

The project “VIRTUAL INCLUSIVE EDUCATION FOR ADULT PEOPLE: VOLUNTEERS AND REFUGEES”

SITUATION ADULT'S EDUCATION INCLUSION



CROSS-SECTORAL REPORT
ABOUT THE SITUATION OF
ADULTS' EDUCATION AND THE **INCLUSION**



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CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULTS' EDUCATION AND THE INCLUSION

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REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND INCLUSION



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

1. INDEX

2.	INTRODUCTION.....	3
3.	ANALYSIS OF THE SITUATION OF ADULT EDUCATION AND HOW IT CAN HELP OVERCOME EUROPE'S REFUGEE CRISIS.	4
3.1	The situation of adult education in the European Union	4
3.2	The refugee crisis and the need for integration	9
3.3	Challenges and opportunities of integration	11
3.4	Creation of cohesive societies	12
3.5	Main political priorities and tools to support integration throughout the EU	13
3.5.1	Intersectorial political priorities.....	13
3.5.2	Tools to support integration	23
3.5.3	Next stages.....	26
4.	PROPOSAL TO TACKLE THE CHALLENGES OF ADULT EDUCATION.....	28
4.1	Recommendations to Member States.....	28
4.1.1	Evaluation of capabilities	28
4.1.2	A personalized and flexible training offer.....	29
4.1.3	Validation and acknowledgement	29
4.1.4	Coordination and association	29
4.1.5	Measures of communication, guidance, and support	29
4.1.6	Monitoring and evaluation	30
4.2	Recommendations to the Commission	30
4.3	The importance of Adult Education.....	31
4.4	What does the EU do to support Adult Education?.....	31
5.	PROPOSAL TO TACKLE THE CHALLENGES OF EDUCATION AND INCLUSION	33
5.1	Inclusive Education: the European pillar of social rights.....	33
5.2	The role of the EU in achieving inclusive education	34
5.3	What's next?	34
6.	PROPOSAL TO TACKLE THE CHALLENGES OF EDUCATION AND MIGRATION.....	35
6.1	Towards the integration of migrants in education and training	35
6.2	What is the EU doing to support the integration of migrants?	35



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

7.	ADULT EDUCATION BY PARTNER COUNTRY (SPAIN, FRANCE, ITALY, AND THE EU AS A WHOLE).....	37
7.1	Spain: Situation of Adult Education	37
7.1.1	Recent developments	38
7.1.2	Links to the EU and international policies	38
7.1.3	Challenges and recommendations	39
7.1.4	Data on Adult Education: Spain-EU	40
7.2	France: Situation of Adult Education	41
7.2.1	Recent developments	42
7.2.2	Links to the EU and international policies	42
7.2.3	Challenges and recommendations	42
7.2.4	Data on Adult Education: France-EU	43
7.3	Italy: Situation of Adult Education	44
7.3.1	Recent developments	44
7.3.2	Links to the EU and international policies	45
7.3.3	Challenges and recommendations	45
7.3.4	Data on Adult Education: Italy-EU	46
7.4	Data on Adult Education: Spain-France-Italy-EU	47
8.	COMPLETE DESCRIPTION OF THE PLANNED EU-SCALE MEASURES FOR 2016-2017 “Action Plan for the Integration of Third-Country Nationals”	49
9.	CONCLUSIONS.....	56
10.	NOTES.....	57
11.	LINKS OF INTEREST REGARDING ADULT EDUCATION, INCLUSIVE EDUCATION, AND REFUGEES.....	64



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

2. INTRODUCTION

The purpose of this document is to know the situation of adult education and how adult education can help overcome the crisis of refugees affecting Europe.

This document provides an intersectorial view of the current situation, not only from the perspective of adult education, but also from other sectors, shows the measures and strategies that should be addressed to achieve the inclusion of newcomers, collecting some of the guidelines and recommendations of the European Commission. We include some data on adult education by partner countries (Spain, Italy, France and the EU).

Throughout this analysis process we have detected the absence of primary data on the participation of migrants and refugees in adult education, as indicated by the European Commission itself, which urges in its recommendations that member countries collect these data for its treatment and studies, in order to facilitate the elaboration of effective social and educational policies.

This document is framed within the Erasmus Plus KA204 VIRTUAL INCLUSIVE EDUCATION FOR ADULT PEOPLE: VOLUNTEERS AND REFUGEES project. And the objective of this document was to know and address the reality, the social and educational context in which the project was framed.

For this we have looked for reports that analyze the situation of adult education and how the crisis of refugees affecting Europe can be overcome, we have addressed the situation of adult education in the European Union (EU), the crisis on refugees and the need for integration, the challenges and opportunities of integration and the need to create cohesive societies.

We also address the main political priorities and tools to support integration across the EU. As well as the proposals to face the challenges of education regarding inclusion and migration.

Lastly, we present the main conclusions as well as the conditions that must be met so that Adult Education promotes social inclusion, diversity and solidarity.



3. ANALYSIS OF THE SITUATION OF ADULT EDUCATION AND HOW IT CAN HELP OVERCOME EUROPE'S REFUGEE CRISIS.

3.1 The situation of adult education in the European Union

As presented by the Council of the EU in its recommendation document of December 19th 2016 on Itineraries for the improvement of capabilities “New opportunities for adults (2016/C484/01)”, we start from a situation of ADULT EDUCATION in Europe characterized by the following:

(1) In today's society, everyone must have a wide range of skills, knowledge and competences, including a sufficient level of reading, writing, math, and digital skills to allow them to fully realize their potential, actively participate in society, and assume their social and civic responsibilities. These skills, knowledge, and competences are essential to access and progress in the labor market and to continue studying and training.

(2) It is increasingly common that a higher level and a wider range of skills are required for available jobs; in the future there will be fewer basic jobs. Even the basic jobs with low qualifications are increasingly demanding. The vast majority of jobs will require a certain level of digital skills and an increasing number of elementary jobs require basic or general skills (such as communication, problem solving, teamwork, and emotional intelligence).

(3) In 2015, 64 million people -equivalent to more than a quarter of the population of the EU- from 25 to 64 years old left initial education and training after having obtained, at most, the qualification of lower secondary education. Although there is no way to quantify the levels of basic skills of these people, the survey of the Organization for Economic Cooperation and Development (OECD) on adult capabilities, in which the levels of reading, writing, calculation, and problem solving in complex technological environments were measured shows that the percentage of adults from 16 to 65 years old who reached only the lowest level of training was similar in the 20 Member States.

(4) On the other hand, data from the 2013 OECD Program for International Student Assessment (PISA) highlight the significant percentage of 15-year-olds with poor reading (17.8%), math (22.1%), and science (16.6%) performance, results that exceed the value of reference of 15% of the Education and Training Strategy 2020 (ET 2020).

(5) The OECD survey on adult capabilities shows that persons with more training in reading, writing, math, and solving problems in complex technological environments tend to get better results in the labor market. Also, 20 to 25% of European adults between 16 and 65 years old with a low level of training in these capabilities are less likely to take part

CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

in learning activities or to participate fully in economy and the digital society. These people face a higher risk of unemployment, a higher incidence of poverty and social exclusion, greater health risks, and a lower life expectancy, while their children are at a higher risk of having a poor school performance.

(6) It is possible that low-skilled people with a lack in basic skills constitute a high proportion of unemployed persons (in particular long-term unemployed) and other vulnerable groups such as older workers, economically inactive persons, and third-country nationals, which makes their incorporation or reintegration into the labor market more difficult.

(7) The policies of the Member States to reduce early education and training dropout, in line with the Council Recommendation of June 28th 2011 and the Council Conclusions of November 23rd 2015 on policies to reduce early school leaving based on prevention, intervention, and compensation measures are having a positive effect. In 2015, the average rate of early school leaving in the EU in ages between 18 and 24 was approximately one percentage point below the 10% benchmark established in the Europe 2020 strategy, although with large variations between member states. Even if the benchmark objective were reached, the remaining 10% of these people would reach adulthood with serious difficulties in accessing long-term jobs. On the other hand, there are still a large number of people over 25 who left school early, many of them third-country nationals and others with a migratory or disadvantaged background.

(8) Participation in lifelong learning of low-skilled adults is four times lower than those with higher education. Access to lifelong learning opportunities remains uneven among different socioeconomic groups, and is more difficult for some groups of the working-age population, particularly third-country nationals. The impetus for broad and inclusive participation is essential to the success of skill-training measures. Efforts are also needed to reach people who need motivation, support, and continuous career management, particularly those furthest from the labor market or education and training.

(9) Skill improvement itineraries are aimed at adults with a low level of abilities, knowledge, and skills are excluded from the support provided under the Youth Guarantee aids framework, and provide them with flexible opportunities to improve their ability to read, write, calculate, and their digital skills to move towards higher levels of the European Qualifications Framework, appropriate to access the labor market and participate actively in society. This can be achieved by providing education and training in appropriate learning frameworks in which qualified teachers and trainers apply teaching methods adapted to adults and benefit from the potential of digital learning.



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

(10) Considering the legislation, circumstances, and resources available at the national level, Member States can focus skill-improvement itineraries on priority target groups. These itineraries can be applied in line with the implementation mechanisms established by the Member States and on the basis of individual commitment and interest in participating.

(11) Increasing the abilities and skills of adults contributes significantly to achieving the strategic objectives of Europe 2020 reflected in the European Semester policy cycle.

(12) The EU Charter of Essential Rights states that everyone has the right to education and access to professional and lifelong training.

(13) The 2015 United Nations Sustainable Development Goals call to ensure that all young people and most adults, both men and women, acquire reading, writing, and math skills by 2030.

(14) Recommendation 2006/962/EC of the European Parliament and Council, of December 18th 2006 on key competences for lifelong learning provides a framework to help Member States ensure that, At the end of the initial education and training, young people have developed the key competences that prepare them for adult life and complementary learning and working life. This framework also supports the Member States in ensuring that adults can develop and update their key competences throughout their lives.

(15) The European Framework of Digital Competences for citizens offers a common European reference of what it means to have good digital skills in today's society, and defines competences and levels of competences in five key areas.

(16) The Recommendation of the European Parliament and Council of April 23rd 2008 on the creation of the European Qualifications Framework for lifelong learning established a common framework of qualifications in eight levels, expressed in terms of learning outcomes that can be achieved through different ways of formal, non-formal, and informal learning.

(17) The joint report of the Council and the Commission on the implementation of the strategic framework for European cooperation in the field of education and training (ET 2020) in the field of adult education prioritized improving reading, writing, math, and digital skills, as well as sufficient second opportunities that lead to a qualification recognized in the European Qualifications Framework for those who do not possess level 4 of the European Qualifications Framework. The joint report also includes medium-term achievable objectives for vocational education and training; these being a better access



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

for all to qualifications through more flexible and permeable professional education and training systems, specifically through integrated professional services and efficient guidance, and enabling the validation of non-formal and informal learning.

(18) The Council Recommendation of December 20th 2012 on the validation of non-formal and informal learning asks Member States to establish by 2018 national provisions on validation (determination, documentation, evaluation, and certification) of non-formal and informal learning. This includes the possibility that unemployed persons or people at risk of unemployment may undergo a “balance of skills” aimed at determining their knowledge, skills, and competences.

(19) The Council Recommendation of April 22nd 2013 on the establishment of Youth Guarantee recommends that all young people under 25 receive a good offer of employment, lifelong education, apprenticeship, or internship within four months after becoming unemployed or finishing formal education. Member States are invited to offer young people who leave school early and have a low level of capabilities to rejoin education and training or second-chance educational programs that provide them with learning environments that answer to their specific needs and allow them to obtain the qualifications they did not achieve.

(20) The Council Recommendation of February 15th 2016 on the integration of long-term unemployed persons into the labor market advocates offering detailed and individual evaluations and guidance to long-term unemployed persons, as well as an agreement of labor integration that also includes an offer of individual services and the indication of a single point of contact before 18 months of unemployment.

(21) Commission Recommendation 2008/867/EC of October 3rd 2008 on the active inclusion of people excluded from the labor market invites Member States to expand and improve their investment in human capital through inclusive education and training policies, including effective lifelong strategies, and adapting education and training systems in response to new competence requirements and the need for digital qualifications.

(22) The Council Conclusions of June 5th and 6th 2014 on the integration of third-country nationals legally living in the EU supports the common basic principles for a policy of integration of migrants adopted in 2004, one of which is that the efforts made in education are essential to prepare migrants, and especially their children, to participate more successfully and actively in society.



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

(23) The Council Resolution of November 21st 2008 “To include permanent guidance in lifelong education and lifelong learning strategies” invites Member States to apply four guiding principles to go with transitions throughout the life of citizens: favor the permanent acquisition of guidance skills; facilitating the access of all citizens to counseling services; developing the quality assurance of the guidance services; and encouraging coordination and cooperation of the different actors at national, regional, and local levels.

(24) Despite these efforts, the access of low-skilled adults to educational and training opportunities and their participation in such initiatives remains a challenge. Active labor market policies aim to return unemployed persons to employment as quickly as possible, but they do not always offer flexible personalized opportunities to improve capabilities. It is unusual for public policies to address the need to develop the capabilities of those already employed, which puts them at risk of obsolescence. On the other hand, it is more difficult to access people furthest from the labor market who are, however, the ones most in need of improving their abilities.

