive local, national and European level AL strategies, regularly assessed and updated as part of the overall lifelong learning policy development.

**Evidence:** National level reforms are going in the right direction. In number of countries now have concrete arrangements for co-ordination between ministries. It is still the case, however that strategies remain imbalanced. There is a tendency to focus mostly on employability.

**Resource:** Modernising education and training: a vital contribution to prosperity and social cohesion in Europe. COM (2005) 549 final

**Benchmark:** to develop a quantitative and qualitative set of indicators for a more obvious analysis of the policy development at local, regional, national and European levels.

## 12. Coherence of Supply of AL

**Specification:** coherence of supply means the availability of formal/ non formal/ informal) adult learning opportunities in a given area or country. At least three different aspects of coherence should be considered: a) coherence of supply in relation to the strategic goals as concretely stated in European/national/regional plans; b) coherence of supply in relation to (national, regional, local) providers and; c) coherence of supply in relation to the demand. The important factor of the coherence also is the autonomy of the AL organisations, the governance, and the involvement of the students in all phases of the process of learning. The curriculum policy belongs to the coherence too. One model of curriculum policy in AL is the centrally settled subjects and methods, schemes. The other one that the authorities and founders only establish the targets and standards and the local, institutional, or individual tutors are responsible to implement the curricula and produce the learning outcome. The strength of non-formal AL is the maximised flexibility of the curriculum under the direct control and influence of the students themselves.

**Policy context:** Many of the training and teaching pathways are leading to deadlock, or do not make it possible to have link to further learning or real job-seeking. During their organised learning activity, students develop a sense of belonging. The level of belonging as a psychological component indicates the entire atmosphere of organisation. Effective training providers are more successful in attracting motivated students. The majority of the participants enter the courses because they are more or less forced to do so, and not because of an inner drive or interest. This has a negative effect on potential learning outcomes to a great extent and the employee will soon become unemployed after the labour market training. Nothing much happens if those who are to learn are not presented with something that is meaningful for them based on their own premises. The low-skilled especially are not directly open to traditional educational initiatives. Another important element of the obstacles is that among LLL's, growing number of actors with multiple roles one of the most fundamental challenges is to increase pressure to legitimise substitutes for formal education and training.

### 13. Counselling and Guidance in AL

**Specification:** Guidance and counselling support people in order to:

- access learning opportunities,
- motivate people to learn,
- develop individual pathways and,
- make successful transitions between the education, training and employment systems.

**Policy context:** Implementing a successful lifelong learning process requires substantial counselling and guidance for citizens of all ages. Potential learners have to be informed of both the "what" and the "how", i.e. counselling and guidance has to cover at least the provision and the modes of delivery. Beyond this, a support and coaching structure for active learners could be an invaluable instrument for speeding up the learning process.

**Concrete indicators:**

D 13.1 Number of adult learning counsellors to student ratio

D 13.2 Training and regular further training of AL counsellors

D 13.3 Link and co-ordination between the guidance and counselling of different educational, training and learning provisions and forms of learning

**Evidence and trends:** the development of lifelong learning counselling is in its infancy and instead of exploring the individual needs it mostly focuses on how individuals can be involved in labour market training. There is no coherent and co-ordinated counselling and guidance service in AL.

### 14. Validation Accreditation and Certification in AL

**Definition:**

- Recognition:

a) Formal recognition: the process of granting official status to skills and competences whether

- through the award of certificates or
- through the grant of equivalence, credit units, validation of gained skills and/or competences;
- and/or

b) Social recognition: the acknowledgement of the value of skills and/or competences by economic and social stakeholders

- Certification: The process of formally validating knowledge, know-how and/or skills and competences acquired by an individual, following a standard assessment procedure. Certificates or diplomas are issued by accredited awarding bodies. Certification validates the outcome of either formal learning (training actions) or informal /non-formal learning.

- Validation of informal/non-formal learning: The process of assessing and recognising a wide range of knowledge, know-how, skills and competences, which people develop throughout their lives within different environments, for example through education, work and leisure activities

**Policy context:** Ensuring that learning is visible and appropriately recognised is an integral element of the quality of the services provided by education and training systems and the validation of individual competencies are core elements of a successful lifelong learning process. Processes of accrediting an AL institution of education or training, a programme of study, or a service, showing that study has been approved by the relevant legislative and professional authorities by having met predetermined standards.

