Deusto
Universidad de Deusto
Deustuko Unibertsitatea

Social Exclusion in European Lifelong Learning: Analysing the European Union and Spanish Lifelong Learning Policies

Doctoral Thesis

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April 2021

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A person is a person because he recognizes others as persons

— Desmond Tutu

Acknowledgements

First and foremost, I would like to extend my gratitude towards my official supervisor, Dr. Josu Solabarrieta, and my non-official supervisor, Dr. Rosa Santibañez. Without their advice and continued support, the completion of this thesis would not have been possible.

To everyone on the ENLIVEN project, thank you for the opportunity to participate and deepen my knowledge on lifelong learning and social exclusion.

And lastly, I am grateful to my family and friends for their support.

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Abbreviations

CEC	Commission of the European Communities
CEDEFOP	European Centre for the Development of Vocational Training
CEU	Council of the European Union
CONFINTEA	International Conference on Adult Education
EAEA	European Association for the Education of Adults
EAPN	European Anti-Poverty Network
ENLIVEN	Encouraging Lifelong Learning for an Inclusive & Vibrant Europe
EPALE	Electronic Platform for Adult Learning in Europe
ESF	European Social Fund
ET 2020	Strategic Framework for European Cooperation in Education and Training
EU	European Union
EUROFOUND	European Foundation for the Improvement of Living and Working Conditions
EUROSTAT	Statistical Office of the European Union
FRA	European Union Agency for Fundamental Rights
IALS	International Adult Literacy Survey
ICT	Information and Communication Technology
ISCED	International Standard Classification of Education
LOE	Organic Law on Education (Ley Orgánica de Educación)
LOGSE	Organic Law on the General Organisation of the Education System (Ley Orgánica de Ordenación General del Sistema Educativo)
LOMCE	Organic Law on the Improvement of the Quality of Education (Ley Orgánica Para la Mejora de la Calidad Educativa)
NEET	Youth not in Employment, Education or Training
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Cooperation and Development
OP	Operational Programme
PIAAC	Programme for the International Assessment of Adult Competencies
UAFSE	European Social Fund Administrative Unit
UK	United Kingdom
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
US	United States
VET	Vocational Education and Training
YEI	Youth Employment Initiative

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Appendices

Appendix A. List of Analysed Secondary Sources for Selection of EU Documents

	Title	Author	Year
1	Lifelong learning policies in the European Union: Developments and issues.	Hake, B. J.	1999
2	Lifelong learning and the knowledge economy: Those that know and those that do not—the discourse of the European Union.	Brine, J.	2006
3	Making a European area of lifelong learning a reality? Some critical reflections on the European Union's lifelong learning policies.	Dehmel, A.	2006
4	The history of EU cooperation in the field of education and training: How lifelong learning became a strategic objective.	Pépin, L.	2007
5	Democracy, lifelong learning and the learning society. Active citizenship in a late modern age.	Jarvis, P.	2008
6	The evolution of the European Union's lifelong learning policies: An institutional learning perspective.	Lee, M., Thayer, T., & Madyun, N.	2008
7	Learning as renewal: Contribution to the present theoretical background of the lifelong learning policy of the European Union.	Szakos, E., F.	2014
8	Adult learning policy in the European Commission.	Rasmussen, P.	2014
9	Adult learning: From the margins to the mainstream.	Špolar, V. A. M., & Holford, J.	2014
10	Lifelong learning in the EU: Changing conceptualisations, actors, and policies.	Volles, N.	2014
11	Lifelong learning policy agenda in the European Union: A bi-level analysis.	Panitsides, E. A., & Anastasiadou, S.	2015
12	Challenges in evaluating the EU's lifelong learning policies.	Clain, A.	2016
13	Transcending global hegemonic discourses: Localizing lifelong learning policy making.	Vargas, C.	2016
14	Lifelong learning policy discourses of international organisations since 2000: A kaleidoscope or merely fragments?	Lee, M., & Jan, S. K.	2017
15	Social inclusion and active citizenship under the prism of neoliberalism: A critical analysis of the European Union's discourse of lifelong learning.	Mikelatou, A., & Arvanitis, E.	2018

Appendix B. List of Analysed Secondary Sources for Selection of Spanish Documents

	Title	Author	Year
1	Spanish society and adult education.	Flecha, R.	1990
2	El descubrimiento de la educación permanente [The re-discovery of the continuing education].	Fernández, J. A.	2000
3	Lifelong learning and developing society.	Flecha, R., & Puigvert, L.	2001
4	What's going on? An overview of adult education policies in Spain.	Lucio-Villegas, E.	2012
5	La educación de adultos en la España autonómica [Adult education in autonomous Spain].	Lancho Prudenciano, J.	2013
6	Evolución y concepto de la educación permanente en España [Evolution and concept of permanent education in Spain].	Medina Ferrer, B., Llorent García, V. J., & Llorent Bedmar, V	2013
7	Democratising education policy making or legitimizing discourse? An analysis of the new Lifelong Learning Law in the Basque Country.	Vargas, C.	2014
8	Spanish national study on strategic non-formal and informal competences of social and educational professionals.	Observal	2015
9	Transcending global hegemonic discourses: Localizing local lifelong learning policy making.	Vargas, C.	2016
10	LLL HUB comparative report on the implementation of lifelong learning strategies in Europe: Actors, communities and strategies.	LLL HUB	2016
11	National state of play Spain: Definitions and strategies in LLL.	LLL HUB	2016
12	3rd Global report on adult learning and education. Monitoring survey results for Spain.	UNESCO	2016
13	Lifelong learning in Spain: A challenge for the future.	Felgueroso, F.	2016