(25) The Council and Representatives of the Governments of the Member States invited the Commission to present the proposal for a new agenda on capabilities for Europe, addressing, among other aspects, ways to boost capability development and knowledge acquisition, and taking into account that completing upper secondary or equivalent is usually considered as the minimum requirement to guarantee success in the transition from education to the labor market and to access further learning.

(26) The knowledge base needed by policy makers and professionals is growing, but incompletely. The bodies of the EU, especially Eurostat, the Executive Agency for Education, Audiovisual, and Cultural Affairs (EACEA), and the European Center for the Development of Vocational Training (Cedefop) could boost relevant research, experiences and analysis. The results of the work carried out within the framework of European cooperation in the fields of employment, education and training could contribute more to the development of the base knowledge and mutual learning.

(27) Employer organizations, employers, trade unions, chambers of commerce, industrial, commerce, and handcraft associations, national entities involved in planning, organizing, or promoting education and training and migrant integration policies, employment services, education and training providers, intermediate organizations and sector professionals, civil society organizations, local and regional economic agents, libraries, community services, and adult students themselves are among the key stakeholders of the concerted effort to raise awareness, engage, guide, and support people as they move forward in their itinerary of skill improvement.



(28) The diversity of the target groups, and the fragmentation and complexity of the political measures in this area often result in a lack of systematic approaches to improve the capabilities of the workforce, and a lack of awareness regarding the socioeconomic benefits that can be obtained. Therefore, coherent political efforts based on effective coordination and the establishment of partnerships in all policy areas are welcome.

(29) Given the considerable disparity of education and training systems, and labor market situations between Member States and regions, there is no single approach to employability. In this context, progress towards a specific level of qualification is, more than an end in itself, a means of enhancing one's own employability and active participation in society.

3.2 The refugee crisis and the need for integration

The communication from the European Commission to the Parliament, the Council, the Economic and Social Committee, and the Region Committee (COM 2016 p377), in which the need for an Action Plan for the integration of third-country nationals is presented, raises the need to promote the integration of this group as an intersectorial priority.

Diversity is, and always will be, a representative element of European societies. In fact, 20 million foreign nationals currently live in the EU, a 4% of the total population ¹. Human mobility, to a greater or lesser extent and for various reasons, will be an inherent characteristic of the 21st century both in Europe and the rest of the world; meaning that the EU not only needs to double its efforts regarding the management of migratory flows, but also integration policies applicable to third-country nationals ².

The EU has been supporting the integration policies of the Member States for several years; in 2014, the Justice and Internal Affairs Council ratified the Basic Common Principles for Migrant Integration Policy in the EU adopted in 2004, which establish a common approach to the integration of third-country nationals across the EU ³. In 2011, the European Commission presented the European Agenda ⁴ for the Integration of Third Country Nationals, which advocates the adoption of a more solid and coherent approach to integration in different political spheres and levels. During those years, many Member States developed their own integration policies based on their national contexts, and the EU played an important role in supporting some of these measures.

Despite the efforts made, third-country nationals residing in the EU are still at a disadvantage compared to EU citizens in terms of employment, education, and social inclusion ⁵. The measures recently taken to improve the management of the large



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

number of people who currently need protection in the EU, including relocation and resettlement measures [6](#), have highlighted the need for Member States with Less experience in integration to develop effective strategies in this area.

It is essential to ensure that people legally living in the EU, regardless of the length of their stay, can participate and contribute to European society enjoying well-being, prosperity, and cohesion in the future. At a time with increasing levels of discrimination, prejudice, racism, and xenophobia, there are legal, moral, and economic imperatives to defend essential rights, values, and freedoms of the EU, as well as a more cohesive global society. Thus, the successful integration of third-country nationals is a matter of common interest to all Member States.

Investing resources and energy in integration policies today will help Europe to become a more prosperous, cohesive and inclusive society in the long term. The European Migration Agenda [7](#) highlights the need to implement effective integration policies applicable to third-country nationals. In view of the challenges that migration poses today, and as has been well announced in the Communication of April 6th 2016 [8](#), the time has come to review and reinforce the common approach in all policy areas and to promote Participation of all relevant actors, including the EU, the Member States, regional and local authorities, social partners, and civil society organizations. The European Parliament also supports this approach in its Resolution of April 12th 2016, in which it urges, among other things, to the full participation and rapid integration of all third-country nationals, including refugees [9](#).

In accordance with the provisions of Article 79 section 4 of the Treaty on the Functioning of the EU, although the Member States are primarily responsible in the area of integration, the EU may establish measures to encourage and support the action of the Member States aimed at promoting the integration of third-country nationals legally living in their territory, and plays an important role in supporting, promoting, and coordinating the measures and policies of the Member States in this area. In the current context, many EU member states face similar challenges, so the EU can add value thanks to the structural support it offers. This action plan provides a common political framework that should serve to assist Member States in expanding and improving national integration policies applicable to third-country migrants, and describes the political, operational, and financial support that the Commission will offer to support your measures.



3.3 Challenges and opportunities of integration

Research reveals that third-country nationals still encounter obstacles in the education system, the labor market, and access to decent housing [10](#). They are more vulnerable to poverty and social exclusion compared to nationals of the host country, even if they have a job; also, children are exposed to a particularly high risk of poverty.

As the Commission notes in its Communication of April 7th 2016 [11](#), national economic and social policies must address the recent influx of migrants and refugees from third countries to meet their immediate needs and facilitate their integration into the labor market and society. This will be a challenge for many Member States, but with the right conditions for a rapid and satisfactory integration, it is an opportunity, particularly for Member States that face demographic changes. This issue must also be considered from an economic point of view, since the data prove that third-country nationals make a favorable net tax contribution when they are integrated in a timely manner, starting with rapid integration into education and the labor market [12](#).

It would be a significant waste of resources to not releasing the potential of third-country nationals in the EU, in general for our economy and society [13](#). There is a clear risk that the cost of non-integration is higher than the cost of investing in integration policies.

Individual integration needs vary significantly depending on the reason why the person arrives in the EU and the expected duration of their stay, as well as their skills, education, and work experience. Third-country nationals with a high level of qualification who move for economic reasons may benefit from the integration support provided by companies that hire them, for example, with language courses, as well as the network that surrounds them offers. Other third-country nationals may not have such help; newly arrived refugees, in particular, have specific difficulties, like vulnerability from their trauma, lack of documentation, qualifications, inactivity before and during the asylum procedure [14](#), but they also have cultural and linguistic obstacles and are exposed to risks of exclusion in education and in the labor and housing market, which not only affect refugees.

Measures to support the integration of third-country nationals neither should nor have to apply at the expense of measures for the benefit of other vulnerable or disadvantaged groups or minorities. In fact, the rationalization of the integration of third-country nationals is and should be an integral part of the measures taken to modernize and develop inclusive social, educational, health, and equality policies, with a view to offering favorable conditions so everyone participates in society and economy. The next initiative “A new Agenda of Capabilities for Europe” [15](#) aims to strengthen human capital and employability in Europe to contribute to the overall competitiveness of the EU. Other

specific adapted measures can meet the integration needs of specific groups of migrants from third countries, regardless of whether they have recently arrived and meet the conditions of residence or have already been in the EU for several years [16](#).

3.4 Creation of cohesive societies

The development of effective integration policies, both for third-country newcomers who meet the conditions of residence and for those who have been in the EU for longer, is a long-term investment. Effective and fair integration measures require sufficient political, social, and financial investments, which will favor all our communities in the long term.

Experience shows that integration policies work best when they are designed to ensure the existence of coherent systems that facilitate the participation and training of everyone in society, both from third-country nationals and from the communities in which they are integrated. This means that integration must go beyond participation in the labor market and the language of the host country: integration is more effective when it is rooted in what it means to live in the diversity of European societies.

The EU is based on essential values like democracy, the rule of law, and respect for essential rights. EU's Charter of Essential Rights enshrines many rights essential to the integration process, such as freedom of speech, of religious beliefs, and the rights of equality and non-discrimination. It is essential to know and follow these essential values to live and participate in the host society, and these rights also protect third-country nationals and promote their inclusion in society. In this regard, the Council discussed the integration of third-country nationals in the context of the annual dialogue on the Rule of Law held in 2016 [17](#), which reaffirmed the importance of having these essential values and the principle of bidirectional integration.

This bidirectional and dynamic integration process not only entails third-country nationals embracing the essential values of the EU and learning the host language, but also offering the right conditions to their participation in the economy and society of the Member State in which they live.

An active contribution and the possibility of participating in political, cultural and social life is at least as important as creating a feeling of belonging fully rooted in the host society and forging prosperous societies from the socioeconomic point of view. The development of welcoming, diverse, and inclusive societies is a process that requires the commitment of both third-country nationals and the host society. It is essential to



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

promote intercultural dialogue, including interconfessional dialogue between religious communities, on respect for human rights and European values.

3.5 Main political priorities and tools to support integration throughout the EU

The process of successful integration takes a while, and covers many different political spheres, such as education, employment, entrepreneurship, and culture, and happens in various contexts. In accordance with the European Agenda for Integration of 2011, this action plan shows the political priorities and the tools available to support the implementation of these priorities.

3.5.1 Intersectorial political priorities

It is necessary to give priority to the specific measures taken both by the EU and by the Member States to strengthen and support integration in the main political spheres.

Medidas previas a la partida y a la llegada

For the integration process to be successful, it is essential to offer support to third-country nationals as soon as possible. Whenever possible, this could begin with measures prior to departure and arrival, aimed at persons from third countries as well as the host society. These measures can benefit individuals, regardless of the reason they have to legally reside in the EU, but they can also be of great importance in preparing for resettlement of refugees. Given that the Member States should promote the implementation of the Resettlement Decision of June 2015 [18](#), the volunteer humanitarian admission regime with Turkey [19](#) and the individual resettlement system within the framework of the EU-Turkey Declaration [20](#), increasing importance will be given to the elaboration of additional measures prior to departure to facilitate integration, especially planning for the next structured resettlement system, announced in the Communication of April 6th 2016 [21](#).

In the case of interested third-country nationals, particularly those who move for work or family reasons, and also for refugees who need resettlement, language training and job training before departure can expedite integration into their future environment. It has been shown that pre-departure measures designed jointly between countries of origin and destination are very effective in accelerating integration, but cooperation with countries of origin and transit is not yet sufficiently developed on this issue. In its communication on the establishment of a new Partnership Framework with third countries in the context of the European Migration Agenda [22](#), the Commission proposes to adopt a coherent and adapted approach to develop, in collaboration with the Member States, instruments, tools, and incentives to create wide-ranging partnerships with third



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

countries to improve migration management. For example, the Commission will collaborate with the Member States to strengthen cooperation with certain third countries, to fulfill the commitments made in the framework of the action plan signed at the Valletta Summit on migration of November 2015 [23](#), including Pre-departure measures.

The main elements to facilitate the integration of refugees through their resettlement in the countries of destination are to provide them with information about the country in which they are going to resettle, help them create realistic expectations about their new life, raise awareness of their rights and duties, and provide them with language and other skills that can help them succeed in their new environment.

It is necessary to benefit from the innovative use of technology, social networks and the internet also in all stages of the integration process, including pre-departure measures. Some Member States have developed online tools, like apps to inform newly arrived asylum seekers about their rights and the host society, or to offer basic language training or practical information to facilitate their daily lives.

Likewise, pre-arrival measures can help prepare host communities for the arrival of third-country nationals, a fact that helps stimulate empathy and serves to know how to overcome prejudices and foster a receptive and welcoming attitude . Many Member States already organize some kind of pre-arrival measures for communities that host resettled refugees, like the SHARE network, a tool for the reception, support, and training of resettled refugees, co-financed by the European Commission and designed to connect European local and regional authorities and civil society partners involved in the integration and resettlement of refugees [24](#).

In order to fulfill the commitments assumed in the field of resettlement, the Commission will allocate more financial assistance to the Member States to take effective measures prior to departure and to strengthen cooperation with relevant international actors, such as the International Organization for Migrations (IOM). The Commission has proposed the new EU Asylum Agency to play the leading role in facilitating and supervising the exchange of good practices between the Member States, including pre-departure measures in the field of integration [25](#).

The Commission:

- Will launch projects aimed at supporting pre-departure and arrival measures applicable to local communities, also in the context of resettlement programs, focusing



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

mainly on priority third countries.

- Will collaborate with the Member States to strengthen cooperation with the selected third countries in the adoption of pre-departure measures, including those within the framework of the action plan signed at the Valletta Summit.

In order to strengthen their integration policies, Member States are urged to:

- Promote private sponsorship programs [26](#) for the resettlement of refugees, to actively involve local communities in the process of integrating third-country nationals.
- Participate in multilateral projects for the resettlement of refugees, such as the EU project to facilitate resettlement and the admission of refugees through the exchange of new knowledge [27](#).
- Provide information prior to departure to prepare migrants for their arrival in the EU, including assigning officers for integration into embassies of the third countries.

Education

Education and training stand out as one of the most powerful tools for integration purposes, so access to them should be guaranteed and promoted as soon as possible. The acquisition of basic skills is the key to further learning, as well as the gateway for labor and social integration.

