

WORKING TOGETHER FOR A GREEN,
COMPETITIVE AND INCLUSIVE EUROPE

SUMMARY

AND GUIDELINES FROM THE FOUR
REPORTS DEVELOPED IN THE FIRST
PHASE OF THE RESEARCH - SELECTED
ASPECTS

DEINDE SP. Z O. O.

2022

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”Key competences for people aged 50+”**

Summary and guidelines from the four reports developed in the first phase of the research - selected aspects.

Name of the reporting institution: Deinde sp. z o. o.

Year 2022

**Working together for a green, competitive and inclusive
Europe**

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INTRODUCTION

The document compiles and summarises the most important issues and results of the research conducted to date from the four reports relating to the state of education in the field of key competences and educational needs of adults, including the situation of the group aged 50 and over in Poland (desk research and own questionnaire research), Norway (desk research) and Europe (desk research).

Report from the desk research on the state of education in the field of key competences and the needs of the target group in Poland – selected issues.

On the basis of the available data, we can indicate that adult Poles, especially those aged over 50, are characterised by deficits in demonstrating key competences, including: use of mother tongue, knowledge of foreign languages, IT and digital skills, soft skills (personal, social, civic) and entrepreneurship competences.

The key factor influencing the participation of adult Poles in lifelong learning is age (the lower age, the higher the level of participation in education) and status on the labour market (employed people raise their competences more often than professionally inactive people, e.g. pensioners). Therefore, in order to increase the number of people 50+ participating in lifelong learning, it is necessary to promote lifelong learning, overcome stereotypes (that learning is for the young) and motivate people 50+ to improve their key competences.

Forms of implementation of lifelong learning, including key competences, must be adapted to the needs and capabilities of people 50+: in terms of course length, duration of educational units, architectural accessibility of educational venues, accessibility of educational content, taking into account the limited digital skills of people 50+.

Report on own questionnaire research on the state of education in the field of key competences and the needs of the target group in Poland - selected issues.

PART 1: LITERACY COMPETENCE (THE ABILITY TO UNDERSTAND AND CREATE INFORMATION)

On the basis of the research, it can be stated that competences in terms of which the respondents (people 50+) experience the biggest deficiencies are ability to critically analyse received information (58%), full understanding of contracts or various instructions, regulations (55%), ability to write letters, e.g. complaints or official letters (45%). In contrast, the ability to communicate orally and in writing in a variety of situations and to control the way one communicates are the least problematic according to respondents (19%).

PART 2: DIGITAL COMPETENCES

The competence, chosen by the respondents (people 50+), in which they definitely feel lacks is: the use of digital technologies and interest in them for the purposes of learning, working and participating in society. This competence was indicated by as many as 65% of the respondents. Then, 61% of respondents indicated the ability to use information and digital data, to communicate and cooperate with the use of digital tools. Digital security was indicated by 52% of the participants. The least, just 32% of the respondents, indicated the ability to use social networking applications. This ability is the least difficult for the respondents, but it is nonetheless still 1/3 of them.

PART 3: PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCES

On the basis of the research, it can be stated that the competence of managing their own learning and professional career, which was indicated by as many as 48% of the respondents (people 50+), is the one they lack the most. Moreover, as many as 42% of people indicated learning competence. The shortcomings felt by 39% of respondents were the ability to cope with uncertainty and complexity, as well as the ability to lead a health-conscious and future-oriented lifestyle. The other competences are more or less at a similar level. The smallest number of respondents (23%) indicated their deficiencies in the competence of feeling empathy and managing conflicts.

PART 4: ENTREPRENEURSHIP COMPETENCES

On the basis of the research, we were able to conclude that the respondents (people 50+) most frequently felt deficits in entrepreneurship competence. As many as 52% of respondents indicated deficiencies in their ability to deal with uncertainty and risk. This was followed by 45% who indicated deficiencies in the ability to take opportunities and ideas and turn them into value for others. 42% of respondents also indicated noticeable deficits in understanding economic processes and social and economic opportunities and challenges, as well as awareness of their own strengths and weaknesses. Only 23% of respondents indicated deficits in the awareness of ethical principles and the challenges of sustainable development. This may be indicative of a low understanding of these topics or considering them less important.

PART 5: AVAILABILITY OF KNOWLEDGE ON EDUCATIONAL OPPORTUNITIES IN THE REGION

The majority of respondents (60%) is of the opinion that knowledge about educational opportunities for the 50+ age group in the country/region is available. However, as many as 40% of respondents do not have access to this knowledge.

Report covering the analysis of existing data on the state of education in the field of key competences and the needs of the target group (people 50+) in Norway – selected issues.

In the learning process for people 50+, 'ex-ante - interview' evaluation is important, i.e. the opportunity to set goals, talk about past experiences, reflect on how this affects learning. This is useful information for the trainer, giving learners the opportunity to express their wishes and needs, and to assess whether the course meets their needs.