Appendix C. List of Analysed EU Lifelong Learning Documents

	Document name	Source	Year	Type
1	Growth, competitiveness, employment: The challenges and ways forward into the 21st century (COM(93) 700).	Commission of the European Communities	1993	White paper
2	Teaching and learning: Towards the learning society.	Commission of the European Communities	1995	White paper
3	Council Conclusions of 20 December 1996 on a strategy for lifelong learning (97/C 7/02).	Council of the European Union	1997	Conclusions
4	Towards a Europe of Knowledge (COM(97) 563 final).	Commission of the European Communities	1997	Communication
5	Accomplishing Europe through education.	European Commission Study group on education and training	1997	Report
6	Education and active citizenship in the European Union.	European Commission	1998	Report
7	Report from the Commission to the Council, the European Parliament, the economic and social committee and the committee of the regions on the implementation, results and overall assessment of the European Year of Lifelong Learning (1996) (COM(1999) 447 final).	Commission of the European Communities	1999	Report
8	Council resolution of 17 December 1999 on "Into the new millennium: Developing new working procedures for European cooperation in the field of education and training" (2000/C 8/04).	Council of the European Union	2000	Resolution
9	Lisbon European Council 23 and 24 March 2000 Presidency conclusions.	Council of the European Union	2000	Conclusions
10	A memorandum on lifelong learning (SEC(2000) 1832).	Commission of the European Communities	2000	Staff working paper
11	Making a European area of lifelong learning a reality (COM(2001) 678 final).	Commission of the European Communities	2001	Communication
12	The concrete future objectives of education and training systems (5680/01 EDUC 18).	Council of the European Union	2001	Report
13	Council resolution of 27 June 2002 on lifelong learning (2002/C 163/01).	Council of the European Union	2002	Resolution
14	Detailed work programme on the follow-up of the objectives of Education and training systems in Europe (2002/C 142/01).	Council of the European Union	2002	Work programme
15	Investing efficiently in education and training: An imperative for Europe (COM(2002) 779 final).	Commission of the European Communities	2003	Communication
16	Council resolution of 25 November 2003 on making school an open	Council of the European Union	2003	Resolution

	learning environment to prevent and combat early school leaving and disaffection among young people and to encourage their social inclusion (2003/C 295/02).			
17	Council conclusions of 25 November 2003 on the 'Development of human capital for social cohesion and competitiveness in the knowledge society' (2003/C 295/05).	Council of the European Union	2003	Conclusions
18	"Education & Training 2010". The success of the Lisbon Strategy hinges on urgent reform. Joint interim report of the Council and the Commission on the implementation of the detailed work programme on the follow-up of the objectives of education and training systems in Europe.	Council of the European Union and and the European Commission	2004	Joint interim report
19	Council conclusions on education and training in the framework of the mid-term review of the Lisbon Strategy.	Council of the European Union	2005	Conclusions
20	Progress towards the Lisbon objectives in education and training. Report based on indicators and benchmarks (SEC(2006) 639).	Commission of the European Communities	2006	Staff working document
21	Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (2006/962/EC).	European Parliament and Council of the European Union	2006	Recommendation
22	Decision No 1720/2006/EC of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning.	European Parliament and Council of the European Union	2006	Decision
23	Adult learning: It is never too late to learn (COM(2006) 614 final).	Commission of the European Communities	2006	Communication
24	Modernising education and training: A vital contribution to prosperity and social cohesion in Europe. 2006 Joint interim report of the Council and of the Commission on Progress under the 'Education & Training 2010' work programme (2006/C 79/01)	Council of the European Union and the European Commission	2006	Joint interim report
25	Efficiency and equity in European education and training systems (COM(2006) 481 final).	Commission of the European Communities	2006	Communication
26	Draft conclusions of the Council and the representatives of the governments of the Member States, meeting within the Council, on efficiency and equity in education and training (2006/C 298/03).	Council of the European Union	2006	(Draft) Conclusions
27	Commission staff working document - Accompanying document to the Communication from the Commission to the Council and to the European Parliament - Efficiency and equity in European education and	Commission of the European Communities	2006	Staff working document

	training systems (COM(2006) 481 final).			
28	Action plan on adult learning: It is always a good time to learn (COM(2007) 558 final).	Commission of the European Communities	2007	Communication (Action plan)
29	Council resolution of 15 November 2007 on education and training as a key driver of the Lisbon Strategy (2007/C 300/01).	Council of the European Union	2007	Resolution
30	Contribution of the Council (in the field of education) to the Spring European Council-Key messages to the Spring European Council.	Council of the European Union	2007	Key messages
31	2008 joint progress report of the Council and the Commission on the implementation of the 'Education and Training 2010' work programme — 'Delivering lifelong learning for knowledge, creativity and innovation' (2008/C 86/01).	Council of the European Union and Commission of the European Communities	2008	Joint progress report
32	Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2008/C 111/01)	European Parliament and Council of the European Union	2008	Recommendation
33	Council conclusions of 22 May 2008 on adult learning (2008/C 140/09).	Council of the European Union	2008	Conclusions
34	An updated strategic framework for European cooperation in education and training (COM(2008) 865).	Commission of the European Communities	2008	Communication
35	Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (ET 2020) (2009/C 119/02).	Council of the European Union	2009	Conclusions
36	A strategy for smart, sustainable and inclusive growth (COM(2010) 2020).	European Commission	2010	Communication
37	Recommendation for a Council recommendation of 27.4.2010 on broad guidelines for the economic policies of the Member States and of the Union: Part I of the Europe 2020 integrated guidelines (SEC(2010) 488 final).	European Commission	2010	Recommendation
38	Proposal for a Council decision on guidelines for the employment policies of the Member States: Part II of the Europe 2020 integrated guidelines.	European Commission	2010	Proposal
39	Joint progress report of the Council and the Commission on the implementation of the Education and Training 2010 work programme (2010/C 117/01).	Council of the European Union and Commission of the European Communities	2010	Joint progress report
40	Council conclusions of 11 May 2010 on the social dimension of education and training (2010/C 135/02).	Council of the European Union	2010	Conclusions

