**Tekst 1**

**Low-qualified adults participate less in education and training than those with higher levels of educational attainment**

* Educational attainment appears to be a strong determinant of participation in adult education and training: across all countries analysed, low-qualified adults participate less in education and training than those with higher educational attainment levels (see Chapter 1, Section 1.3.3, Figure 1.10).
* In 2019, in some European countries, at most, 1 % of low-qualified adults participated in education and training, while in other countries participation rates were between 10 % and 25 % (see Chapter 1, Section 1.3.3, Figure 1.10).
* On average, 3.2 % of adults across the EU had completed upper secondary education during adulthood (2019). However, there are significant differences between countries, with the proportions of people completing upper secondary education during adulthood ranging from less than 1 % to around 14 % (see Chapter 1, Section 1.3.4, Figure 1.11).

**Tekst 2**

Governance mechanisms

* In the area of adult learning, ‘governance’ refers to the way in which responsibility for policies and measures is distributed between public authorities, agencies or organisations within a country. Evidence from across Europe shows that adult learning is a complex policy field. In fact, responsibility is often shared not only horizontally, i.e. across different national policy areas (e.g. education, employment, social affairs), but also vertically, i.e. between different decision-making levels (national and subnational) and stakeholders (Andriescu et al., 2019).
* However, the different actors involved in adult learning also have other goals and undertake other activities and do not necessarily perceive themselves as being part of a joint adult learning system. Establishing coordination mechanisms is therefore essential to ensure that policies are developed in a coherent and complementary way (OECD, 2019c).
* The 2016 Upskilling Pathways Recommendation ([[1]](#footnote-1)) recognises the importance of coordination in adult learning and emphasises the need for Member States to ensure effective coordination and, where appropriate, partnerships with relevant public and private actors in education and training, employment, social, cultural and other relevant policy areas. A report of the European Commission’s ET 2020 Working Group on Adult Learning reiterates this point and recommends establishing an operational partnership between all relevant adult learning stakeholders, in which roles and responsibilities are clearly defined and monitored (European Commission, 2020c).
* One way to ensure effective coordination is through intersectoral coordinating bodies that operate at the level of top-level authorities. Such bodies are usually tasked with ensuring that policies designed by different ministries do not overlap, address gaps in provision, and are mutually reinforcing. As well as representatives of (at least two) top-level authorities, other decision-making levels (e.g. regions) or other stakeholders (e.g. social partners) may also be involved.

1. () Council Recommendation of 19 December 2016 on Upskilling Pathways: New Opportunities for Adults, OJ C 484/1, 24.12.2016. [↑](#footnote-ref-1)