For the process of integration of third-country nationals to be satisfactory, it is essential that they learn the language of the country of destination. Language integration programs should be activated as soon as possible after arrival, adapted to the linguistic needs of each person and combining language learning with the learning of other skills and competences or professional experience. It is also necessary to adopt measures so both men and women can opt for these courses.

All children, regardless of their family, cultural environment, or gender, have the right to education to enhance their development. It is highly possible that refugee children have suffered a break in their training or in some cases that they have not even been able to go to school and need individual help, such as support lessons. Likewise, teachers need specific skills to help them, so they should receive support in increasingly diverse classrooms, to prevent school failure and educational segregation.

Childcare and education are essential for the integration of families and children from third countries, and also have an essential role when learning to live in heterogeneous societies and to acquire language skills. Investing in childcare and education is most



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

effective to fight poverty and social exclusion, as well as to ensure that all children are offered the opportunity to develop their full potential.

It is also essential that third-country nationals know the law, culture, and values of the host society, so they know what are the responsibilities that come with their new life in the host community and they can participate actively in it. Education plays an essential role in the socialization of children, and can foster social cohesion and mutual understanding between third-country nationals and host societies; it is necessary to further inquire about the introduction of civic education courses in secondary education. Informal learning (like youth associations, culture, and sport) also has a key role in complementing integration through formal education in schools or higher education centers.

Within the framework of the initiative “A New Agenda of Skills for Europe”, the Commission will propose measures to promote the improvement of the skills of low-skilled persons that may be beneficial for third-country nationals [28](#).

The Commission:

- Will provide online learning and language assessment services for third-country newcomers, especially refugees, through the Erasmus Plus online language support program (100000 licenses for online language courses for refugees, for a period of three years).
- Will support peer-to-peer learning programs based on policy measures like welcome lessons, assessment of language and other skills, support for unaccompanied minors, intercultural awareness, recognition of academic qualifications, and integration in higher education.
- Will support the school community to promote inclusive education and meet the specific needs of foreign students through the online platform of the [School Education Gateway](#) Commission.
- Will remove obstacles for all third-country national children to access early childhood education through the development of the European quality framework for childcare and education (ECEC), including assistance to the participants in this framework to meet the specific needs of families.
- Will support the improvement of the skills of low-skilled people in the context of the initiative “A New Agenda of Skills for Europe”.

In order to strengthen their integration policies, Member States are urged to:



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

- Provide teachers and other school staff with the necessary skills to manage diversity and promote the hiring of teaching staff with experience in teaching migrants.
- Promote and support the participation of migrant children in childcare and education.

Integración laboral y acceso a la formación profesional

Employment is a key part of the integration process. In fact, finding a job is essential to enter the social and economic life of any country, as it provides access to decent living and housing conditions, and economic inclusion. A full integration into the labor market can also help to meet the growing demand for specific skills in the EU, as well as strengthening the sustainability of welfare systems in the current landscape of an aging population and workforce. In fact, employment is usually the most important determining factor of the total net tax contribution of third-country nationals [29](#). Supporting entrepreneurship, including through access to existing microcredit granting programs, is also a vital resource for fostering the contribution of third-country nationals to the economy and society as a whole.

However, employment rates of third-country nationals persist below the average of the citizens of the host country in most Member States [30](#). Many third-country nationals have more qualifications or competences than necessary for jobs in less favorable conditions when it comes to salaries, labor protection, excessive representation in certain sectors, and career prospects [31](#). Activity and employment rates tend to be much lower in the case of women [32](#), so it is essential to pay special attention to their integration into the labor market.

Therefore, it is essential to facilitate the validation of skills and the recognition of qualifications to ensure the use of the individual's skills to develop their full potential. This issue is of particular importance in the case of refugees, who may not have the necessary supporting documents to prove their training and previous qualifications, may have had breaks in their training, or may not even have participated in formal education at all.

At the Tripartite Social Summit of March 16th 2016 [33](#), the social partners of the different EU industries presented a joint declaration on the refugee crisis [34](#), in which they highlighted the importance of the integration of refugees in training, employment, and society in general, and advocated seeking a comprehensive solution for the validation and evaluation of skills, but taking into account economic needs.



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

Although EU law already includes the same opportunities for refugees to access the labor market, current labor policies, both general and specific, will continue to be necessary to facilitate their participation. The Commission welcomes the fact that some Member States facilitate access to the labor market well before the nine-month period established in the Directive on reception conditions, as is the case in Belgium, Italy, and Romania. It also highlights that countries such as Germany have more flexible conditions for asylum seekers to access the labor market, and initiatives to establish a link between the resettlement of asylum seekers and refugees and employment opportunities (in Sweden, Denmark, Finland, Portugal, and Estonia).

A quick integration into vocational training, focusing on learning at work can be of great importance for some third-country nationals, to provide them with a favorable basis for their successful integration into the labor market, so they can move towards higher levels of qualification. The Commission will mobilize existing programs and policies (European Alliance for Apprenticeships, European Pact for Youth, Erasmus Plus, Education and Training 2020, etc.) to promote peer learning and share promising practices on integration in the field of professional education and training.

Lastly, the fast activation and intervention of young people in vulnerable situations (NEET) -including youth from third countries- vital to guarantee their early integration into education, professional learning, internships, or the labor market. The Commission will study possibilities to further improve awareness-raising activities aimed at this group within the framework of the existing initiative “Youth Guarantee” and, when appropriate, with the participation of the private sector.

The Commission will develop measures and tools in the context of the initiative “A New Agenda of Skills for Europe” with a view to support the development of profiles of competences and the recognition of qualifications of third-country nationals [35](#).

The Commission:

- Will create an online archive of promising practices for integration in the labor market for refugees, and to offer protection in the right conditions, to asylum seekers, as a source of reference for policy makers in the Member States.
- Within the framework of the “A New Agenda of Skills for Europe” initiative, the following measures will be taken:
 - 1) Developing a tool to evaluate competences and qualifications, to aid in the identification of national competences and qualifications from newcomers.
 - 2) Ensuring that information on practices and decisions regarding the recognition of



- qualifications of different countries is collected through Europass;
- 3) Improving the transparency and recognition of qualifications acquired in third countries, by reviewing the European Qualifications Framework.
- Will provide specific support for the faster recognition of the academic qualifications of third-country nationals, including refugees, with the implementation of measures such as improved cooperation between National Academic Recognition Information Centers (NARIC) and teaching staff in reception facilities.
 - Will launch projects (within the framework of the Asylum, Migration, and Integration Fund and the EU Program for Employment and Social Innovation) to promote the integration of refugees into the labor market, a faster insertion into the labor market and the integration of women in vocational training and the labor market.
 - Will identify good practices to promote and support entrepreneurship among migrants, in addition to financing pilot projects for dissemination.

In order to strengthen their integration policies, Member States are urged to:

- Support the rapid insertion into the labor market of third-country newcomers, for example, through a prompt evaluation of their competences and qualifications, the combination of language learning with job training, advice, and specific guidance.
- Remove obstacles to guarantee the effective access of refugees to vocational training and the labor market and, in the right conditions, to offer protection to asylum seekers.
- Evaluate, validate, and recognize as soon as possible the skills and qualifications of foreign nationals, making full use of the tools available in the EU.
- Promote entrepreneurial spirit through individualized business advice and training, by opening standard structures aimed at boosting entrepreneurship to third-country nationals.

Access to basic services

In order for third-country nationals to begin living in the new society in which they are integrated, an indispensable condition is to have access to decent and affordable housing, although this option poses an important challenge due to the current influx, both in the initial reception stage and in the search for long-term housing solutions that still offer sufficient employment opportunities. Although housing policies fall within the competence of the Member States, the Commission supports them to meet immediate housing challenges posed by the refugee crisis, offering them funding to enable decent and affordable social housing [36](#). The European Investment Bank can also provide aid,

CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

with funds allocated to reception centers, temporary accommodation during the asylum application stage, and longer-term social housing for third-country nationals that are granted asylum [37](#).

The new European Network for integration and partnerships within the framework of the Urban Agenda for the EU [38](#) (see section 5.2) will provide a framework for cities, Member States, and other stakeholders to exchange experiences and good practices on housing for diversity and migration, including how to address geographic isolation and the creation of ghettos, and how to identify bottlenecks and specific actions.

The data show that diseases and the lack of access to health services can be an important and constant obstacle to integration, and also affects practically all areas of daily life and the possibility of accessing jobs, education, language learning, and interaction with public institutions. Specifically, it is essential to guarantee access to health during the first stage of reception, although third-country nationals may find specific problems in accessing traditional health services, interact with unfamiliar health systems, and communicate effectively with healthcare staff. The Commission will finance projects aimed at supporting good practices in providing health services to people in vulnerable situations, especially refugees. It has also developed, in collaboration with the European Center for Disease Prevention and Control (ECDC) and the International Organization for Migration (IOM), a personal medical history to facilitate the identification of health needs of third-country nationals and provide them with the necessary medical care.

The Commission:

- Will promote the use of EU funds in social, reception, education, housing, and health infrastructure for third-country nationals.
- Will strengthen cooperation with the European Investment Bank, to offer financing for sanitary infrastructure and both temporary accommodation for foreign newcomers and for social housing.
- Will promote peer-to-peer learning exchanges between Member States and cities in the form of study visits, peer reviews and sharing of good practices on how to overcome the challenges posed by housing, including geographic isolation and the creation of ghettos.
- Will support good practices in providing assistance to refugees and third-country nationals in vulnerable situations, including women, children, and the elderly in the framework of the health program.



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

- Will develop pilot pedagogical modules for health professionals on the health of refugees and third-country nationals, to improve and strengthen the skills and abilities of the most experienced health professionals, promoting a holistic approach to healthcare for refugees and foreign nationals.

In order to strengthen their integration policies, Member States are urged to:

Ensure the adoption of an integrated approach, through the coordination of housing policies with equal access to employment, healthcare, and social services, as well as through intersectorial collaboration, thus strengthening the communication between local, regional, and national authorities.

Create networks of competences of health experts -for example on mental health, particularly post-traumatic stress- in refugees, with close collaboration between health authorities, non-governmental organizations, and organizations of health professionals for the prevention and the early detection of problems and the provision of help and treatment.

Active participation and social inclusion

The participation of third-country nationals themselves in the design and implementation of integration policies is essential to improve the results of their participation and integration. This process is not just about learning the language, accessing a home or finding a job, it is also about playing an active role in the local, regional, and national community to which one belongs, establishing and maintaining real interpersonal contacts through social, cultural, and sport activities, and even participation in politics.

When designing integration policies at the national, local, or EU level, it is necessary to pay special attention to gender issues, the situation of children -including unaccompanied and separated children [39](#)- and those in situations of vulnerability, including victims of gender violence and people belonging to religious and ethnic minorities at risk of discrimination or finding disproportionate obstacles to integration.

The Commission will start a dialogue with the Member States to ensure that concerns related to gender and the situation of migrant women are taken into account in the planned policies, the financing initiatives, and the co-financed measures from EU funds [40](#).

Promoting exchanges with the host society through volunteer, sports, and cultural activities from the beginning facilitates dialogue and mutual understanding. This can also



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

bring benefits to third-country newcomers (making them feel included in their new community and helping them understand rules and values) and to the host society, since acceptance is promoted and a receptive attitude is enhanced. There are already newcomers who actively participate in the activities of sport clubs and youth and cultural organizations in the EU; for example the European Volunteer Service promotes volunteer work in reception centers, creating links between asylum seekers and young Europeans, and helping asylum seekers to better understand European values and culture.

EU law protects everyone equally, whether national or not, against discrimination in the workplace or to access employment for reasons of racial or ethnicity, religious or ideological beliefs, and against discrimination in education, social protection, and access to goods and services for reasons of race or ethnicity [41](#). Member States must ensure the application of these rights, so a quick agreement must be concluded on the Commission's proposal to complete the framework against discrimination on religious basis, among others [42](#).

For integration policies to be effective, they must consider the fight against discrimination and the promotion of a positive approach to diversity, as well as the fight against racism, xenophobia, and hate speech through the application of EU law [43](#) and national laws, and by adopting concrete policy measures.

The Commission:

- Will launch projects to promote intercultural dialogue, cultural diversity, and common European values through culture, cinema, and art (Creative Europe).
- Will launch projects aimed at promoting social inclusion through youth and sports programs (Erasmus Plus).
- Will give higher priority, within the European Volunteer Service, to the activities dedicated to the integration of refugees and asylum seekers in their new host communities.
- Will develop manuals and create resources for professionals regarding cultural expression and awareness, intercultural dialogue, active participation of third-country nationals in political, social, and cultural life and sports activities, and contribution of work with youth.
- Will promote projects financed by different EU funds, enhancing: participation in political, social, and cultural life and sports, social inclusion through education, training and youth programs, the prevention and eradication of discrimination, gender-based violence, racism, and xenophobia -including hate speech and hate crimes-, and



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

fostering a greater understanding among communities, including religious communities.

- Will continue to work with the European Parliament and Council to adopt the Directive against discrimination.

