

Foreign language skills for an entrepreneurial life course



ÉVA SZEDERKÉNYI PHD
UNIVERSITY OF PÉCS, HUNGARY

Language skills essential for entrepreneurship - CHALLENGES:

- How can language learning in school – in addition to its contribution to quality education – equip learners to acquire the language skills they will need in their working lives?
- How can companies best organize language training to meet the changing needs of the market place?
- How can we convince companies of the benefits, both for themselves and their employees, of a positive attitude towards plurilingualism and intercultural competences?
- What technological and human resources are available for traditional and non-traditional learning (e.g. volunteers working with migrants)?

UNESCO GRALE III. LOOKING AHEAD TO 2030: HOW
ALE CAN EQUIP PEOPLE, STAKEHOLDERS AND INTERSECTORAL AGENTS TO MEET
THE ABOVE CHALLENGES

7 targets under Sustainable Development Goal 4, to call for
enterpreneurship and foreign language competences:

- Target 4.4 calls on countries to provide more people with the skills they need to find **decent jobs**.
- Target 4.7 covers education for sustainable development, human rights, gender equality, peace and **global citizenship**.

Target 4.4

Target 4.4
calls on
countries to
provide
more people
with the skills
they need
to find **decent
jobs**.

THE BETTER A COUNTRY'S ENGLISH,
THE MORE MONEY ITS PEOPLE MAKE



EF English Proficiency Bands:

- VERY HIGH
- HIGH
- MODERATE
- LOW
- VERY LOW

www.ef.com/epi

GRALE III

6.2.2 ALE IS PART OF A BALANCED EDUCATIONAL LIFE COURSE

- Adults who have received basic education will need continuous learning in order **to keep their skills up-to-date**. Particularly foreging languages competences are required.

6.2.3 ALE IS PART OF A HOLISTIC, INTERSECTORAL SUSTAINABLE DEVELOPMENT AGENDA

- The Education 2030 framework for Action calls for **whole-of government approaches** to education.
- ALE would need to be made an integral component.

Hungary's English skills

Hungary is
15th of 72
countries
(2019)

14th Croatia,
16th Romania

<https://www.ef.co.hu/epi/regions/europe/hungary/>

AND YOUR COUNTRY???

EU action plans for language competences

"Barcelona objective " 2002	EU now
<ul style="list-style-type: none"> • The European Council (March 2002) "to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age", and for an indicator of language competence, enabling citizens to communicate <i>in 2 languages other than their mother tongue.</i> 	<ul style="list-style-type: none"> • 65% know at least one foreign language in the EU – 2016 • 90 % of respondents knew at least one foreign language : Sweden (97%), Latvia, Denmark and Lithuania (all 96%), Luxembourg (95 %), Finland and Malta (both 92 %) and Estonia (91 %). • Source: Eurostat, 2019. https://ec.europa.eu/eurostat/statistics-explained/index.php/Foreign_language_skills_statistics

Comparison

EU targets	UNESCO Grale III targets
<ul style="list-style-type: none"> • Foreign language teaching in many EU countries remains inadequate. • EU countries made a strong commitment to improving the efficiency of language teaching in schools 	<ul style="list-style-type: none"> • LLL in Language learning EFL plays a major role in Adult Education (ALE) to facilitate a balanced educational lifecourse while being part of a holistic, intersectoral sustainable development agenda (in compliance with UNESCO Grale III, 6.2.2 and 6.2.3).

Thank you for your attention!