41	Council Resolution on a renewed European agenda for adult learning (2011/C 372/01).	Council of the European Union	2011	Resolution
42	2012 Joint Report of the Council and the Commission on the implementation of the Strategic Framework for European cooperation in education and training (ET 2020) 'Education and Training in a smart, sustainable and inclusive Europe' (2012/C 70/05).	Council of the European Union and European Commission	2012	Joint report
43	Investing in skills for better socio-economic outcomes (COM(2012) 669 final).	European Commission	2012	Communication
44	Education and Training Monitor 2012.	European Commission	2012	Staff working document
45	Education and Training Monitor 2013.	European Commission	2013	Staff working document
46	Education and Training Monitor 2014.	European Commission	2014	Staff working document
47	Council conclusions on reducing early school leaving and promoting success in school (2015/C 417/05).	Council of the European Union	2015	Conclusions
48	2015 Joint Report of the Council and the Commission on the implementation of the Strategic framework for European cooperation in education and training (ET 2020): New priorities for European cooperation in education and training.	Council of the European Union and European Commission	2015	Joint report
49	Education and Training Monitor 2015.	European Commission	2015	Staff working document
50	Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 24 February 2016 on promoting socioeconomic development and inclusiveness in the EU through education: The contribution of education and training to the European Semester 2016 (2016/C 105/01)	Council of the European Union	2016	Resolution
51	A new skills agenda for Europe: Working together to strengthen human capital, employability and competitiveness (COM(2016) 381 final).	European Commission	2016	Communication
52	Proposal for a decision of the European Parliament and of the Council on a common framework for the provision of better services for skills and qualifications (Europass) and repealing Decision No 2241/2004/EC (COM(2016) 625 final).	European Commission	2016	Proposal
53	Improving and modernising education.	European Commission	2016	Communication
54	Developing media literacy and critical thinking through education and training.	Council of the European Union	2016	Conclusions

55	Education and Training Monitor 2016.	European Commission	2016	Staff working document
56	Analytical underpinning for a new skills agenda for Europe. Accompanying the document communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: A new skills agenda for Europe. Working together to strengthen human capital, employability and competitiveness (COM(2016) 381 final).	European Commission	2016	Staff working document
57	Council recommendation of 19 December 2016 on upskilling pathways: New opportunities for adults (2016/C 484/01).	Council of the European Union	2016	Recommendation
58	Annex I. Tackling low skills: The skills guarantee. Accompanying the document communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of Regions: A new skills agenda for Europe. Working together to strengthen human capital, employability and competitiveness (COM(2016) 381 final).	European Commission	2016	Staff working document
59	Conclusions of the Council and of the representatives of the governments of the Member States, meeting within the Council, on inclusion in diversity to achieve a high quality education for all (2017/C 62/02).	Council of the European Union	2017	Conclusion
60	Council recommendation of 22 May 2018 on key competences for lifelong learning (2018/C 189/01).	Council of the European Union	2018	Recommendation

Appendix D. List of Analysed Spanish Lifelong Learning Documents

	Document name	Source	Year	Type
1	Ley orgánica 1/1990, de 3 de octubre, de ordenación general del sistema educativo.	Gobierno estatal	1990	Law
2	Ley 3/1990, de 27 de marzo, para la educación de adultos. Comunidad Autonoma de Andalucía.	Comunidad Autónoma de Andalucía	1990	Law
3	Ley 3/1991, de 18 de marzo, de formación de adultos. Comunidad Autónoma de Cataluña.	Comunidad Autónoma de Cataluña	1991	Law
4	Ley 9/1992, de 24 de julio, de educación y promoción de adultos. Comunidad Autónoma de Galicia.	Comunidad Autónoma de Galicia	1992	Law
5	Ley 1/1995, de 20 de enero, de formación de las personas adultas. Comunidad Valenciana.	Comunidad Valenciana	1995	Law
6	Ley 23/2002, de 21 de noviembre, de educación de personas adultas de Castilla-La Mancha.	Comunidad Autónoma de Castilla-La Mancha	2003	Law
7	Ley 3/2002, de 9 de abril, de educación de personas adultas de Castilla y León.	Comunidad Autónoma de Castilla y León	2002	Law
8	Ley orgánica 5/2002, de 19 de junio, de las cualificaciones y de la formación profesional.	Gobierno estatal	2002	Law
9	Ley 16/2002, de 28 de junio, de educación permanente de Aragón.	Comunidad Autónoma de Aragón	2002	Law
10	Ley foral 19/2002, de 21 de junio, reguladora de la educación de personas adultas. Comunidad Foral de Navarra.	Comunidad Foral de Navarra	2002	Law
11	Ley 13/2003, de 4 de abril, de educación y formación permanente de personas adultas de Canarias.	Comunidad Foral de Canarias	2003	Law
12	Ley orgánica 2/2006, de 3 de mayo, de educación.	Gobierno estatal	2006	Law
13	Ley 4/2006, de 30 de marzo, de educación y formación permanentes de personas adultas de las Illes Balears.	Comunidad Autónoma de las Illes Balears	2006	Law
14	Ley 17/2007, de 10 de diciembre, de educación de Andalucía.	Comunidad Autónoma de Andalucía	2008	Law
15	Ley 6/2008, de 26 de diciembre, de educación de Cantabria.	Comunidad Autónoma de Cantabria	2009	Law
16	Ley 12/2009, de 10 de julio, de educación. Comunidad Autónoma de Cataluña.	Comunidad Autónoma de Cataluña	2009	Law
17	Ley 7/2010, de 20 de julio, de educación de Castilla-La Mancha.	Comunidad Autónoma de Castilla-La Mancha	2010	Law
18	Ley 4/2011, de 7 de marzo, de educación de Extremadura.	Comunidad Autónoma de Extremadura	2011	Law
19	El aprendizaje permanente en España: Plan de acción para el aprendizaje permanente 2012–2014.	Gobierno estatal/ Ministerio de Educación	2011	Action plan