In order to strengthen their integration policies, Member States are urged to:

- Promote exchanges with the host society from the beginning through volunteer, sports, and cultural activities.
- Increase the participation of third-country nationals in local democratic structures.
- Invest in projects and measures aimed at tackling prejudices and stereotypes (for example awareness campaigns and training programs).
- Fully implement legislation against racism and xenophobia and for the rights of victims, and against discrimination and in favor of equal treatment.
- Organize civic guidance programs for all third-country nationals as a way to boost integration into the host society and promote understanding and respect for EU values.

3.5.2 Tools to support integration

Coordination of policies

The integration of foreigners is a political priority that must be pursued not only in different political spheres, but also at different scales (local, regional, national, EU) and with the participation of non-government stakeholders (civil society organizations, including diasporas and migrant communities, as well as faith-based organizations).

The EU must play a more important role in coordination and link between different agents and stakeholders in the field of migrant integration to address the challenges outlined above. Therefore, the European Commission will convert the current network of National Integration Contact Points [44](#) into a European Integration Network with a stronger coordinating role and a mutual learning mandate. The Commission will promote exchanges between Member States within that network through specific learning activities, such as study visits, peer reviews, mutual assistance, and peer learning workshops on specific aspects of integration. The network will promote cooperation with national, local, and regional authorities, civil society organizations, and other networks of Member States at the EU level in related policy areas (employment, education, equality, etc.).



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

Since 2009, the European Integration Forum [45](#) serves as a platform for civil society and European institutions to discuss issues related to integration. As of 2015, the Integration Forum was renamed the European Migration Forum, which deals with a wider range of issues that are also related to migration and asylum.

Moreover, the EU's political cooperation in the fields of education, youth, culture, sport, labor, and social inclusion encompasses the challenges related to the integration of foreigners. Within the framework of the Europe 2020 Strategy for Growth and Employment, objectives have been set in the fields of education, employment, and social inclusion, aimed at supervising and promoting structural reforms. The results concerning the integration of third-country nationals into Member States have also been analyzed and monitored in the country reports and country-specific recommendations within the framework of the European Semester, with particular emphasis on integration into the labor market and education, to promote the achievement of better results and social inclusion [46](#).

In November 2015, the Council and the Commission decided to strengthen cooperation in the fields of inclusive education, equality, equity, non-discrimination, and the promotion of civic skills in the Education and Training 2020 strategic framework for European cooperation in the field of education and training [47](#) and the EU Work Plan for Youth for 2016-2018 [48](#).

The Commission has also created a partnership within the framework of the Urban Agenda for the EU focused on the integration of third-country nationals, in which the Commission, Member States, cities and civil society representatives will take measures joint to promote integration. This work was reinforced by holding a round table on political issues in which the Commission and European cities intervened, with a view to promoting long-term integration [49](#). The overall objective is to intensify dialogue with local and regional authorities and civil society (including migrant communities and diaspora organizations) through regular meetings to discuss integration policies and issues related to financing.

Financing

The success of integration policies depends on the relationship between a strategic, coordinated, and multidimensional policy framework and adequate financial assistance. The EU has supported integration measures through specific financing and, in more general terms, with tools designed for social and economic cohesion between Member States. In the previous programming period (2007-2013), 825 million Euros were spent from the European Integration Fund. The mid-term evaluation of this Fund [50](#) has



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

revealed that, in most Member States, projects financed under it have not been implemented. In several Member States, the Fund contributed to strengthening and expanding the activities carried out by non-governmental organizations and local stakeholders regarding integration, and encouraged dialogue and the exchange of ideas and good practices among the stakeholders involved in the integration process [51](#). Besides this specific aid, the Member States also allocated significant amounts in the framework of the Structural Funds to support integration measures aimed at improving social inclusion and access to education and the labor market of third-country nationals. For example, measures co-financed from the European Social Fund (ESF) have benefited more than 5 million people in this population group [52](#), but this financing represented only part of the total investment made in the Member States.

In the context of the current multiannual financial framework 2014-2020, the Member States have allocated 765 million Euros for integration into their national programs financed by the Fund for Asylum, Migration, and Integration (FAMI). This figure reflects a slight reduction regarding the previous period, although the needs are greater, so given the current situation, it is not enough to cover the total investment that Member States must make.

In this context, President Juncker, in his September 2014 speech on the State of the Union [53](#), argued that Member States need to review aid, integration, and inclusion policies, and asked the Commission to study how EU funds could support this work. The Commission services assumed this task and defined the potential of the different funds under shared management to support the integration and the role that international financial institutions could play. The Commission developed guidance documents to help Member States improve the strategic and coordinated use of relevant EU funds to obtain faster and more effective results on the ground [54](#).

Within the framework of the European Structural and Investment Funds (EIE Funds), significant amounts have been allocated to the Member States for the current programming period, and there is still considerable scope for these funds to support integration measures. In particular, the European Social Fund (ESF) and the European Regional Development Fund (ERDF) support investment related to the labor market, education and social inclusion [55](#). For example, in the ESF, 21000 million Euros have been allocated for distribution among all Member States to promote social inclusion and tackle poverty and discrimination, while under the ERDF, Member States have allocated 21400 million Euros. The latter fund can contribute to measures aimed at supporting investments in infrastructure for employment, social inclusion, and education, as well as for housing, health, business creation, and the physical, economic, and social



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

regeneration of disadvantaged communities in urban and rural areas, also through the Program of Innovative Urban Actions 56.

The European Agricultural Fund for Rural Development (EAFRD) can contribute to supporting integration in the context of the priority “Promoting social inclusion, poverty reduction, and economic development in rural areas” with allocations amounting to 14400 million Euros, with possibilities of job creation and provision of basic services and measures for of social inclusion 57.

The Commission actively collaborates with all stakeholders to ensure that the maximum potential of financing tools is used, and that it is used in an integrated and strategically coordinated manner. It promotes the exchange of experiences between agents and funds, strengthening the capability of such agents to ensure the adoption of a coherent approach. The FAMI-FSI Committee 58 is the forum where dialogue has already intensified and mutual learning has been implemented. Another example is the recently established Transnational Cooperation Network on Migration within the framework of the European Social Fund, which brings together the ESF managing authorities, the social partners and other relevant stakeholders to exchange experiences on how to make the most of the financing granted in the ESF (also in the context of synergies with the FAMI) for the integration of third-country nationals. The Commission will continue to intensify its strategic dialogue with each Member State by holding thematic meetings and providing specific guidance to maximize the use of available funds and study other possibilities within the framework of existing programs.

Moreover, the Commission will continue to urge Member States, regional and local authorities, social partners, and non-government organizations to take full advantage of the partnership mechanisms for the implementation of EU Funds 59. Member States should offer the widest possible variety of opportunities to organizations, especially those that adopt innovative approaches, to participate in calls for proposals for national programs financed from such funds.

Lastly, the Commission intends to intensify the financial assistance that the EU offers to Member States for the purpose of integrating third-country nationals under the Asylum, Migration, and Integration Fund in the context of the 2017 budget proposal.

3.5.3. Next stages

In this EU action plan on integration, the Commission establishes tools and political priorities for concrete measures to be taken at EU level in order to support the



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

integration programs implemented by the Member States, to expand and strengthen integration policies across the EU; in the effort to create more resistant, cohesive, and stronger societies, the time has come to speed up. The Commission will continue to incorporate the priority of migrant integration, non-discrimination, and inclusion in all relevant measures and policy areas, and expects the Member States to do the same.

The Commission will also continue to monitor policies and results in the field of integration through the creation and expansion of current tools and indicators, further strengthening cooperation with relevant stakeholders [60](#). On that basis, it will continue to analyze the results of the integration of third-country nationals and provide guidance - where appropriate- to the Member States within the framework of the European Semester [61](#).

Member States are invited to review and reinforce their integration policies applicable to third-country nationals residing legally, in accordance with this action plan, in view of new and future challenges and to ensure that all relevant policies are aimed at supporting the objective of creating more cohesive societies. Member States should also study strategically how -besides FAMI financing- other relevant financial assistance can be channeled in a timely manner, in the context of programs funded from the European Structural and Investment Funds and other EU funding tools to support their integration objectives and improve synergies and complementarity between different scales and policy areas.

The Commission will periodically review the implementation of the measures presented in this action plan and the progress achieved, in addition to identifying other measures deemed necessary, and will inform the European Parliament and the Council accordingly.



4. PROPOSAL TO TACKLE THE CHALLENGES OF ADULT EDUCATION

Based on the EU Council in its recommendation December 19th 2016 on itineraries for skill improvement: New opportunities for adults (2016/ C 484/01).

4.1 Recommendations to Member States

Depending on the legislation, circumstances and resources available at the national level, and in close cooperation with social partners and education and training providers:

1. Offering adults with lower level of skills, knowledge, and competences -for example those who dropped out of initial education or training before completing the second cycle of secondary education and are excluded from the planned aid within the framework of Youth Guarantee- an access to skill-improvement itineraries that grant them the chance, depending on their individual needs, to:
 - a) acquire a minimum level of reading, writing, math, and digital skills, and/or
 - b) acquire a wide range of skills, knowledge, and competences relevant to the labor market and active participation in society, based on Recommendation 2006/962/EC on key competences for lifelong learning, progressing to level 3 or 4 of qualifications of the European Qualifications Framework, depending on national circumstances.
2. Taking into account national circumstances, available resources and existing national strategies, identifying the priority target groups for the implementation of national skill-improvement itineraries. In doing so, gender, diversity, and the different subgroups of the target population will also be considered.
3. As appropriate, basing the conception of skill-improvement itineraries in three stages: assessment of capabilities, offering personalized, flexible and quality learning, and validation and recognition of the skills acquired. These steps could be carried out through guidance and support measures, as stipulated in sections 12, 13, and 14, and making the best use of the potential of digital technologies when appropriate.

4.1.1 Evaluation of capabilities

4. Offering adults included in priority target groups -defined in accordance with section 2- the opportunity to undergo an evaluation, for example a balance of capabilities that allows them to identify the capabilities they already have and those they could acquire.

CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

5. Applying to low-skilled adults -as appropriate- the validation provisions established in accordance with the Council Recommendation of December 20th 2012 on the validation of non-formal and informal learning, to determine, document, evaluate, and/or certify existing capabilities.

4.1.2 A personalized and flexible training offer

6. Establishing an education and training offer, in accordance with section 1 that meets the needs defined by the evaluation of capabilities. For migrants from third countries include, as appropriate, opportunities for language learning and training preparation.
7. In line with national systems and circumstances, allowing a greater use of units of learning outcomes that can be documented, evaluated, and validated, to record students' progress in the different stages.
8. To the extent possible, taking into account the needs of the labor market at the local, regional, and national levels when creating an offer, in accordance with paragraph 1, and making it available in close cooperation with relevant stakeholders, especially social partners and local, regional, and national economic agents.

4.1.3 Validation and acknowledgement

9. Using the validation provisions available in accordance with the Council Recommendation of December 20th 2012 on the validation of non-formal and informal learning, to assess and certify the knowledge, skills, and competences acquired, including on-the-job learning, and promoting their certification to obtain a qualification, in accordance with the framework and national qualification systems.
10. Depending on the legislation, circumstances, and resources available at the national level, applying skill-improvement itineraries considering the principles set forth in paragraphs 11 to 18.

4.1.4 Coordination and association

11. Ensuring effective coordination to implement this Recommendation, and support, when appropriate, the involvement of relevant public and private actors in the fields of education and training, employment, social and cultural issues, and in other policy areas relevant, as well as the promotion of partnerships between them, including cross-border and regional cooperation.

4.1.5 Measures of communication, guidance, and support

12. Applying motivational and communication measures that include raising awareness of the benefits of improving capabilities and providing information on existing guidance, support measures, opportunities available to improve capabilities and competent bodies, and offering incentives to the least motivated to use them.



13. Offering counseling and/or tutoring services to help students overcome the different stages of the skill-training process.
14. Considering the possibility of conceiving and applying support measures that equally remove obstacles to participation in skill-improvement itineraries. Such measures could include, among others, direct support to students or indirect support to employers to facilitate the improvement of their employees' capabilities.
15. Supporting the initial training and ongoing professional development of the staff hired for the application of the skill-improvement itineraries, particularly teachers.

4.1.6 Monitoring and evaluation

16. To the extent possible, within one year of the adoption of this Recommendation, no later than mid-2018, and on the basis of existing national mechanisms and financial frameworks, outlining the appropriate measures to the application of this Recommendation at the national level.
17. Evaluating, within the context of the existing national frameworks, all the measures mentioned in section 16 and their effects on the progress made by the target groups in the acquisition of reading, writing, math, and digital skills and/or with views at level 3 or 4 of qualifications of the European Qualifications Framework, depending on national circumstances.
18. Using the results of the evaluation to inform, where appropriate, of the conception and application of national skill-improvement itineraries and inform of new policies and reforms based on experience.