Beyond the obvious implications for a learner's motivation, effective and transparent accreditation and certification systems are of crucial importance for any high level planning, including the validation of competencies acquired in non-formal and informal learning. In this context the validation and recognition of informal learning should remain a policy priority. Thus the most important element is to make a working link possible, between the assessment of outcomes of AL and the European Qualification Framework (EQF) and the European Credit Transfer in Vocational Education and Training (ECVET)

**Evidence, trends:**

There is a great deal of latent and actual goodwill in all kinds of organisations working with adult learners to develop recognition arrangements suitable for different purposes. There is also some resistance in some countries particularly among the professionals in formal settings such as vocational training and universities, on the grounds that it undermines the value of formal knowledge. The systems of valuing non-formal learning EU wide is rather fragmented.

**Benchmark:**

1. General AL, basic skills AL programmes and volunteering validated making link to the European Qualification Framework
2. VET programmes and participants integrated into ECVET (the European Credit System for Vocational Education and Training)
3. Number of adult learners to obtain entry to a programme of study without the usual entry qualifications (secondary and higher education)
4. Number of adults to obtain the award of part of a diploma (more rarely a whole diploma may be awarded on this basis in secondary and tertiary education)

## **15. Quality Assurance and AL**

Quality assurance is an essential part of an effective AL. The techniques that enable quality to be measured are available, though not all countries have the same experience of their use in AL. The introduction of quality assurance mechanisms requires an investment in the training of those concerned and their application leads to an increase in the quality, not only of the administration, governance involved in delivering education and training, but also in the quality of the learning process provided. (demand survey, evaluation of the process, and outputs of the learning.)

**Indicators:**

- Increased efficiency
- Improved financial control
- Reduction of bureaucracy
- Increased responsiveness
- Improved potential for innovation
- Creation of conditions provides more incentives for improving quality
- Measures of accountability and equity

**Notes:**

(1) STANDING GROUP ON INDICATORS AND BENCHMARKS FINAL LIST OF INDICATORS TO SUPPORT THE IMPLEMENTATION OF THE WORK PROGRAMME ON THE FUTURE OBJECTIVES OF THE EDUCATION AND TRAINING SYSTEMS RESULTS OF THE CONSULTATION OF THE WORKING GROUPS, 2003 EUROPEAN COMMISSION Directorate-General for Education and Culture IMPLEMENTATION OF "EDUCATION & TRAINING 2010" WORK PROGRAMME

(2) EUROPEAN REPORT ON QUALITY INDICATORS OF LIFELONG LEARNING FIFTEEN QUALITY INDICATORS Report based on the work of the Working Group on Quality Indicators Brussels, June 2002

**FIFTEEN QUALITY INDICATORS**

The fifteen quality indicators are contained in the four areas

**Area A: Skills, Competencies and Attitudes**

1. Literacy
2. Numeracy
3. New Skills in the Learning Society
4. Learning-to-Learn Skills
5. Active Citizenship Cultural and Social Skills

**Area B: Access and Participation**

6. Access to adult learning in lifelong learning
7. Participation in adult learning in the framework of lifelong learning

**Area C: Resources for adult learning**

8. Investment in adult learning
9. Educators, tutors and training providers
10. ICT in adult learning

**Area D: Strategies and System Development of AL**

11. Strategies of adult learning in the context of lifelong learning
12. Coherence of Supply of AL
13. Counselling and Guidance in AL
14. Accreditation and Certification in AL
15. Quality Assurance and AL

(3) Proposal for a RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on key competencies for lifelong learning, 2005

### **Key Competencies for Lifelong Learning**

#### **A European Reference Framework**

This Framework sets out the eight key competencies

1. Communication in the mother tongue;
2. Communication in foreign languages;
3. Mathematical competence and basic competencies in science and technology;
4. Digital competence;
5. Learning to learn;
6. Interpersonal, intercultural and social competencies and civic competence;
7. Entrepreneurship;
8. Cultural expression.

(4) Classification for Learning Activities Manual, Eurostat, May, 2005

(5) COM (2001) 678 Making a European Area of Lifelong Learning a Reality

(6) Education at a Glance OECD indicators, 2004, 2005

ISBN 92-64-01567-1 96 2004 08 1 P

(7) *International Adult Literacy Survey (IALS) 1995-2000*

Go to: <http://www.statcan.ca/english/freepub/89-588-XIE/about.htm#2>

Learning and Living, 2005 OECD

<http://www.oecd.org/dataoecd/44/7/34867438.pdf>

(8) RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on key competences for lifelong learning, 2005

[http://ec.europa.eu/education/policies/2010/doc/keyrec\\_en.pdf](http://ec.europa.eu/education/policies/2010/doc/keyrec_en.pdf)

For further reference please see the study Adult education trends and issues in Europe and related documents at: [www.eaea.org](http://www.eaea.org) Policy