20	Ley 1/2013, de 10 de octubre, de aprendizaje a lo largo de la vida. Comunidad Autónoma del País Vasco.	Comunidad Autónoma del País Vasco	2013	Law
21	Ley orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.	Gobierno estatal	2013	Law
22	Ley 6/2014, de 25 de julio, Canaria de educación no universitaria.	Comunidad Autónoma de Canarias	2014	Law
23	Plan estratégico de aprendizaje de lo largo de la vida.	Gobierno estatal/Ministerio de Educación, Cultura y Deporte	2015	Strategic plan
24	Ley 4/2018, de 28 de junio, de formación profesional del País Vasco.	Comunidad Autónoma del País Vasco	2018	Law

Appendix E. List of Codes

	CATEGORY	CODE
1	Negative key concepts	1.1 Social exclusion
		1.2 Marginalisation
		1.3 Vulnerability
		1.4 Poverty
		1.5 Other
2	Positive key concepts	2.1 Social cohesion
		2.2 Social inclusion
		2.3 Other

	CATEGORY	CODE
3	Problems created	3.1 Poverty
		3.2 Conflict
		3.3 Insecurity
		3.4 Poor health
		3.5 Inequality
		3.6 Globalisation
		3.7 Unemployment
		3.8 Precarious employment
		3.9 Poor education
		3.10 Dependence on social benefits
		3.11 Crime
		3.12 Substance abuse
		3.13 Other
4	Actors involved	4.1 Government
		4.2 Institutions
		4.3 Employers
		4.4 Business/Market
		4.5 Civil society
		4.6 Social groups
		4.7 Family
		4.8 Individuals
		4.9 Other
5	Resources/things people are excluded from	5.1 Labour market
		5.2 Income
		5.3 Credit
		5.4 Capital assets
		5.5 Services
		5.6 Political participation
		5.7 Social networks
		5.8 Community involvement
		5.9 Leisure activities
		5.10 Freedom of expression
		5.11 Rule of law
		5.12 Personal security
		5.13 Equality of opportunity
		5.14 Trade union rights
		5.15 Values and ways of living
		5.16 Other
6	Factors	6.1 Age

		6.2 Gender
		6.3 Ethnicity/Race
		6.4 Lack of skills and/or education
		6.5 Unemployment
		6.6 Precarious employment
		6.7 Income and wealth
		6.8 Household composition
		6.9 Social background
		4.10 Housing
		6.11 Health
		6.12 Disability***
		6.13 Substance abuse
		6.14 Incarceration
		6.15 Access to institutions, official bodies, organisations
		6.16 Inefficient institutions
		6.17 Physical and psychosocial working conditions
		6.18 Transportation
		6.19 Local geographical and physical environment
		6.20 Economic crisis
		6.21 Labour market
		6.22 Population aging
		6.23 Migration
		6.24 Urbanisation
		6.25 Crime
		6.26 Technological revolution
		6.27 Globalisation
		6.28 Changing society
		6.29 Governance
		6.30 Policy
		6.31 Culture
		6.32 Societal values
		6.33 Discrimination
		6.34 Other

	CATEGORY	CODE	SUB-CODE
7	Measures encouraging individual participation	7.1 Support services	7.1.1 Guidance and counseling
			7.1.2 Mentorship and tutorship
			7.1.3 Academic preparation programs
			Other
		7.2 Financial incentives	7.2.1 Direct subsidies to take part in education
			7.2.2 Scholarships
			7.2.3 Grants
			7.2.4 Loans
			7.2.5 Tuition reductions
			7.2.6 Living allowances
			7.2.7 Travel allowances
			7.2.8 Tax incentives
			7.2.9 Other

		7.3 Non-financial incentives	7.3.1 Social assistance support linked to participation in education or training
			7.3.2 Training or study leave
			7.3.3 Other
		7.4 Advertising and recruitment	7.4.1 Advertising through the media
			7.4.2 Advertising through other channels
			7.4.3 Introducing earmarked places for different target groups
			7.4.4 Using learners themselves to recruit hard-to-reach groups
			7.4.5 Other
8	Measures aimed at changing institutional delivery systems and methods	8.1 Creating new delivery agents	8.1.1 New kinds of institutions
			8.1.2 New delivery vehicles based in existing institutions
			8.1.3 Partnerships between public, non-profit and private sector
			8.1.4 Other
		8.2 New modes of delivery	8.2.1 Distance learning
			8.2.2 Delivery in workplaces
			8.2.3 Delivery in remote communities
			8.2.4 Part-time
			8.2.5 Modular
			8.2.6 Other
		8.3 Programs	8.3.1 Basic skills programs
			8.3.2 VET programs
			8.3.3 Other programs
		8.4 Changes in admissions	8.4.1 Prior learning recognition
			8.4.2 Preferential admissions for certain target groups
			8.4.3 Mature student status
			8.4.4 Other
		8.5 New modes of financing	8.5.1 Government funding
			8.5.2 Employer funding
			8.5.3 Individual funding
			8.5.4 Funding by ESF
			8.5.5 Funding by YEI
			8.5.6 Funding by Erasmus +
			8.5.7 Other
		8.6 New credentials	
9	Measures aimed at broader social phenomena	9.1 Providing related services for learners	9.1.1 Housing