4.2 Recommendations to the Commission

19. With the help of the Vocational Training Advisory Committee, monitoring the implementation of this Recommendation, especially through exchanges such as mutual learning, together with European coordination bodies and processes in the field of policies of employment, education, and training.
20. Encouraging the use of relevant existing competence frameworks, such as the European Digital Competence Framework for citizens, as well as assessment tools.
21. Promoting mutual learning between Member States and facilitating access to key resources and information available through the Electronic Platform for Adult Learning in Europe (EPALE).
22. Supporting and carrying out, in collaboration with Union bodies and international organizations like the OECD or UNESCO, relevant research studies and analyses on adult education and capability assessments (like OECD survey on adult capabilities).

23. Where appropriate, without prejudice to negotiations on the next multiannual financial framework, and in line with the priorities defined for the 2014-2020 period, supporting the use of current and future European financing programs in the field of capability development, especially the European Structural and Investment Funds and the Erasmus Plus Programme, for the implementation of this Recommendation in line with its legal basis.
24. At the latest on December 31st 2018, taking stock, within the framework of the existing notification procedures, of the implementation measures outlined by the Member States.
25. Assessing and evaluating, in cooperation with the Member States and after consultation with the interested parties, the measures taken in response to this Recommendation and, within five years from the date of their adoption, submitting to a report the Council on the progress made to improve the levels of reading, writing, math, and digital skills among low-skilled adults, the experience acquired, and its implications for the future.

4.3 The importance of Adult Education

People pursue adult learning for a variety of reasons: to improve their employment prospects, to develop personally or professionally, and to obtain transferable skills like critical thinking. Adult learning also helps improve social cohesion and promotes active citizenship.

Increasingly, individuals must rely on continuous professional development to remain competitive in the labor market. Therefore, focusing on adult learning is vital for Europe to overcome the economic challenges it currently faces, and to respond to the demand for new skills and sustained productivity in an increasingly digitalized world economy.

Actions and initiatives at the European level improve our understanding of how to respond to the challenges in the field of adult learning; they can also provide support to institutions and individuals, and allow a better exchange of knowledge and experiences between countries.

4.4 What does the EU do to support Adult Education?

A resolution adopted by the Council on a renewed European Agenda for adult learning highlights the need to significantly increase the participation of adults in formal, non-formal, and informal learning, whether to acquire skills for employment, for active citizenship, or for personal development and fulfillment.



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

This Agenda describes a vision of how adult learning should be developed in Europe by 2020 and sets the following specific priorities for the years 2015-2020:

- Improving governance through better coordination between policy areas, greater effectiveness, and social relevance.
- Significantly increasing the supply and demand for high quality provision, especially in literacy, math, and digital skills.
- Ensuring effective strategies of dissemination, guidance, and motivation to reach and help adult students.
- Offering more flexible opportunities for adults to learn and improve access through more workplace learning, the use of ICTs and the so-called “second chance” qualification programs.
- Improving the quality of adult learning by monitoring the impact of policies and improving the training provided to adult educators.

In addition to this, the Council has adopted a Recommendation on ways to improve skills with the aim of helping adults acquire a minimum level of literacy, math, and digital skills, or a specific upper secondary level qualification (level 3 or 4 in the European Qualifications Framework (EQF)). There is more information on the *Upskilling Pathways* website.

The Commission has created the ET 2020 Working Group on adult learning comprised of national experts, representatives of the European social partners, and members of civil society. The group exchanges and analyzes information and develops political guidance in the field of adult learning based on best practices taken throughout Europe. More information on the work of the Working Group on Adult Learning can be found on the website of the Electronic Platform for Adult Learning in Europe (EPALE).

A network of national coordinators has also been established to promote adult learning in their countries, provide policy advice and support, and gather and disseminate best practices. The Electronic Platform for Adult Learning in Europe (EPALE) provides a multilingual online space to exchange, show and promote best practices in adult education, and promote peer learning.



5. PROPOSAL TO TACKLE THE CHALLENGES OF EDUCATION AND INCLUSION

5.1 Inclusive Education: the European pillar of social rights.

The construction of inclusive and cohesive societies through education and culture is a priority for the Commission. In December 2017, the European Council, Parliament, and Commission approved the adoption of the European pillar of social rights. The agreement highlights the importance of the social, educational and cultural dimensions of EU policies to build a common European future. The first principle of the European pillar of social rights emphasizes that: “Every person has the right to education, training, and lifelong and inclusive learning to maintain and acquire skills that allow them to fully participate in society and successfully manage transitions in the labor market”.

Promoting equity, social cohesion and active citizenship is one of the strategic objectives for cooperation in education and training at EU level. The 2015 joint report of the Commission and the Council on the implementation of the ET 2020 strategy has established “inclusive education, equality, equity, non-discrimination, and promotion of civic skills” as priority areas for European cooperation in the field of education and training. The Europe 2020 and ET 2020 strategy have established two main objectives to be achieved throughout Europe by 2020:

- The early leaving rate in education and training of people between 18 and 24 years old must be less than 10%.
- At least 40% of people between 30 and 34 years old should have completed some form of higher education.

In its contribution to the Gothenburg Social Summit, the European Commission presented its vision of a European Education Area. This initiative emphasizes the value of an inclusive and good quality education from childhood to lay the foundations for social cohesion, social mobility and an equitable society.

This vision was further supported in a Commission Communication on the role of youth, educational and cultural policies in building a stronger Europe, which established that one of the objectives of the European Education Area should be to help States EU members improve the inclusive nature of their education and training systems.

Following the Commission’s proposals, several political initiatives have already been taken:



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

- [Council recommendation](#) on key competences for lifelong learning
- [Council recommendation](#) on the promotion of common values, inclusive education and the European dimension of education.

5.2 The role of the EU in achieving inclusive education

The progress of the Member States towards achieving inclusive education is monitored through the European Semester process and the Education and Training Monitor. The Monitor also provides evidence on the role of education in the fight against inequalities and the promotion of social inclusion. The Commission has been implementing a wide range of actions in this field, such as:

- Establishing an ET 2020 Working Group on the promotion of common values and inclusive education, which has produced a concise online compendium of good practices in this field.
- An initiative that involves positive models to promote social inclusion and prevent exclusion and violent radicalization among youth.
- A toolkit for youth workers who work with youth at risk of marginalization.
- The European Prize for social inclusion through sports.

In addition, the Erasmus Plus Programme supports initiatives and activities to develop innovative policies and practices that prioritize social inclusion at base level.

5.3 What's next?

The Commission is working on the following developments:

- Expanding the European Toolkit for Schools, an online platform for schools and teachers to offer examples of good practices and resources for collaborative approaches in schools to improve inclusion and provide equal opportunities.
- Expanding the eTwinning platform, which aims to connect teachers and classrooms throughout Europe and support teacher training courses on citizenship education.
- Providing incentives so higher education institutions grant credits for volunteering and developing curricula that combine academic content with civic engagement.
- Implementing the European Solidarity Corps, an EU initiative that creates opportunities for young people to volunteer or work on projects, in their own country or abroad, that have a community or regional benefit
- The largest deployment of Erasmus Plus Virtual Exchange, which allows young people in Europe and the southern Mediterranean to participate in significant intercultural experiences online as part of their formal or non-formal education.



6. PROPOSAL TO TACKLE THE CHALLENGES OF EDUCATION AND MIGRATION

Education has a key role in the guidance of refugees and other third-country migrants towards their adaptation to a new country and culture, as well as their establishment of social relationships in their hosting communities.

6.1 Towards the integration of migrants in education and training

Students with migratory backgrounds often face difficulties adapting to a new learning environment. Education and training professionals can benefit from the guidance and exchange of good practices when addressing the learning needs of students in increasingly diverse and multilingual classrooms.

Since 2016, the European Commission has supported EU member states in their efforts to integrate migrants into their education and training systems, from early childhood education and care to higher education. The Commission's Action Plan on the integration of third-country nationals identified three priorities for education:

- Integrating newcomers into conventional education structures as soon as possible.
- Avoiding poor performance among migrants.
- Preventing social exclusion and fostering intercultural dialogue.

The concrete actions implemented under the Action Plan range from tools to help assess the skills and qualifications of migrants to collaborative platforms to promote the exchange of information between education and training institutions and staff.

6.2 What is the EU doing to support the integration of migrants?

To help with the integration of migrants, the European Commission facilitates the exchange of good practices between the Member States through mutual learning activities. These activities also promote networking among policy makers and allow them to better address current and future challenges. The following topics were discussed in dedicated peer learning activities:

- Language evaluation and integration of unaccompanied minors through education.
- Reception of newly arrived migrants and evaluation of previous schooling.
- Recognition of refugee qualifications.
- Intercultural dialogue as a tool to address migration, refugees and asylum seekers in educational contexts.

CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

- Linguistic and cultural diversity.
- Integration policies for migrants: principles, challenges, and practices.

In addition, the Commission offers specialized advice through peer counseling to support policy reforms in the Member States, for example regarding the integration of newly arrived migrant students into schools. These events are organized at the request of any of the Member States and involve policy makers from other national administrations and independent experts who meet to find solutions to national challenges in a participatory workshop.

Through the Erasmus Plus Programme, the Commission finances projects and other activities for the integration of migrants in all sectors of education and training. The strategic alliances aim at the development of innovative educational practices and the promotion of transnational cooperation. Erasmus Plus also supports skill-training in higher education in partner countries especially impacted by migration.

The European Commission also co-finances the SIRIUS network on migrant education: this network supports the education of children and migrant youth through strategic activities at the national and international levels, and along with migrants and refugees, brings together researchers, policy makers, and professionals in the field of migrant education.

The School Education Gateway, funded by Erasmus Plus, allows professionals to exchange information, share materials (articles, lesson plans, etc.), and access services (like online courses) on issues of inclusion, cultural diversity, and the integration of newly arrived migrant students in classrooms. The eTwinning platform connects schools across Europe through ICT tools and offers the possibility for school leaders and staff to share their experiences and provide mutual assistance.

The Commission has offered more than 100,000 newly arrived refugees and migrants access to online language support. The initiative aims to help people integrate into their host society by providing the opportunity to learn the local language.



7. ADULT EDUCATION BY PARTNER COUNTRY (SPAIN, FRANCE, ITALY, AND THE EU AS A WHOLE)

In this section we show the main data for Adult Education in the partner countries of this project: Spain, France, and Italy.

Source: EPALE - General Directorate for Education and Culture and Adult Education in 2017 (<https://epale.ec.europa.eu/es/policy-tool/country-profile>) - A Civil Society View - European Association for the Education of Adults.

7.1 Spain: Situation of Adult Education

Adult Education strategies in Spain are defined not only by the national government, but also by the governments of the autonomous communities. EAEA members highlight some regional developments in the communities during the past year, including some collaboration between the Departments of Labor, Culture, and Education of the Catalan government to implement the European Agenda for Adult Learning through activities around the validation of non-formal/informal learning and the provision of basic skills for migrants and refugees. There is also a greater recognition of adult education by the Valencian government. At the national level, Spanish strategies around lifelong learning tend to focus on stages of education other than adult education, and there is a need to give more importance to this field.

Source: Adult Education in 2017 - A Civil Society View -European Association for the Education of Adults.

Note: EAEA's report by country is a summary of the evolution of adult education in different European countries during the year, giving an idea of the state of adult education throughout Europe and allowing comparisons between countries. In recent years, this publication has become an established tool for the promotion and formulation of policies at the European level, and aims to complement the reports published by the European Commission.

We would like to highlight the fact that this is not a scientific analysis. The report is based on a survey sent to EAEA members, through which members can express their views on adult education in their country. The national representativeness of the opinions expressed may vary according to the geographical scope of the members, the level at which they operate, and the scope of the consultation they conducted before responding to the survey.

7.1.1 Recent developments

Spain's autonomous communities have a significant level of autonomy regarding policy formulation. Adult education policies and strategies can be created at this level by autonomous governments, and can also be created nationally by the central government, then extended to autonomous communities, and have an impact on the policies and strategies developed by the autonomous governments. In the 2016-2017 period, the Spanish members of EAEA were not aware of any significant changes in adult education policy at the national level, but regional developments were observed.

An EAEA member from the Valencia region points out that the autonomous government of the region re-established the Council for Adult Education. The autonomous government also took into account adult education in the formulation of policies when seeking the advice of experts and educators, and made references to this field when it published educational laws. The Valencian member has created three work commissions: adult education centers that depend on local authorities, centers that depend on the autonomous government, and research on a national adult education network. The member has been giving importance to adult education before the autonomous government, but points out that it can start campaigns that involve all: autonomous, local governments, and all adult education centers.

A member of Catalonia points out that they are aware that the Department of Labor and the Department of Culture have agreed to promote training in basic skills for migrants and refugees, and have asked adult educators to organize such training and train the trainers in charge. The innovation about this initiative is that basic skill courses will be held in villages without this type of offer before for this target group.

As future work topics, adult education providers mention life skills, the use of new technologies (especially for those who have little access to them), and testing cognitive and physical skills through virtual reality. The target groups include graduates from early school and adults over 50. In terms of events, seminars related to the EAEA Adult Education Year were organized during 2017, as well as debates on the EAEA Manifesto.

7.1.2 Links to the EU and international policies

Spanish national strategies aim to guarantee an inclusive and high quality education for everyone, which is in line with the Sustainable Development Goal 4 "to guarantee an inclusive and equitable quality education and promote lifelong learning opportunities for every person". These strategies also have an impact on the strategies of autonomous governments.



