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Support to design Lifelong Learning Strategy in Cyprus - REFORM/GA2020/012

Virtual Study Visit, Slovenia

Tuesday, 19 January 2021, 9.30 – 11.30 CET / 10.30 – 12.30 EET

<https://us02web.zoom.us/j/85296322536?pwd=QWxBWVBlbDB4Q1lBdTZjSHhRbmVxQT09>

Agenda

Time (Cyprus time)	Content	Details
10:30 – 10:40	Welcome and introductions	<ul style="list-style-type: none"> ■ Cyprus Ministry of Education, European Commission representative, EAEA
10:40 – 10:50	Short presentation of the project and the situation of Cyprus	<ul style="list-style-type: none"> ■ Ministry, EAEA
10:50 – 11:20	Presentation by Peter Beltram (Slovenian Institute for Adult Education - SIAE)	<ul style="list-style-type: none"> ■ The Adult Education Master Plan 2013-2020 in Slovenia ■ Implementation and monitoring of the strategy ■ Success factors and challenges faced
11:20 – 11:30	Break	
11:30 – 12:20	Questions on the presentation Discussion on Cypriot context and on potential for transferability	Participants will discuss: <ul style="list-style-type: none"> ■ Similarities/differences in national contexts ■ Lessons learnt, ■ Key points to consider in the transferability to Cyprus
12:20 – 12:30	Closing remarks	<ul style="list-style-type: none"> ■ Participants to say one key point they will take away from the discussions ■ EAEA to wrap-up the discussions



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INTRODUCTION to the PROJECT:

In October 2019, the Ministry of Education, Culture, Sport and Youth submitted the request to the European Commission's Directorate-General for Structural Reform Support (DG REFORM) for technical support to Cyprus in the area of education with the purpose of designing a Lifelong Learning Strategy for 2021-2027 and an Action Plan for its implementation. The Commission agreed to provide such support and financing for this purpose has been made available as part of the Work Programme for year 2020 of the Structural Reform Support Programme. In this respect, DG REFORM selected the Association for the Education of Adults (EAEA) to work together with DG REFORM and Cyprus in preparing the New Lifelong Learning Strategy.

CONTEXT and Objectives of the PROJECT

The Lifelong Strategy of Cyprus comes to an end in 2020. While the strategy was excellent on paper, it lacked monitoring elements and was therefore not sufficiently implemented. Cyprus wants to present a new Strategy for the period of 2021 – 2027, which can be implemented and monitored.

The action shall contribute to improving the lifelong learning system and its quality in Cyprus, improve governance and cooperation between authorities, stakeholders and providers, improve access to learning opportunities and increase the number of adult learners. Develop the Lifelong Strategy and a monitoring system (e.g. Key Performance Indicators) and provide an Action Plan for the implementation.

The result areas of the project are as follows:

Outcome 1: A consensus is reached between various stakeholders on the national challenges to be addressed by the lifelong learning strategy.

Outcome 2: A lifelong learning strategy to improve access and outreach to learning opportunities and quality of education is available and has been validated with the stakeholders through a consultative process.

Outcome 3: The authorities are enabled to implement the new Lifelong Learning Strategy through the Action Plan that will accompany the Strategy and dissemination.

The STUDY VISIT

The study visits belong to output 5 of the project. While the original plan was to have a face to face study visit in one country, the pandemic changed the plan. We will therefore have three online meetings with three different countries. Two meetings already took place and had the LLL strategy of Austria and Estonia as topics, which were presented by Dr. Gerhard Bisovsky of the Austrian Adult Education Centers and by Mrs. Kulli All of the Estonian Ministry of Education.



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QUESTIONS for the SPEAKER

- How was the Adult Education Master Plan 2013-2020 developed? What was the process you followed? Which stakeholders were involved in the process?
- What do you think are its (Adult Education Master Plan 2013-2020) strong and weak elements and what changes would you make today?
- How did you decide what to prioritize and why?
- What measures and targets are used to monitor and adapt the Adult Education Master Plan 2013-2020?
- It is particularly interesting that in the Slovenian lifelong learning strategy there is a balance between investing in education and training in order to improve human capital and investing aimed at self-development. What made you to put emphasis on self-development and what are the results so far?
- Slovenia has still one of the highest participation rates in lifelong learning in the EU. What, in your opinion, are the most important factors for these high levels of participation?
- In Slovenia, participation rates in in-house-training are higher than the European average, while many enterprises offer training opportunities in their workforce and a large proportion of employees participate in training programmes. What are the factors that led to these high participation rates? How important would you say the institution of mentoring in enterprises is?
- What do you consider successful policies to increase participation in vocational education and training with particular emphasis on the unemployed, young people and those at risk of marginalization?
- How did you finance the various initiatives you have undertaken?
- It is particularly interesting that people in Slovenia are particularly informed about the importance of lifelong learning, while in a survey, 80% of participants also reported being aware of the benefits of the qualification validation and certification process. How have you managed to increase people's awareness?
- What are the motivations for the participation of alumni to take several refreshments courses in relation to new technologies and methods?
- The Slovenian Institute for Adult Education organizes every year the Slovenian Lifelong Learning Week. How important are such events in achieving the goals of the Adult Education Master Plan 2013-2020? What is the impact of outreach activities on increasing participation rates in lifelong learning, especially for socially vulnerable groups?
- The strategy places special emphasis on meeting the tailored-made learning needs of citizens. How are these learning needs assessed and to what extent do you think the measures implemented, contributed to meeting these needs? What are the most successful practices?
- To what extent has the strategy contributed to a more effective link between lifelong learning and the labour market needs? What were the most important challenges? How were these challenges addressed? Could you give us some good examples?
- Slovenia has a tradition in the professional development of adult educators and counsellors in adult education. To what extent do you think this has contributed to the development of the lifelong learning system in Slovenia and to the increase in participation rates in lifelong learning?
- How important are counselling adult education centres in order to achieve the objectives of the Adult Education Master Plan 2013-2020, to combat unemployment and to achieve the objective of self-directed learning?
- Higher education institutions are obliged to validate informal learning and non-formal education. How does that work? How is the quality of the process ensured? Who is involved in



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this process and what are its results?

- Validation of prior learning is included in sector Acts and in subordinate regulations. How did you reach public consensus on the qualification validation and certification process?
- Seven different Ministries and others stakeholders are involved in the implementation of the Adult Education Master Plan 2013-2020. How is effective cooperation ensured? What problems did you encounter and how did you try to address them?
- Do the Ministries involved in the implementation of the Adult Education Master Plan 2013-2020 have distinct roles? What are their main responsibilities?
- What are the main obstacles to cooperation and partnership between ministries, municipalities and stakeholders in lifelong learning and how you have tried to strengthen their cooperation and synergies?
- What data and what criteria are used to assess the satisfaction of stakeholders with lifelong learning. To what extent does this satisfaction contribute to the effective cooperation of the stakeholders and the social partners and to the development of synergies and partnerships?
- In what ways the consensus and the consultation among the key stakeholders and the social partners reached? What is the role of the Adult Education Body?
- What are the most important recommendations you would give to another country, in the process of developing its LLL strategy?