			9.1.2 Child care
			9.1.3 Other cross-sectoral cooperation
		9.2 Legal measures to reduce discrimination	

10	Vulnerable groups	10.1 According to age	10.1.1 Young people
			10.1.2 Older people
			10.1.3 Other
		10.2 Gender	10.2.1 Women
			10.2.2 Men
		10.3 Level of education or skills	10.3.1 Early school leavers*
			10.3.2 Low skilled**
			10.3.3 Low qualified
			10.3.4 Unqualified
			10.3.5 Other
		10.4 Employment status	10.4.1 Unemployed
			10.4.2Long-term unemployed
			10.4.3Those in insecure forms of employment
			10.4.4 Those affected by restructuring and career transitions
			10.4.5 Older workers
			10.4.6 Farmers
			10.4.7 Other
		10.5 Health and disability	10.5.1People with disabilities***
			10.5.2 Persons living with chronic illnesses
			10.5.3 Other
		10.6 Ethnicity	10.6.1 Minorities
			10.6.2 Roma
			10.6.3 Migrants
			10.6.4 Refugees
			10.6.5 Asylum seekers
			10.6.6 Other
		10.7 Family status	10.7.1 Lone parents
			10.7.2 Families with a large number of children
			10.7.3 Caregivers
			10.7.4 Other
		10.8 Housing status	10.8.1 Homeless
			10.8.2 Other
		10.9 Location	10.9.1 People living in rural/ remote areas
			10.9.2 Those in hospitals
			10.9.3 Those in care homes
			10.9.4 Incarcerated population
			10.9.5 Other

		10.10 Risk behaviors	10.10.1 Substance abusers
			10.10.2 Sex workers
			10.10.3 Other
		10.11 Other	

11	Policies	11.1 Domestic policies	11.1.1 Direct reference
			11.1.2 Indirect reference
		11.2 EU policies	11.2.1 Direct reference
			11.2.2 Indirect reference
		11.3 International policies	11.3.1 Direct reference
			11.3.2 Indirect reference

	CATEGORY	CODE
12	Stakeholders in drafting and policy-making	12.1 European Commission
		12.2 Government agencies
		12.3 Business associations
		12.4 Employer associations
		12.5 Education centres and universities
		12.6 International organisations
		12.7 Civil society organisations and associations representing lifelong learning
		12.8 Civil society organisations and associations representing vulnerable groups
		12.9 Vulnerable individuals or groups
		12.10 Other
13	Involvement in drafting and policy-making	13.1 Issuing statements, position papers, reports, and/or recommendations
		13.2 Participation in consultations
		13.3 Participation in working groups
		13.4 Partnership with main powerholders
		13.5 Other
14	Issues raised in drafting and policy-making	14.1 Issues concerning vulnerable groups incorporated in final draft
		14.2 Issues concerning vulnerable groups rejected from final draft
		14.3 Other issues incorporated in final draft
		14.4 Other issues rejected from final draft

*Early school leavers include dropouts

**In the Spanish lifelong learning policies low skilled and low qualified were analysed under the same code because of overlap in terminology

***Disability/Disabilities include also special needs/special educational needs

Appendix F. Letter of Invitation

20 November 2017

Dear Sir/Madam,

I would like to invite you to participate in an interview conducted within the European Commission funded Horizon 2020 project, ENLIVEN ('Encouraging Lifelong Learning for a Vibrant and Inclusive Europe'). ENLIVEN is a 3 year project that started in October 2016. A group of researchers from ten institutions from Europe and Australia are working on this project with the aim of increasing our understanding of how adults, and especially vulnerable adults, can be supported through education and training both at the European Union level and at the national level. More information about this project can be found on our website: http://www.h2020enliven.org.

The University of Deusto is part of the consortium and leading the first work package which focuses on EU and national lifelong learning policies, funding schemes and programs and how they tackle social exclusion, disadvantage, and inequality. We hope to use what we learn from the study to improve policies, funding schemes and programs so that they better address the needs of vulnerable groups.

The objective of the interview is to identify the construction of vulnerable groups in the policies, the EU interpretations of social exclusion, as well as the EU priorities and measures addressing social exclusion and inclusion of specific groups. You are being asked to participate in this interview because you are an expert in EU policies. Topics to be discussed will include:

- policy drafting and consultation process and groups consulted
- vulnerable groups that are prioritised or missing in the policies
- the concept of social exclusion
- proposed measures for addressing social exclusion
- terminology used such as disadvantaged, vulnerable, marginalised, (socially) excluded, those at risk of social exclusion, those at risk of marginalisation

The interview will take about hour and a half and it will be conducted by Skype. If you have any questions or concerns about the research, please feel free to contact:

Elena Tuparevska	Dr. Concepcion Maiztegui	Dr. Josu Solabarrieta
Assistant Researcher	Professor	Dean
Faculty of Education	Faculty of Education	Faculty of Education
University of Deusto	University of Deusto	University of Deusto
elena.tuparevska3@deusto.es	cmaizte@deusto.es	josu.solabarrieta@deusto.es

Many thanks for your time and consideration and we look forward to your response.

Yours sincerely,

Elena Tuparevska

Appendix G. Information Sheet and Informed Consent Form

Information Sheet

Thank you very much for considering participation in our research!

You are invited to participate in our research on social exclusion in EU lifelong learning policies. This information sheet provides information on our research, your possible role and the details of your participation in the research and the ways your interview will be treated in the further process.