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

EAEA members in Spain have different points of view on the impact that EU policies –like the European Agenda for Adult Learning- have on their work. A Catalan member of EAEA points out that the Spanish central government and the Catalan autonomous government take into account the European Agenda for Adult Learning. There are efforts to implement it by the Catalan departments of labor, culture, and education, as well as by civil society organizations.

Other members also want to use EU policies as guidelines for their work, and point out that EU policy documents influence their organizational strategies and plans, which include objectives or activities in line with the European Agenda. One member notes that his organization is kept up to date with European adult education strategies and tries to put them into practice in its strategy and course offerings.

However, adult education centers depend directly on a local or autonomous government and the national government, and therefore have to follow the strategies established by these institutions. The implementation of European strategies by organizations can only be limited if European strategies are no longer part of the national/regional/local regulations that these organizations must follow. European strategies must be adopted first at the national level, then have an impact on the strategies of autonomous and local governments, and lastly have an impact on local adult education centers. Due to this situation, the impact of the European Agenda on suppliers is low. An EAEA member, a small regional entity in Galicia, points out that it does not see an impact of the Agenda on its work.

7.1.3 Challenges and recommendations

Adult education participation rates in Spain are currently 9.4%, somewhat below EU's average of 10.8%. Future challenges include giving more importance to adult education, since Spanish strategies around lifelong learning tend to focus on other stages of education. There should also be more policies aimed at increasing the participation of disadvantaged groups, so an EAEA member considers it vital to have advisors in adult education centers that provide guidance to students and help them decide on their future.

The lack of cooperation between different government departments can also be a challenge: the Catalan EAEA member points out that although the autonomous government considers the European Agenda for Adult Learning, its implementation is not well coordinated. Civil society organizations do a lot of work with government support, but not all departments involved cooperate with each other. Actions are often carried out



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

twice due to lack of coordination, and more could be done with more fluid cooperation between departments.

Despite this problem, some positive developments must be observed: the departments of Labor and Culture are cooperating in the training of migrants and refugees, and the Department of Education and the Department of Labor are cooperating in the validation of non-formal/informal learning and in work experience.

“Spain’s autonomous communities have a significant level of autonomy regarding policy formulation”.

7.1.4 Data on Adult Education: Spain-EU

Category/ factor of success	Spain	EU Average
Percentage of the population that participated in education and training activities in the previous four weeks (EPA, 2013).	10.9	10.48
Percentage of the population that claims to have a low level of early childhood, primary and secondary education (levels 0-2) (EPA, 2013).	45.2	21.87
Percentage of the population that claims to have a high school education level or non-tertiary postsecondary education (levels 3-4) (EPA, 2013).	19.8	49.04
Percentage of the population that claims to have a level of tertiary education of short cycle or degree in tertiary education or equivalent level (levels 5-6) (EPA, 2013).	34.9	29.09
Percentage of people who consulted information on education and training (AES, 2011).	25.6	24.56
Percentage of people who did not attend training activities and who indicated that the main impediment to training is of a labor nature (AES, 2011).	24.4	15.6
Percentage of people between 25 and 34 years old who said they had participated in education and training activities in the previous four weeks (EPA, 2013).	18.3	17.05



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

Category/ factor of success	Spain	EU Average
Percentage of people between 55 and 64 years old who claimed to have participated in education and training activities in the previous four weeks (EPA, 2013).	5.2	5.76
Percentage of people with ISCED levels 0-2 who participated in education and training activities in the previous four weeks (EPA, 2013).	4.5	5.32
Percentage of people with ISCED levels 5-6 who participated in education and training activities in the previous four weeks (EPA, 2013).	19.5	16.96
Percentage of workers who participated in education and training activities in the previous four weeks (EPA, 2013).	10.9	11.03
Percentage of unemployed people who participated in education and training activities in the previous four weeks (EPA, 2013).	12.9	10.89
Percentage of respondents who agree with the statement: I think that my work is more assured thanks to my training (EWCS, 2010).	81.2	72.83
Percentage of respondents who agree with the statement: Training has helped me improve the way I work (EWCS, 2010).	95	91.01
<p>Source: EPALE - General Directorate for Education and Culture (https://epale.ec.europa.eu/es/policy-tool/country-profile).</p>		

7.2 France: Situation of Adult Education

Source: *Adult Education in 2017 -A Civil Society View- European Association for Adult Education.*

Note: EAEA's report by country is a summary of the evolution of adult education in different European countries during the year, giving an idea of the state of adult education throughout Europe and allowing comparisons between countries. In recent years, this publication has become an established tool for the promotion and formulation of policies at the European level, and aims to complement the reports published by the European Commission.



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

We would like to highlight the fact that this is not a scientific analysis. The report is based on a survey sent to EAEA members, through which members can express their views on adult education in their country. The national representativeness of the opinions expressed may vary according to the geographical scope of the members, the level at which they operate, and the scope of the consultation they conducted before responding to the survey.

7.2.1 Recent developments

In France, adult education is undergoing some changes: the government is focusing its efforts on VET and the provision of adult education to migrants. The reforms to VET provide an investment plan of 15000 million Euros in the area of skill training. Regarding employability, an unemployment insurance reform will allow people to manage their own training courses independently, without intermediaries like training centers.

7.2.2 Links to the EU and international policies

Regarding the implementation of the Sustainable Development Goals, France has established an evaluation system (INSEE) with precise criteria to monitor and achieve Objective 4. While most of the criteria focus on childhood and youth, some of sustainable development projects in schools and high schools are aimed at adults, for example monitoring their literacy and math skills. As for the strategies to improve the EU in France the training offer is supported by the regions. Training offers include courses specifically for people who face difficulties with reading, writing, and basic skills, and are co-funded by the European Social Fund. An EAEA member stresses that *Upskilling Pathways* has had an impact on their work by providing a new opportunity for training centers to expand their target audience and receive more people in skills-development training.

7.2.3 Challenges and recommendations

The main challenge of adult education in France regarding training centers is that they will now deal directly with the participants who sign up for the courses with their personal training account. Before, there was an established connection between training centers and intermediate structures, such as employment agencies, that referred people to the training center on systems established by the state or regions.

Another challenge concerns migrants, as there has been a reform for the reception and training of migrants: to apply for a residence permit, migrants must still sign up for French courses, and the duration has been increased from 200 to 600 hours. In addition, an EAEA member argues that training offers for skill development should not be subject to markets, and basic training should be a universal right.



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

7.2.4 Data on Adult Education: France-EU

Category/ factor of success	France	EU Average
Percentage of the population that participated in education and training activities in the previous four weeks (EPA, 2013).	17.7	10.48
Percentage of the population that claims to have a low level of early childhood, primary and secondary education (levels 0-2) (EPA, 2013).	22.3	21.87
Percentage of the population that claims to have a high school education level or non-tertiary postsecondary education (levels 3-4) (EPA, 2013).	45.1	49.04
Percentage of the population that claims to have a level of tertiary education of short cycle or degree in tertiary education or equivalent level (levels 5-6) (EPA, 2013).	32.6	29.09
Percentage of people who consulted information on education and training (AES, 2011).	26.9	24.56
Percentage of people who did not attend training activities and who indicated that the main impediment to training is of a labor nature (AES, 2011).		
Percentage of people between 25 and 34 years old who said they had participated in education and training activities in the previous four weeks (EPA, 2013).	23.3	15.6
Percentage of people between 55 and 64 years old who claimed to have participated in education and training activities in the previous four weeks (EPA, 2013).	22.7	17.05
Percentage of people with ISCED levels 0-2 who participated in education and training activities in the previous four weeks (EPA, 2013).	11.8	5.76
Percentage of people with ISCED levels 5-6 who participated in education and training activities in the previous four weeks (EPA, 2013).	8	5.32



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

Percentage of workers who participated in education and training activities in the previous four weeks (EPA, 2013).	28.7	16.96
Percentage of unemployed people who participated in education and training activities in the previous four weeks (EPA, 2013).	19.7	11.03
Percentage of respondents who agree with the statement: I think that my work is more assured thanks to my training (EWCS, 2010).	14.5	10.89
Percentage of respondents who agree with the statement: Training has helped me improve the way I work (EWCS, 2010).	72.6	72.83
Percentage of the population that participated in education and training activities in the previous four weeks (EPA, 2013).	85.5	91.01
<p>Source: EPAL - General Directorate for Education and Culture (https://epale.ec.europa.eu/es/policy-tool/country-profile).</p>		

7.3 Italy: Situation of Adult Education

Source: *Adult Education in 2017 - A Civil Society View - European Association for Adult Education.*

Note: EAEA's report by country is a summary of the evolution of adult education in different European countries during the year, giving an idea of the state of adult education throughout Europe and allowing comparisons between countries. In recent years, this publication has become an established tool for the promotion and formulation of policies at the European level, and aims to complement the reports published by the European Commission.

We would like to highlight the fact that this is not a scientific analysis. The report is based on a survey sent to EAEA members, through which members can express their views on adult education in their country. The national representativeness of the opinions expressed may vary according to the geographical scope of the members, the level at which they operate, and the scope of the consultation they conducted before responding to the survey.

7.3.1 Recent developments

In Italy, the adult education sector is undergoing some changes; there was a growing focus on adult education policies during the past year. The CPIA reform of adult schools is underway, which best matches the demand and training offers in formal and non-formal education. In Italy, the field of adult education is characterized by numerous civil society organizations that deal with the non-formal education of specific groups such as adults



and migrants, and by numerous Italian universities and training organizations that offer guidance counseling permanent to the adult education sector. One of the most important developments is the National Qualifications Framework adopted in January 2018, providing the basis for the financing of the ESF to the PIAAC online tool to the Public Employment Services to assess the basic skills of job seekers. Adult education centers offer personalized pathways and ultimately provide a certificate.

7.3.2 Links to the EU and international policies

An EAEA members states that there is no framework policy on the issue of lifelong learning at the national level, but there are important stakeholders (national agencies, universities, national volunteer agencies, etc.) for whom these issues are important. The strategy that EAEA members intend to implement is the continuous awareness of local administrations and national agencies (INAPP and INDIRE) on issues related to lifelong learning. The construction and strengthening of knowledge on lifelong learning issues by politicians and operators involved in this sector is seen as an effective strategy within a framework of torn and often non-coherent interventions.

Regarding *Upskilling Pathways*, there are numerous publications in Italy, supported and produced mainly by universities and national agencies such as INAPP (National Institute for Public Policy Analysis) and INDIRE (National Institute for Educational Documentation, Innovation and Research), but it is difficult to assess whether the theoretical and practical guidelines have already had repercussions on national lifelong learning policies.

7.3.3 Challenges and recommendations

There are some challenges in the field of adult education in Italy: it is necessary to encourage a greater participation of adult target groups in lifelong learning, increase the provision of adult education, and develop intervention policies funded and supported by the policies of the regions and the national government, which would train professionals in lifelong learning, with a stable training system.

An EAEA member will focus its work on strengthening local networks for the defense of the adult rights, especially migrant adults, regarding lifelong learning. It is necessary to reactivate a discussion with local and regional administrations to have access to specific funds for lifelong learning. EAEA members also believe that it is necessary to raise awareness among local and national policy makers about the social exclusion of vulnerable adults, who for various reasons left the path of lifelong learning; especially one EAEA member faces challenges in their work with migrants, who are a source of political conflict in Italy. Unfortunately, in the coming months the

CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

political situation will be more difficult and there will be many obstacles to enforce the rights to learning opportunities and recognition of the skills of migrant adults.

7.3.4 Data on Adult Education: Italy-EU

Category/ factor of success	Italy	EU Average
Percentage of the population that participated in education and training activities in the previous four weeks (EPA, 2013).	6.2	10.48
Percentage of the population that claims to have a low level of early childhood, primary and secondary education (levels 0-2) (EPA, 2013).	41.4	21.87
Percentage of the population that claims to have a high school education level or non-tertiary postsecondary education (levels 3-4) (EPA, 2013).	41.7	49.04
Percentage of the population that claims to have a level of tertiary education of short cycle or degree in tertiary education or equivalent level (levels 5-6) (EPA, 2013).	16.9	29.09
Percentage of people who consulted information on education and training (AES, 2011).	17.0	24.56
Percentage of people who did not attend training activities and who indicated that the main impediment to training is of a labor nature (AES, 2011).	15.3	15.6
Percentage of people between 25 and 34 years old who said they had participated in education and training activities in the previous four weeks (EPA, 2013).	13.2	17.05
Percentage of people between 55 and 64 years old who claimed to have participated in education and training activities in the previous four weeks (EPA, 2013).	2.9	5.76
Percentage of people with ISCED levels 0-2 who participated in education and training activities in the previous four weeks (EPA, 2013).	1.6	5.32



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

Category/ factor of success	Italy	EU Average
Percentage of people with ISCED levels 5-6 who participated in education and training activities in the previous four weeks (EPA, 2013).	14.6	16.96
Percentage of workers who participated in education and training activities in the previous four weeks (EPA, 2013).	6	11.03
Percentage of unemployed people who participated in education and training activities in the previous four weeks (EPA, 2013).	5.1	10.89
Percentage of respondents who agree with the statement: I think that my work is more assured thanks to my training (EWCS, 2010).	85.7	72.83
Percentage of respondents who agree with the statement: Training has helped me improve the way I work (EWCS, 2010).	92.2	91.01
<i>Source:</i> EPAL - General Directorate for Education and Culture (https://epale.ec.europa.eu/es/policy-tool/country-profile).		