The conditions in which the learning process takes place are important: no noise, adequate lighting, breaks, allowing for quiet contemplation. In addition to the psychosocial environment, the trainer should be aware of the physical learning environment and its impact on students who may have physical cognitive problems. Breaks and gentle starts are often important for a student with this profile.

The trainer should be prepared to explain the purpose behind the methods they use. Learners differ in their backgrounds and expectations of what learning is and what it should be about. Older students may feel that they do not see the point of certain activities because they differ from the methods of their school days.

The trainers should familiarise themselves with the resources in the classroom, there are many experiences and stories to tell!

The curriculum should be more closely linked to each student's previous experience; unlike with younger students.

Report from the desk research on the state of education in the field of key competences and the needs of the target group in Europe - selected issues

Lifelong learning, including the acquisition and improvement of key competences by adults, is a driving force for social and economic progress in European countries and Europe as a whole. Higher qualifications and competences of the inhabitants of the Old Continent not only translate into better professional opportunities for Europeans, but also influence personal development and the overall psycho-physical well-being of a person.

Lifelong learning is an opportunity to overcome the social and economic difficulties caused by the COVID-19 pandemic and to accelerate the digital and environmentally sustainable transformation of the European economy and society.

In times of global economic competition, advancing technological and technical change, ongoing crises and economic shocks, adult Europeans need to continuously improve their competences and skills.

Europe, understood as all countries on the continent, does not have a single common education policy. Instead, we can speak of common European education and labour market policies in relation to the European Union and its 27 Member States. European Union policy gives everyone in the EU the right to inclusive, high quality education, training and lifelong learning. The EU's goal by 2030 is for 60% of adult Europeans to each year participate in education or training.

European countries differ in terms of adult participation in education and training. A common feature is that most learning activities in which adults participate are non-formal. Adult participation in education and training is unevenly distributed across European countries, with the Nordic countries and some Western European countries having much higher participation rates than the EU average.

European countries need to develop their education and training systems in order to identify and reach the most vulnerable groups of citizens to adverse socio-economic changes and encourage their participation in education and training, especially in terms of basic competences. These groups of citizens include people over 50.

In 2019, less than a third of European countries reached the EU 2020 benchmark of 15% adult participation in education and training in the four weeks preceding the survey. In the same year, 21.6% of adult Europeans aged 25-64 (i.e. 51.5 million people) had not completed upper secondary education (ISCED 3; EQF 3 or 4). Among them, 12.5 million left the education system with less than lower secondary education.

People in the 25-34 and 35-44 age groups have higher levels of education than the older population (people 50+). Southern European countries are the most affected by low educational attainment among the adult population.

Adult Europeans with low qualifications participate less in education and training than those with higher levels of education. People aged 50+ with low level of basic competences or qualifications are among the most disadvantaged groups in the labour market and in society.

A significant proportion of adult Europeans (between 15% and 57% depending on the country) have low levels of basic competences/skills in: reading, writing, numeracy or digital skills. Between 8% and 39% of adult Europeans perform poorly in both reading and numeracy (EU average – 16.0%).

On average, around 40% of adults in the EU are at risk of digital exclusion: i.e. they either have low or no digital skills, or do not use the Internet or use it in a very limited way.

Summary

The results of the research carried out will be used in the course of further project work, including the process of preparing detailed recommendations for the development of four key competency courses for people 50+.

NUMBER: EOG/21/K4/W/0083

The EEA Grants represent the contribution of Iceland, Liechtenstein and Norway towards a green, competitive and inclusive Europe.

There are two overall objectives: reduction of economic and social disparities in Europe, and to strengthen bilateral relations between the donor countries and 15 EU countries in Central and Southern Europe and the Baltics. The three donor countries cooperate closely with the EU through the Agreement on the European Economic Area (EEA). The donors have provided €3.3 billion through consecutive grant schemes between 1994 and 2014. For the period 2014-2021, the EEA Grants amount to €1.55 billion. The priorities for this period are:

- #1 Innovation, Research, Education and Competitiveness
- #2 Social Inclusion, Youth Employment and Poverty Reduction
- #3 Environment, Energy, Climate Change and Low Carbon Economy
- #4 Culture, Civil Society, Good Governance and Fundamental Rights
- #5 Justice and Home Affairs

The EEA Grants are jointly financed by Iceland, Liechtenstein and Norway, whose contributions are based on their GDP.

Eligibility for the Grants mirror the criteria set for the EU Cohesion Fund aimed at member countries where the Gross National Income (GNI) per inhabitant is less than 90% of the EU average.

The 'Key competences for people 50+ benefits from grant from Iceland, Liechtenstein and Norway through the EEA Grants.

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