If you have any questions today or later, please to not hesitate to contact:

Elena Tuparevska	Dr. Concepcion Maiztegui	Dr. Josu Solabarrieta
Assistant Researcher	Professor	Dean
Faculty of Education	Faculty of Education	Faculty of Education
University of Deusto	University of Deusto	University of Deusto
elena.tuparevska3@deusto.es	cmaizte@deusto.es	josu.solabarrieta@deusto.es

This research is conducted within the European Commission funded Horizon 2020 project, ENLIVEN ('Encouraging Lifelong Learning for a Vibrant and Inclusive Europe'). ENLIVEN is a 3 year project that started in October 2016. A group of researchers from ten institutions from Europe and Australia are working on this project with the aim of increasing our understanding of how adults, and especially vulnerable adults, can be supported through education and training both at the European Union level and at the national level. More information about this project can be found on our website: http://www.h2020enliven.org.

The University of Deusto is part of the consortium and leading the first work package which focuses on EU and national lifelong learning policies, funding schemes and programs and how they tackle social exclusion, disadvantage, and inequality. We hope to use what we learn from the study to improve policies, funding schemes and programs so that they better address the needs of vulnerable groups.

The objective of the interview is to identify the construction of vulnerable groups in the lifelong learning policies, as well as the EU priorities and measures addressing social exclusion and inclusion of specific groups. You are being asked to participate in this interview because you are an expert in EU policies. Topics to be discussed will include:

- policy drafting and consultation process in EU lifelong learning policies
- vulnerable groups and EU lifelong learning policies
- social exclusion and EU lifelong learning priorities
- terminology related to social exclusion and vulnerability

 Participation in this research is entirely voluntary. You do not need to justify any decision not to participate on your part. Your decision not to participate will not be reported to any third party and you will not face any disadvantage as a result of your decision not to participate.

 Before commencing the interview, you will have had the opportunity to ask any question and
– in all cases – you will have received clarification which will have answered your concerns.

 When participating, during the interviews, you can skip any question you are not comfortable with.

 You are entitled to recall your decision to participate in the research any time and without providing any justification.

 If you agree, the interview will be recorded and written down word-for-word afterwards. However, any written record will not include your name or any other information which would disclose your identity.

 If you do not agree to recording, the researcher will only take notes and the interview will be
written down based on his/her memory. You will be provided with a summary of the notes.

 No personal information collected about you during the interview will be shared with anyone
outside the research team. Any personal information will be removed or replaced, so that your identity will not be disclosed to anyone.

 The recording will be stored safely. Data storage will comply with the Data Protection Act. Data will be retained intact for a period of at least seven years from the date of any publication which is based upon them. Data will be stored in their original form – i.e. tapes/discs etc. will not be deleted and reused, but kept securely as outlined.

 Results of our research will be published on the project website and in publications.

 Your personal contact details will be deleted immediately after the completion of the interview

Informed Consent Form

1. I volunteer to participate in the ENLIVEN research project. ☐YES

2. I confirm that I have read and understood the information provided about the project and/or I have been informed in person by a member of the research team about the purpose and the aims of the research project. ☐YES

3. I have had the opportunity to ask any questions and – in all cases – I have received clarification which has answered my concerns. ☐YES

4. I agree that the interview will be recorded and transcribed word-for-word later on. ☐ YES

☐NO

IF NO:

I agree that the interviewer will take notes during the interview and will write a summary of the interview afterwards. I understand that I will be provided with a summary of the notes.

☐YES

☐NO

5. I understand that the recorded files and the transcribed interview/the notes taken during/after the interview will be safely stored and not circulated in any way. The information collected will be thereby treated in line with the applicable law of the European Union (EU data protection directive - 95/46/EC]. ☐YES

6. I understand that everything I say will be treated confidentially and only used for research purpose. Any information provided but not required for the current research project, will not be documented or used in any way. Researchers will not share any content of the interviews with my organisation or the EC].☐YES

7. I understand that when researchers quote from or refer to the interview, they will secure my anonymity and replace any detail which could possibly disclose my identity. ☐YES

8. I understand that my participation is voluntary and that I am free to decline to answer any question during the interview and to withdraw at any time, without giving reason.☐ YES

9. I have received a copy of this Informed Consent Form. ☐YES

10. I understand that I am entitled to recall my decision to participate in the research any time without providing any justification.☐YES

Name of participant_____

Signature of participant _____

Date _____

Appendix H. Interview Guide

1.1.1 Table 1: Overview on the topics of the interview with the experts (30 to 55 Minutes)

Blocks	Topics	Estimated time to be allocated
Block 0 – Introduction		5 min
Block A – Policy drafting and consultation process	A.1 Explaining the process A.2 Groups/stakeholders consulted A.3 Issues concerning vulnerable groups	5–10 min
Block B – Vulnerable groups	B.1 Definition of vulnerable groups B.2 Prioritised vulnerable groups B. 3 Missing vulnerable groups	5–10 min
Block C – Social exclusion	C.1 Definition of social exclusion	5–10 min
Block D – Proposed measures for addressing social exclusion	D.1 Developing basic skills D.2 Other measures for addressing social exclusion	5–10 min
Block E – Terminology	E. 1 Clarification of the terminology used in the policies	5–10 min

1.1.2 Guideline for the interview with the experts

Block 0 – Introduction

The interviewer explains the overall objective of the interview to the expert

Question 1 –Please tell us about your current position? What is your experience in EU LLL policies?

Question 2 – What is your role in designing the EU lifelong learning policies? (the process you were involved in, number of years of involvement…)

Block A – Policy drafting and consultation process

A.1 Explaining the process

Question 1 - Please describe the policy drafting and consultation process in which your organisation was involved?

A.2 Groups/stakeholders consulted

Question 2 - Who was consulted in drafting the policies?