7.4 Data on Adult Education: Spain-France-Italy-EU

Category/ factor of success	Spain	France	Italy	EU Average
Percentage of the population that participated in education and training activities in the previous four weeks (EPA, 2013).	10.9	17.7	6.2	10.48
Percentage of the population that claims to have a low level of early childhood, primary and secondary education (levels 0-2) (EPA, 2013).	45.2	22.3	41.4	21.87
Percentage of the population that claims to have a high school education level or non-tertiary postsecondary education (levels 3-4) (EPA, 2013).	19.8	45.1	41.7	49.04
Percentage of the population that claims to have a level of tertiary education of short cycle or degree in tertiary education or equivalent level (levels 5-6) (EPA, 2013).	34.9	32.6	16.9	29.09
Percentage of people who consulted information on education and training (AES, 2011).	25.6	26.9	17.0	24.56



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

Percentage of people who did not attend training activities and who indicated that the main impediment to training is of a labor nature (AES, 2011).	24.4	23.3	15.3	15.6
Percentage of people between 25 and 34 years old who said they had participated in education and training activities in the previous four weeks (EPA, 2013).	18.3	22.7	13.2	17.05
Percentage of people between 55 and 64 years old who claimed to have participated in education and training activities in the previous four weeks (EPA, 2013).	5.2	11.8	2.9	5.76
Percentage of people with ISCED levels 0-2 who participated in education and training activities in the previous four weeks (EPA, 2013).	4.5	8	1.6	5.32
Percentage of people with ISCED levels 5-6 who participated in education and training activities in the previous four weeks (EPA, 2013).	19.5	28.7	14.6	16.96
Percentage of workers who participated in education and training activities in the previous four weeks (EPA, 2013).	10.9	19.7	6	11.03
Percentage of unemployed people who participated in education and training activities in the previous four weeks (EPA, 2013).	12.9	14.5	5.1	10.89
Percentage of respondents who agree with the statement: I think that my work is more assured thanks to my training (EWCS, 2010).	81.2	72.6	85.7	72.83
Percentage of respondents who agree with the statement: Training has helped me improve the way I work (EWCS, 2010).	95	85.5	92.2	91.01

Source: EPALE - General Directorate for Education and Culture (<https://epale.ec.europa.eu/es/policy-tool/country-profile>).



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

8. COMPLETE DESCRIPTION OF THE PLANNED EU-SCALE MEASURES FOR 2016-2017 “Action Plan for the Integration of Third-Country Nationals”

	EU-scale actions to support the Member States	Approx. Dates	Main Stakeholders
Measures prior to departure and arrival.	Launch projects to support effective measures prior to departure and arrival, including in the context of resettlement programs (for example, language training, information on the culture and values of the host country, etc.) within the FAMI framework.	2016/2017	COM, EE, MM., civil society and third countries.
	Collaborate with the Member States to strengthen cooperation with the selected third countries in the adoption of pre-departure measures, including within the framework of the action plan signed at the Valletta Summit.	2016	COM, EE, MM. and third countries.
	The new EU Asylum Agency will facilitate the exchange of good practices in the area of pre-departure integration measures.	2016-2017	COM y EE, MM.
Education.	Provide online language training and evaluation in the context of Erasmus + for around 100,000 newly arrived third-country nationals, in particular refugees.	2016	COM
	Support the realization of peer learning programs for national and regional authorities on welcome classes, assessment of language and other skills, support for unaccompanied minors, intercultural awareness, recognition of academic qualifications and integration into higher education.	2016-2017	COM y EE, MM.
	Create European political networks for researchers, professionals and local and regional policy makers, as a platform to share good practices on the integration of newcomers through formal and informal education.	2017	COM
	Remove obstacles for all migrant children from third countries to access early childhood education by developing the European quality framework for early childhood education and care (ECEC), including assistance and the help to the personnel that participate in this	2016	COM y EE, MM.



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

	framework to be able to attend the specific needs of the migrant families		
	Promote the improvement of the skills of low-skilled people in the context of the initiative "A new Capacity Agenda for Europe".	2016-2017	COM y EE. MM.
	Fund partnerships and transnational projects aimed at supporting inclusive education, training and youth, with a particular focus on projects related to migration and intercultural dialogue in the context of Erasmus +.	2016-2017	COM, EE. MM. and civil society.
	Continue analyzing the results of the integration of third-country nationals within the framework of the European Semester.	Annual	COM
	Provide support to teachers and school staff on how to promote inclusive education and meet the specific needs of migrant students and the integration of refugees through online courses and professional development activities using the School Education platform Gateway	2016	COM
Labor market and VET training.	Develop a tool for the evaluation of the competences of third-country nationals in the context of the "A New Capacity Agenda for Europe" initiative, in order to support the timely identification of competencies and qualifications of asylum seekers, refugees and other third-country nationals.	2016-2017	COM y EE. MM.
	<p>Improve recognition of the academic qualifications of third-country nationals, adopting measures such as:</p> <ul style="list-style-type: none"> - Training of the personnel of the reception centers to speed up the implementation of the recognition procedures. - Improvement in access to procedures for recognition of academic qualifications for beneficiaries of international protection. - Improvement of communication channels to share information between ENIC-NARIC centers and relevant stakeholders, including non-governmental organizations that carry out educational activities in the reception centers. - Development of a tool for credential evaluators, in order to support the recognition of the academic 	2016-2017	COM y EE. MM.



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

	qualifications of refugees.		
	Improve transparency and recognition of qualifications acquired in third countries, through the revision of the European Qualifications Framework (proposal for a Council recommendation adopted in the framework of the initiative "A New Capacity Agenda for Europe"), which will improve its execution and expansion to include the possibility of establishing links with the qualifications frameworks of other regions of the world.	2016-2017	COM y EE. MM.
	Fund projects that promote: rapid insertion into the labor market and vocational training (for example, through the evaluation and validation of competencies, language training focused on employment and training in the workplace) and the integration of refugees and women in the labor market (Eas/FAMI).	2016-2017	COM, EE. MM. and civil society
	Promote the exchange of promising practices related to integration into the labor market through existing networks and programs (Union Network of Public Employment Services, Youth Guarantee coordinators, mutual learning program and European Rural Development Network).	2016	COM y EE. MM.
	Create an online registry of promising practices on integration into the labor market of asylum seekers and refugees, as a source of reference for policy makers in the Member States.	2016	COM y EE. MM.
	Science4Refugee: initiative to place refugees and asylum seekers who have scientific baggage in the appropriate positions in EU universities and research institutions.	2016-2017	COM
	Provide funding to strengthen the capacity of municipalities and local authorities for the reception and integration practices of refugees, emphasizing integration into the labor market.	2016/2017	COM, EE. MM. and local and regional authorities.
	Continue analyzing the results of the integration of third-country nationals within the framework of the European Semester.	Annual	COM
	Improve awareness activities for vulnerable young people who neither study, work, nor receive training, including those of migrant origin, within the framework of Youth	2016-2017	COM y EE. MM.



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

	Guarantee systems.		
	Identify good practices to promote and support entrepreneurship among migrants, in addition to financing pilot projects for their dissemination.	2016	COM y EE. MM.
	Competition on social innovation to reward innovations of products, technologies, services and models that can support the integration of refugees and other third-country nationals.	2016	COM and private sector.
	Promote the exchange of promising practices on integration in vocational education and training and in peer learning through existing initiatives and political programs (European Alliance for Apprenticeships, European Pact for Youth, Erasmus +, ESF and Education and Training 2010).	2016-2017	COM, EE. MM. and private sector.
Access to basic services.	Promote the use of EU funds in social, reception, education, housing and health infrastructure for third-country nationals.	2016-2017	COM
	Strengthen cooperation with the European Investment Bank, in order to offer financing for sanitary infrastructure and temporary accommodation for newly arrived third-country nationals and for social housing.	2016-2017	COM, EE. MM. and European Investment Bank.
	Promote peer learning among member states on how to solve housing problems.	2017	COM y EE. MM.
	Support good practices in providing assistance to refugees and third-country nationals in vulnerable situations, including women, children and the elderly, within the framework of the Health Program (annual work plan 2016) .	2016	COM, EE. MM. and stakeholders in the area of health.
	Develop pilot pedagogical modules for health professionals and members of the health-related security forces of third-country nationals, with a view to improving and strengthening the skills and abilities of the most experienced health professionals, and promoting an approach holistic in relation to people's health care.	2016-2017	COM, EE. MM. and stakeholders in the area of health.
Active participation and social	Prepare manuals and create resources for professionals in relation to cultural expression and awareness, intercultural dialogue, the active participation of third-	2016-2017	COM, EE. MM. and stakeholders in



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

inclusion.	country nationals in political, social and cultural life and in sports activities of host societies and The contribution of work with young people.		the area of education.
	Launch projects to promote intercultural dialogue and European values through culture, cinema and art (Creative Europe).	2016	COM, EE. MM. and civil society
	Fund projects that promote the participation of third-country nationals in political, social and cultural life within the FAMI framework.	2016-2017	COM, EE. MM. and civil society
	Fund the network of cities, the twinning of cities and civil society projects on civic participation, including for third-country nationals, under the "Europe with Citizens" Program.	2016-2020	COM, EE. MM. local and regional authorities, and civil society.
	Tackling xenophobia by raising awareness and promoting good practices focused on counteracting xenophobic acts and speeches in the context of the recently created EU High Level Group to combat racism, xenophobia and other forms of intolerance.	From 2016	COM, EE. MM. and civil society.
	Promote projects dealing with the integration of refugees within the framework of the European Voluntary Service (part of the Erasmus + program).	2016	COM, EE. MM. and civil society.
	Fund projects focused on the prevention and eradication of racism and xenophobia, including hate speech and hate crimes, fostering better understanding between communities and promoting interconfessional and intercultural activities and projects, and offering support to non-governmental organizations in the EU that fight to combat discrimination within the framework of the "Rights, Equality and Citizenship" Program.	2016-2017	COM, EE. MM. and civil society.
	Create a unique website to provide information on relevant EU funding aimed at supporting projects and initiatives that seek to promote tolerance and combat racism, xenophobia and discrimination.	2016	COM
	Fund projects to disseminate and replicate good practices focused on promoting social inclusion at the grassroots level, including integration within the framework of the	2016-2017	COM



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

	Erasmus + program.		
	Create a tool for policy makers and young workers focused on the contribution of work with young people and formal and informal education in integration.	2016-2017	COM, EE. MM. and stakeholders in the area of education.
	Fund transnational audiovisual and cultural projects designed to support the integration of refugees, in the context of «Creative Europe».	2016	COM and civil society.
	Implement projects aimed at promoting social inclusion through youth and sports programs within the framework of the Erasmus + program.	2016	COM, EE. MM. and civil society.
	Fund projects focused on the prompt identification, protection and integration of victims of trafficking in third countries, also emphasizing children and unaccompanied children under the FAMI.	2016-2017	COM, EE. MM. and civil society.
	Continue to work with the European Parliament and the Council to adopt the Anti-Discrimination Directive.		
	Identify and disseminate good practices based on support for women.	2016-2017	COM, EE. MM. and civil society.
Tools for coordination, financing and supervision.	Strengthen the network of National Integration Contact Points and transform it into a European Integration Network that promotes mutual education between Member States.	2016-2017	COM y EE. MM.
	Promote cooperation between different strata of governance, including at the regional and local levels, through a partnership within the framework of the EU urban program focused on the integration of third-country nationals.	2016-2017	COM, EE. MM. and local and regional authorities.
	Support innovative measures at local level through specific financing, also under the program of innovative measures in urban settings.	2016-2017	COM and local and regional authorities.
	Strengthen the cooperation and strategic alignment of all relevant EU funding instruments to increase the impact of EU assistance on the overall integration of third-country nationals.	2016-2017	COM y EE. MM.



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

	Strengthen cooperation through specific exchanges and visits with competent national authorities in the context of the relevant EU funds.	2016-2017	COM y EE. MM.
	In the context of the principle of partnership and shared responsibility, strengthen the participation of all relevant actors, including by supporting the exchange of experiences between different agents about the use of financing under the ESF for the integration of refugees, to through the transnational cooperation network on migration created within the framework of the European Social Fund.	2016-2017	COM, EE. MM. and other stakeholders.
	Expand the supporting information on integration at EU level, also by monitoring the results of integration at local level.	2016-2017	COM y EE. MM., also in collaboration with the OCDE.
	Supervise the social inclusion and participation of third-country migrants in society from the perspective of essential rights.	2016	EU Fundamental Rights Agency.



