LEAP
Local Adult Education Policy

2020-1-SK01-KA204-078381

Intellectual Output 2

Trends & Dynamics in AE Local Policy Making

Country Snapshot – (Country)

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Introduction

Please provide an overall snapshot about relevant trends and social dynamics pertaining AE and LLL in your country. Make sure to highlight:

- Has there been any changes recently in AE policies on national level? Has the focus changed, for example? (due to for example population ageing, automatisation, digitalisation, unemployment, migration, crime/safety, COVID etc?) Has there been more / less interest from policy makers? Has there been more / less demand from users; growing / declining interest in specific topics;
- The currently adopted national Recovery and Resilience Plans may give some indication on the focus
- Qualitative Indicators (i.e. the range of training services provided by local AE programmes – what kind of skills gap do they address?)
- Quantitative Indicators (i.e. the participation rate of Adults to education and training programmes planned and implemented at local level)
- Funding Means (Has there been more / less funding ?)

Please comment on the desk research and interviews made.

How are AE policies are defined at local level in Your Country?

Please describe dynamics and process that happens before the definition and implementation of AE policies in your national ecosystem; how are they designed? What kind of inputs local AE policy makers rely on to structure the plans?

If there is no specific AE policy, where can the AE elements be found? (social policies, employment policies, economic policies – skills development, digitisation policy, cultural policies…?)
Please check also the plans for use of European Structural Funds, they can contain chapters on adult education.

From another perspective, make sure to highlight how EU agendas in the domain of AE have been (or have not been) reflected by local AE authorities in your country.

How AE policies are implemented at local level?

Please describe the process in which local AE programmes are implemented. Guiding questions might be: who is in charge of deploying AE programmes? Are there training needs analyses made? Are the programmes designed according to the demand? Is there any non-formal supporting network relevant to mention? Is there a database of training providers and/or training programmes available?

Who are the key relevant stakeholders on the local level?

It is very probable that there are no specific policies on AE at the local level. Then we are interested to learn about individual activities like festivals, education activities of museums and libraries, courses for migrants, training for unemployed, awareness raising about separation of waste or climate change, courses for seniors, training in digital skills, career counselling and guidance …

We are specifically interested in topics or areas such as Digital Skills, Climate Change (Sustainability issues), Civic Education (Citizenship education) and Health education (in relation to COVID).

We are looking for examples of good practices - something that the local authorities did, do or supported.

Conclusions and Takeaways

Please provide conclusive remarks with specific reference to gaps and mismatches that might represent a strategic field of intervention for the LEAP's OER platform and its training module.

A guiding question might be: how can we empower local authorities responsible for AE (and/or AE related policies) to be more efficient and effective in their strategic planning? What information they need? What guidance they need? What specific actions can be triggered?

Bibliography

Insert here all your references and the sources you used to compile the Country Profile

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Burns, Edward. William Shakespeare: Richard III. Horndon: Northcote House, 2006.

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