Question 3 - Were NGOs and organisations that are working with vulnerable groups consulted?

Question 4 - Were representatives of vulnerable groups consulted? If yes which vulnerable groups?

A.3 Issues concerning vulnerable groups

Question 5 - What issues did they raise/what suggestions did they make and which of these suggestions were incorporated into the policies?

What other issues do you think are important to raise?

Is there a coordination among these association before the consultations? How do they coordinate among themselves?

Block B – Vulnerable groups

B.1 Definition of vulnerable groups

Question 1 - Which groups are considered vulnerable by the EU? Why?

B.2 Prioritised vulnerable groups

Question 2- How does the EU decide which groups to prioritize?

Question 3- How have the EU priorities regarding specific groups changed over time?

B. 3 Missing vulnerable groups

Question 4 - Are there groups which you think are neglected?

Block C – Social exclusion

C.1 Definition of social exclusion

Question 1 - What role do you think social exclusion should have in lifelong learning?

Question 2 - What are the challenges for lifelong learning in addressing social exclusion?

(If the expert can't answer the question, especially if he/she does not work in a EU institution and is unfamiliar with the conceptualisation of exclusion in LLL policies then after asking question 1, ask follow-up questions: How is the concept of social exclusion understood/defined in your organisation/NGO? How is the concept of social exclusion understood/defined in the EU?)

Block D – Proposed measures for addressing social exclusion

D.1 Developing basic skills

Question 1 - Developing basic skills seems to be the most common measure proposed in the policies. Why is this measure of such importance for the EU?

D.2 Other measures for addressing social exclusion

Question 2 - What other measures are seen as important in addressing social exclusion or different needs of vulnerable groups?

Block E – Terminology

E. 1 Clarification of the terminology used

Question 1 - In the policy analysis we encountered different terms for the vulnerable such as disadvantaged, vulnerable, marginalised, (socially) excluded, at risk, those at risk of social exclusion, those at risk of marginalisation… Which term do you think is the most adequate one to refer to these groups? Why?

Question 2 - Is there a difference between disadvantaged, vulnerable, marginalised and (socially) excluded in the policies? If yes, how are these terms understood?

Appendix I. Overview of Methodological Instruments Used by the Researcher

AIM	RESEARCH QUESTIONS	INSTRUMENT
Analyse the conceptualisation of social exclusion in EU lifelong learning policies from the 1990s to 2018	How has the concept of social exclusion in EU lifelong learning policies evolved from the 1990s in terms of meaning, definitions, prevalence and closely connected concepts; what are the implications of this evolution, and is there coherence between the conceptual evolution and lifelong learning policy? How has the terminology related to vulnerable groups evolved since the 1990s in EU lifelong learning policies? Which groups are prioritised and which are missing in EU lifelong learning policies? What measures against social exclusion do the EU lifelong learning policies offer to vulnerable groups and how equitable are these measures? How are vulnerable groups socially constructed in EU lifelong learning policies?	Content analysis of EU policy documents & Interviews
Analyse the conceptualisation of social exclusion in Spanish lifelong learning policies from the 1990s to 2018	How has the concept of social exclusion in national lifelong learning policies evolved from the 1990s in terms of meaning, definitions, prevalence and closely connected concepts; what are the implications of this evolution, and is there coherence between the conceptual evolution and lifelong learning policy? How has the terminology related to vulnerable groups evolved since the 1990s in national lifelong learning policies? Which groups are prioritised and which are missing in national lifelong learning policies? What measures against social exclusion do the national lifelong learning policies offer to vulnerable groups and how equitable these measures are? How are vulnerable groups socially constructed in national lifelong learning policies?	Content analysis of Spanish policy documents Content analysis of secondary data
Identify the convergences and divergences between national and EU lifelong learning policies	In what way do national lifelong learning policies converge and/or diverge from EU policies and what are the implications of these convergences/divergences?	Comparative analysis
Identify the beneficiaries of the ESF in Spain and the measures provided	Which vulnerable groups have benefitted from the ESF in Spain from 2000 to the present and what measures were they provided?	Quantitative analysis of ESF programmes and initiatives
Compare how national lifelong learning policies converge and/or diverge from ESF funding schemes	In what way do national lifelong learning policies converge and/or diverge from ESF funding schemes?	Comparative analysis

Appendix J. A Brief History of Lifelong Learning and its Related Concepts

A Brief History of Lifelong Learning

Roots

Idea of lifelong learning can be traced back to ancient times: India and Vedic texts (c. 1000 BC), Ancient China and the work of Confucius (c. 500 BC), Ancient Greece (5-3 c. BC) and Socrates, Xenophon, Plato, Aristotle, and the Sophists, to Ancient Rome (8 c. BC – 5 c. AD)

Idea reemerges in Renaissance (late 14th -16th c.) and Humanism: 16th c. Official Plan for Jesuit Education (Ratio Studiorum), 17th c. work by J.A. Comenius, 18th c. work of Helvetius, 1792 Condorcet´s Report , 18th- and 19th-c. Spanish education reformers (concept appears in a Spanish work from 1730 and begins to be used with religious connotations, refering to certain fields/areas, or in connection to lower social classes

Worker´s movement

Economic, political and cultural factor of 19th and early 20th c. that gives rise to adult education and andragogy

Adult education late 18th and 19th century

In Britain: mechanics' institutes, workers' colleges, university extensions, board schools providing instruction for adults. Early adult education undertaken by voluntary and religious bodies until 1851 when state allocates public funding for Adult Evening Schools.

In other countries: people's universities, forms of correspondence education, workers' educational associations appear in the 19th century. In Denmark folk high schools (folkehojskole) emerge in mid-19th c., associated with the ideas of Grundtvig (1783–1872) about education of farmers.