9. CONCLUSIONS

ADULT EDUCATION can have a leading role in addressing the current refugee crisis in Europe; these are the main conclusions drawn:

ADULT EDUCATION:

1. Is essential to **promote language training** as the main support for integration, a key element to help refugees and migrants.
2. Is essential for **personal development, social inclusion, and active citizenship**.
3. Is one of the most effective tools to **promote diversity, tolerance, respect, and to shatter stereotypes**, as it helps to broaden people's sights.
4. Can be the **key to fight hate speech, racism, and xenophobia** throughout Europe, and promote solidarity with the most vulnerable groups.
5. **Allows people from different cultures to unite** so they can meet, interact, share opinions, talk about their differences, and realize that they have the same goals and difficulties.
6. **Helps to know and understand others better**, and can help to know the culture of origin and of the country of arrival. It can be the principle to face hatred between religions and cultures, informing about the circumstances surrounding other people: their religion, gastronomy, lifestyle, and in the case of refugees, the reasons why they fled; which helps reduce tension between the different communities.
7. **Allows the migrant or refugee community to integrate** into the host society.
8. **Encourages dialogue** from compassion and understanding.
9. **Reduces tension between communities** and eliminates inefficiencies in the labor market.

But in order for Adult Education to truly become the key factor for the inclusion of third-country nationals in Europe, it is necessary that the EU and the member states promote inclusive Education through the implementation of policies, programs, and resources that have a specific and sufficient financing, aimed at reception and based on solidarity values.

Collaboration between the different institutions involved in the integration of migrants and refugees will also be essential, to address all their needs in an intersectorial, global, and integral way (housing, health, employment, education, integration, etc.).

Inclusion-oriented adult education will therefore require specific educational resources with methodologies, tools and methods adapted to these groups and to professionals, teachers, volunteers, and sensitized and qualified citizens.

10. NOTES

(1) See Eurostat (2015).

(2) This action plan addresses the integration of third-country national migrants and refugees legally living in the EU. Nationals of the EU Member States, of migrant origin from a third country are not judged by the nationality of their parents or grandparents, nor are EU nationals exercising their right to free movement or their families.

(3) See the conclusions of the Council of Justice and Inner Affairs from June 5th and 6th 2014: http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/jha/82745.pdf

(4) See COM (2011) 455 end of 20-7-2011.

(5) See Eurostat:

http://ec.europa.eu/eurostat/statistics-explained/index.php/Migrant_integration_statistics_-_overview

and OCDE/EU (2015), Indicators of Migrant Integration 2015

<http://www.oecd.org/els/mig/Indicators-of-Immigrant-Integration-2015.pdf>

(6) See the reports of the Commission on relocation and resettlement: COM(2016) 165 final; COM(2016) 222 final; COM(2016) 360 final.

(7) See COM (2015) 240 final of 13-5-2012.

(8) See COM (2016) 197 final of 6-4-2016.

(9) See Resolution of the European Parliament, 12th April 2016 on the situation of the Mediterranean and the need for a comprehensive approach of the EU on migration [2015/2095(INI)].

(10) In 2015, the employment rate of third-country nationals was 12.4 percentage points lower than that of nationals of the host country, and women had particularly low rates. Third-country nationals are often under-employed, even if they have a college degree. The poor educational performance doubles among first-generation migrants (42%) compared to students whose parents are native (20%), and is even higher in the second

CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

generation (native students of parents born outside the country) (3.4%). In 2014, 49% of third-country nationals were exposed to a greater risk of poverty or social exclusion, compared to the 22% registered among host nationals. 18.2% of youth born outside the EU faced severe material deprivation, and third-country nationals were more likely to live in overcrowded conditions than the native population.

(11) See “European Semester 2016: Evaluation of the progress made in the implementation of structural reforms, prevention and correction of economic imbalances, and results of comprehensive reviews under the Regulation (UE) nº 1176/2011” [COM(2016) 95 final/2].

(12) See, OECD “Fiscal Impact of Immigration in OECD Countries”, under "Prospects for International Migration 2013", and the review of EC policies in 2016 Research on Migration: “Facing reality and making the most of opportunities”.

(13) See the document published by the Directorate General for Economic and Financial Affairs of the European Commission: “An Economic Take on the Refugee Crisis”.

(14) Member States have specific obligations under EU law, especially within the framework of the Reception Conditions Directive (2013/33/EU) and the Directive on recognition requirements (2011/95/EU), which consist of offering asylum seekers appropriate reception conditions from the beginning, to guarantee equal access to the labor market and facilitate access to employment after having guaranteed an adequate level of protection. It is also intended to ensure equal treatment regarding academic recognition and providing specific facilitation.

(15) See the next initiative “A new Capacity Agenda for Europe: Working together to strengthen human capital, employability, and competitiveness” [COM (2016) 381].

(16) See <http://www.consilium.europa.eu/es/meetings/gac/2016/05/24/>

(17) See C (2015) 3560 final.

(18) See C (2015) 9490.

(19) See <http://www.consilium.europa.eu/es/press/press-releases/2016/03/18-eu-turkey-statement/>



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

(20) See COM (2016) 197 final of 6-4-2016.

(21) See “Establishment of a new Partnership Framework with third countries in the context of the European Migration Agenda” [COM (2016) 385, of June 7, 2016].

(22) See http://www.consilium.europa.eu/en/meetings/international-summit/2015/11/ACTION_PLAN_EN_pdf/

(23) See the definitive report: <http://www.eurocities.eu/eurocities/news/-Building-a-resettlement-network-of-European-cities-and-regions-SHARE-project-publication-WSPO-A9SHLX>

(24) See COM (2016) 197 final of 6-4-2016.

(25) Under these programs, civil society organizations or groups of individuals bear the cost of resettlement and are responsible for the first integration of resettled refugees in cooperation with local communities.

(26)

EU-FRANK project, based on facilitating resettlement and admission of refugees through the exchange of new knowledge. This is a project led by the Swedish migration agency for 2016-2020.

(27) See the next initiative “A new Agenda of Skills for Europe: Working together to strengthen human capital, employability and competitiveness” [COM (2016) 381].

(28) See the document published by the Directorate General for Economic and Financial Affairs of the European Commission: “An Economic Take on the Refugee Crisis”.

(29) See the document of the Eurostat on the [integration of migrants in EU’s labor market](#), of June 6th 2016.

(30) More than 40% of foreign workers with higher level of studies perform jobs with lower qualifications, compared with approximately a 20% for host nationals, according to the Eurostat active population survey.



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

(31) In 2015, less than half of third-country national women had jobs, 16% less than the employment rate of EU national women.

(32) The Tripartite Social Summit is held twice a year, and the leaders of EU institutions and the social partners of the EU meet to discuss current issues.

(33) See https://www.etuc.org/sites/www.etuc.org/files/press-release/files/14.03.16_final_eco_soc_partners_message_refugee_crisis.pdf

(34) See the next initiative “A new Agenda of Skills for Europe: Working together to strengthen human capital, employability, and competitiveness” [COM (2016) 381].

(35) Subsidies for social housing can also be granted under the European Structural and Investment Funds programs for 2014-2020.

(36) So far, three loans have been approved for a total of about 800 million Euros in financing through loans for about 250,000 refugees (in Germany and France, the total cost of the project amounts to 1600 million Euros, plus another loan in progress). The European Investment Bank is also financing the costs of other social and training aid for refugees, as well as investments in accommodation.

(37) See http://ec.europa.eu/regional_policy/es/policy/themes/urban-development/agenda/

(38) See the Commission Communication on the status of implementation of priority measures in the framework of the European Migration Agenda [COM (2016) 85 final].

(39) The EU Equal Opportunities Advisory Committee for Men and Women (governance structure led by the Commission) will issue an opinion this year on the incorporation of a gender perspective in the European Migration Agenda.

(40) See the Directive 2000/43/CE of the Council of 29th June 2000, and Directive 2000/78/CE of the Council, of 27th November 2000.

(41) See the proposal for a Council Directive applying the principle of equal treatment for persons regardless of their religion or convictions, disability, age, or sexual orientation [COM (2008) 426 final].



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

(42) See Council Framework Decision 2008/913/JHA of 28th November 2008 on the fight against certain forms and acts of racism and xenophobia through criminal law.

(43) See <https://ec.europa.eu/migrant-integration/index.cfm?action=furl.go&go=/the-eu-and-integration/eu-actions-to-make-integration-work>

(44) The European Commission created the Integration Forum in collaboration with the European Economic and Social Committee.

(45) See http://ec.europa.eu/europe2020/making-it-happen/country-specific-recommendations/index_es.htm

(46) <http://eur-lex.europa.eu/legal-content/ES/TXT/HTML/?uri=URISERV:ef0016&from=ES>

(47) See <http://data.consilium.europa.eu/doc/document/ST-13631-2015-INIT/es/pdf>

(48) See http://ec.europa.eu/regional_policy/en/newsroom/news/2016/04/04-05-2016-long-term-management-of-migratory-flows-a-new-partnership-between-the-commission-and-european-cities

(49) See <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52011DC0847&from=ES>

(50) The projects focused mainly on language training, civic orientation, facilitation of access to the labor market, exchanges with the host society and intercultural dialogue, and capacity building by stakeholders in integration policy, including the development of tools and indicators.

(51) However, other funds, such as Erasmus +, have been used to finance more than 200 projects in 2014-2015 related to refugees or to overcome the challenges posed by the inclusion of refugees.

(52) See http://ec.europa.eu/priorities/sites/beta-political/files/state_of_the_union_2015_en.pdf



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

(53) http://ec.europa.eu/dgs/home-affairs/financing/fundings/docs/synergies_between_amif_and_other_eu_funds_in_relati_on_to_migrants_en.pdf and <http://ec.europa.eu/esf/BlobServlet?docId=14499&langId=en>

(54) Funding for capacity building, good governance and support for SMEs is also mobilized in both funds, which also contributes to total investment to support the integration of third-country nationals.

(55) The European Commission provided specific guidance to the Member States in 2015, in order to address the segregation in education and housing of marginalized communities, including migrants, in the framework of programs financed under the EIE Funds.

See: http://ec.europa.eu/regional_policy/sources/docgener/informat/2014/thematic_guidance_fiche_segregation_en.pdf

(56) Within the framework of the European Structural and Investment Funds, the European Maritime and Fisheries Fund (FEMP) can contribute to the social integration of migrants by offering them education and professional training and support for the creation of companies, in case they want to work on their own. It can also support the implementation of integrated local development strategies that can offer a wide range of services to migrants. The European Fund for the Most Disadvantaged People (FEAD) can support the provision of basic material assistance and social inclusion measures for third-country nationals, if they are part of the nationally defined target group. Erasmus Plus offers 400 million Euros to the Member States to improve social inclusion through education. The EU has funded studies on the integration of migrants in the context of the Seventh Framework Program and Horizon 2020. For the most relevant findings of the results, see Policy Review “Research on Migration: Facing Realities and Maximizing Opportunities”, 2016, pp. 51 to 87.

(57) Homeland Security Fund.

(58) In accordance with the provisions of Commission Delegated Regulation (EU) No. 240/2014 of January 7, 2014, on the European Code of Conduct on partnerships within the framework of the European Structural and Investment Funds (OJ L 74 of 14.3.2014, pp. 1 to 7).



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

(59) For example, the EU has promoted, in collaboration with the OECD, the realization of a joint international comparative study on the results of integration, which offers policy makers the necessary reference values to relate the results of their own country with those of other countries, as well as to identify good practices. OECD/EU 2015, “Immigrant Integration Indicators 2015 – Settlements”. The results on local integration will also be analyzed in the future. The EU Agency for Essential Rights is currently working on the supervision of social inclusion and the participation of migrants and their children in society from the perspective of essential rights. In fact, it will publish in 2017 the results of the second round of the largest survey conducted at EU level on experiences in the fields of discrimination, victims of hate crimes and the participation of migrants and minorities in society (EU-MIDIS II).

(60) See the 2016 country-specific recommendations adopted on May 18 of that same year: http://ec.europa.eu/europe2020/making-it-happen/country-specific-recommendations/index_es.htm



CROSS-SECTORAL REPORT ABOUT THE SITUATION OF ADULT EDUCATION AND THE INCLUSION

11. LINKS OF INTEREST REGARDING ADULT EDUCATION, INCLUSIVE EDUCATION, AND REFUGEES.

(reviewed in 2019)

- [Integrating migrant-origin students in European schools, Eurydice report.](#)
- [Integration of refugees and asylum seekers in Europe's higher education, Eurydice report.](#)
- [Against the Odds – Academically resilient students with migrant background and how they thrive, study of the Commission](#)
- [The contribution of youth work in the context of migration and refugee affairs, European Commission](#)
- [Multilingual classrooms, European Commission](#)
- [Inclusive education, European Commission](#)
- [Higher education for migrants and refugees, European Commission](#)
- [Communication on the construction of a stronger Europe: the role of youth, education, and culture policies, European Commission](#)
- [Recommendation of the Council on key competences for lifelong learning](#)
- [Recommendation of the Council on the promotion of common values, inclusive education, and the European dimension of teaching](#)
- [Resolution of the Council on a renewed European agenda for Adult Learning](#)
- [Recommendation of the Council on ways for improvement: new opportunities for Adults](#)
- [New agenda of abilities for Europe](#)
- [Country-specific recommendations of the European Semester](#)
- [Electronic Platform for Adult Learning in Europe \(EPALE\)](#)
- [Upskilling Pathways: new opportunities for the web page of adults](#)

