Welcome to our Conference!

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Our rationale (very briefly) ...

- Lifelong learning has been a central EU policy priority since 1993
  - A lot has been achieved over 25 years

- EU’s mechanisms for policy co-ordination, measurement are world-leading but
  - High EU youth unemployment rates (10 years after recession) still average 1 in 6
  - Adult learning participation (10.8% in 2016) well short of 2020 target (15%) – in fact, still below Lisbon target (12.5% by 2010)
  - EU LLL skewed towards work/production
  - In many countries, important adult education institutions/traditions abandoned

- EU LLL doesn’t ensure citizens have E&T for individuals’ or society’s prosperity & welfare:
  - Social exclusion, disaffection, endanger social cohesion, competitiveness, European project
  - Need to rebalance European LLL – reincorporate Bildung perspective: adult education to develop whole person, be constitutive of democratic public sphere/civil society
  - A learning society needs richness of opportunity and provision – not just demand
General considerations

• Main focus has been on young adults
  – Especially those who are excluded/vulnerable
• We have had to be flexible with some definitions
  – E.g. age range covered by “young adult”
• Coverage of countries partly motivated by need for comparison
  – E.g. using typologies of welfare state regimes
• Also partly by desire to study European Union as a system
Determinants of Participation in Adult Learning

Knowledge base & development of IDSS

- EU & national policies & programmes: mapping; constraints/facilitators of participation; role of EU governance
- Organisational structure of early careers; quality of work, motivation & well-being; role of young workers’ activism
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Policy trails

EU & national policies & programmes: mapping; constraints/facilitators of participation; role of EU governance

Case-based Reasoning

Bounded Agency
Knowledge base & development of IDSS

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Case-based Reasoning

Statistical analysis of Eurostat datasets

EU & national policies & programmes: mapping; constraints/facilitators of participation; role of EU governance

Policy trails

Case studies of policies & programmes in actions

Case studies of organisations
Bounded Agency: the basics

- Concept originally developed (and used in slightly different ways) by
  - Karen Evans (2007)
  - Kjell Rubenson & Richard Desjardins (2009)
- Involves interplay of:
  - **Context** (relatively unchanging, and therefore relatively predictable)
  - **Activity** (what happens) within this “context” as result of individual **agency**
  - **Agency** is shaped (constrained, enabled, etc.) by context
- Application of structure/agency debate:
  - individual, group, organisational agency (action) is exercised within institutional (structural) frameworks
- Points to key questions:
  - *How fixed are institutional structures (of provision, labour markets, welfare regimes, etc.)?*
  - *When (and over what periods of time) can structural change take place?*
  - *How do structures influence agency? (e.g., motivation to learn, knowledge of opportunities)*
Policy Trails: the basics

• Concept developed & implemented in LLLight’in’Europe (FP7)
  – To theorise policy
  – As methodology for policy analysis
• Recognises complexity & consequences for structures and agency of EU’s multi-level LLL governance
• Maps terrain policy travels through, and how policy is (re)shaped through its journey
• Gives insights on organisational governance environment from broader perspective than organisation itself
• Pinpoints moments when organisation is influential as a governance actor (adapted from Melo et al. 2016)

ENLIVEN: two “trails” in each country
• Youth Guarantee (or similar) supporting disadvantaged young people into employment (employment focus)
• Upskilling Pathways (or similar) helping disadvantaged young people make transition into education, training, employment (empowerment focus)
One background issue: the rise of policy “dataphilia”

• “New devices, refined by research in the field of artificial intelligence, can give policy-makers easier access to available scientific knowledge and the possibility of foreseeing the impact of the policy measures that have been adopted.”

• An “intelligent decision-support system” can “facilitate the impact analysis ex-ante of the policy measures for adult and continuing education by gathering and analysing evidence, identifying and diagnosing problems, proposing possible courses of action and evaluating the proposed actions”

  (Federighi 2013: 89; emphasis added).
ENLIVEN in action!