Andragogy 19th century

The German concept arises in educational institutions of the workers' movement in search for a distinct approach to education for adults. Concept first emerges in 19th c. work of German educator Alexander Kapp (1833 book *Platon's Erziehungslehre, als Pädagogik für die Einzelnen und als Staatspädagogik. Oder dessen praktische Philosophie*).

In late 19th c. German ideas begin to spread to Russia and countries of continental parts of Europe. In 1885 Olesnicki, professor at Kiev University, is using term.

Early 20th c.

Adult education

In UK the Workers' Educational Association (WEA) is established in 1903. The following decade sees a national inquiry into adult education resulting in publishing of 1919 Report by Ministry of Reconstruction, as well as establishment of World Association for Adult Education. A decade later, one of the authors who produced the 1919 Report, Yeaxlee, is awarded first PhD in adult education and writes book *Lifelong Education: A Sketch of the Range and Significance of the Adult Education Movement* (1929). First university department of adult education created in 1920 at University College, Nottingham, 1922 Robert Peers becomes first professor of adult education in the world.

Drawing on John Dewey, Eduard Lindeman publishes book *The Meaning of Adult Education* in 1926 in the US and introduces concept of lifelong learning. He will be a major influence on adult educator Malcolm Knowles.

Andragogy

Concept reappears in 1920s in work by German educator Eugen Rosenstock-Huessy.

In 1920s US educators visit Germany to study workers' movement education and conduct comparative research, coming in contact with concept of andragogy. Eduard Lindeman is influenced by Rosenstock-Huessy, and is first writer in English to use term (in a 1926 Workers' Education article, and then in 1927 in a work together with Anderson). However, Lindeman does not go deeper into andragogy, choosing instead adult education, and concept does not take deeper root in US at the time.

Renewed interest in adult education after Second World War.

By 1950s concept of andragogy used extensively to refer to discipline dedicated to adult education in Holland (1954 T.T. ten Have lectures on andragogy), Yugoslavia (Ogrizovic dissertation on penological andragogy, book *Problems of Andragogy* 1959)

The 1960s revolution: New developments such as the student movement, the disillusionment with schooling, the work of Third World intellectuals, the futurists discourse, and development of broadcasting and television give rise to different ideas in education.

Radical adult education

Different forms appear in late 60s and 70s Freire's concept of conscientisation and the *Pedagogy of the Oppressed* in Brazil, Gramsci's concept of the organic intellectual in Italy, Ivan Illich´s deschooling. The 1980s are marked by Mezirow´s transformational theory and Kolb´s experiential learning in US. Brookfield who also contributed to the experiential learning debate had studied at University of Nottingham.

Slowly radical initiatives such as education for self-management in former Yugoslavia, ''the 150 hours'' study time entitlement won by metal workers and the Factory Councils in Italy, rural universities and community theatre such as the La Barraca in Spain, Martin Buber´s dialogue in Israel, and Horton´ Highlander Center in US give way to adult education with a social purpose such as the social solidarity economy projects.

Andragogy reappears in US

In 1966 US adult educator Malcolm Knowles meets Serbian adult educator Dusan Savicevic and learns about concept of andragogy. In late 1960s and 1970s, Malcolm Knowles publishes *Androgogy, Not Pedagogy* and *The Modern Practice of Adult Education*, *Androgogy Versus Pedagogy,* and sparks interest in the field.

Andragogy used in Holland (1966 doctorate in andragogy at University of Amsterdam), Hungary (faculties of andragogy in Budapest and Debrecen), Yugoslavia (work by Samolovcev, Filipovic, Savicevic, faculties of andragogy in Zagreb and Belgrade), France (1970s Bertrand Schwartz),

Distance education

1969 The Open University founded in UK, the University of the Third Age (U3A) founded in France in 1973. The Open University serves as catalyst for development of distance education. Early on, the Open University begins to offer vocational courses as well as liberal ones, and as distance education spreads throughout the world it becomes increasingly vocational.

Recurrent education

Promoted by the OECD in late 1960s and 1970s it is envisioned as education distributed over a person´s lifespan in a recurring way. Inspired by human capital thinking, it aims to provide practical lifelong education opportunities. In the 1980s falls into disfavor since right to full-time education later in life is inconvenient and expensive for employers and governments, especially at a time of a recession.

Lifelong education

Lifelong education adopted by UNESCO in late 1960s and early 1970s as its master concept for education. Promoted by writers with a strong humanistic base, and the Faure report, it offered a humanistic approach to education while linking together liberal and vocational education into a lifelong framework.

Permanent education

In late 1960s the Council of Europe espouses the concept of permanent education in an attempt to reform European educational systems and to introduce a strategy for implementing a European educational policy. Its aim is to establish a socio-cultural policy with an emphasis on education. It focuses on the working population and their access to training, but provides a political and critical vision of education. By late 1970s Council of Europe sees permanent education predominantly as adult education.

Bertrand Schwartz has key role in promoting concept influenced by the development of andragogy in Netherlands, Hungary, Yugoslavia and US

1990s

Lifelong learning

Lifelong learning gains currency in 1990s with its adoption by the European Union. As the EU gains decision-making powers, it is in a position to influence policy by publishing a number of documents and introducing other policy measures such as the European Year of Lifelong Learning in 1996 when the concept becomes part of national level policy debates. In his role as president of the European Commission, Jacques Delors, published important White Papers on EU lifelong learning policy, and then moved on to UNESCO where he published the Delors Report *Learning: The Treasure Within*.

Situated learning

The theory on situated learning appears in the 1990s (Lave & Wenger, 1991) and the concept of communities of practice (Wenger, 1998). From radical ideas to focus on work.