



European
Commission



DISCOVER YOUR TALENT!

European Vocational Skills Week
Adult Skills: Empowering people

Programme

6-7 December 2016, Crowne Plaza Brussels

[#EUAdultSkills](#)

Employment,
Social Affairs
and Inclusion



Dear Participant,

We are delighted to welcome you to this Conference on Adult Skills.

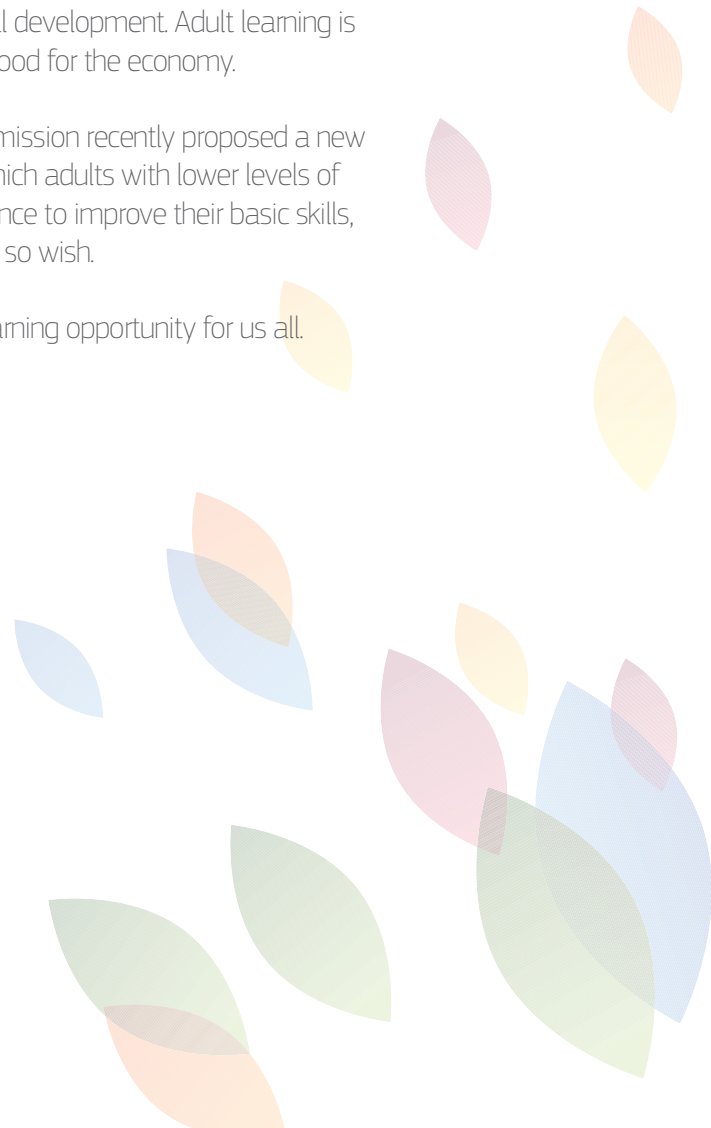
The world is changing so rapidly nowadays that learning really does need to be a lifelong habit for us all.

The European Commission works closely with Member States to implement the European Agenda for Adult Learning. Adult learning is an important means of up-skilling or reskilling, but it also has an important contribution to make to social inclusion, active citizenship and personal development. Adult learning is good for the individual, good for society and good for the economy.

These are some of the reasons why the Commission recently proposed a new initiative - the Upskilling Pathways - under which adults with lower levels of qualification or skills will be offered a new chance to improve their basic skills, and to progress further in their learning if they so wish.

We hope that this conference will be a real learning opportunity for us all.

Skills for adults team



Adult Skills: Empowering people

6 December 2016

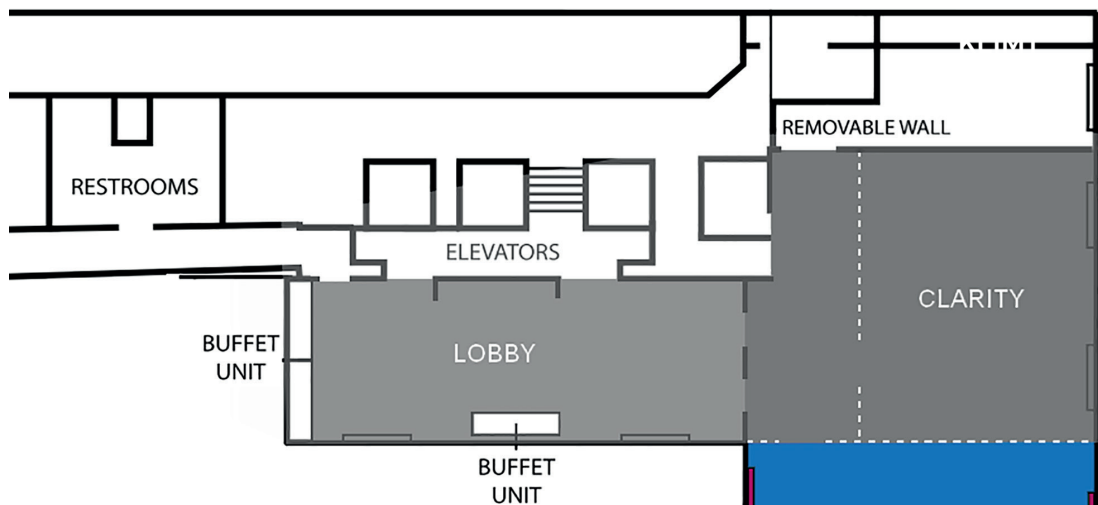
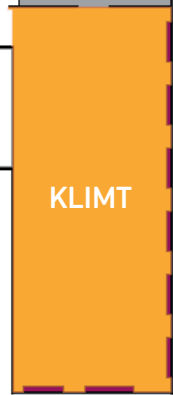
Crowne Plaza Brussels - Le Palace, Rue Gineste 3, 1210 Bruxelles

06.12.2016				
Time	Activity			Location
09:00 – 10:00	Registration and welcome coffee			-
10:00 – 10:30	Official welcome by Commissioner Marianne THYSSEN			Palace Ballroom I and II (ground floor)
10:30 – 11:15	Why do skills matter? Keynote speech by Deborah ROSEVEARE			Palace Ballroom I and II (ground floor)w
11:15 – 12:30	Developing adults' skills – how to move from policy objectives to action on the ground? Panel discussion			Palace Ballroom I and II (ground floor)
12:30 – 13:45	Lunch			Foyer, (ground floor)
13:45 – 16:30	Parallel Sessions			
	Governance	Flexibility and access	Supply and take up	Quality
13:45 – 15:00	Coherent adult learning policy – is it possible? Vision (8th floor)	Learning in, for and because of work Klimt (ground floor)	Reach out and motivate Creativity and Exploration (1st floor)	Does quality pay off? Inspiration and Evasion (1st floor)
15:00 – 15:15	Coffee break			In front of the parallel sessions rooms
15:15 – 16:30	PES – public empowering services? Creativity and Exploration (1st floor)	New technologies can increase access to adult learning Vision (8th floor)	How to convince the unconvinced? Inspiration and Evasion (1st floor)	Trainers or ...? – The new roles of adult learning professionals Klimt (ground floor)
16:30 – 16:45	Participants make their way to the plenary session			
16:45 – 18:15	What have we learnt today?			Palace Ballroom I and II (ground floor)
18:15 – 19:15	Networking drink			Foyer, (ground floor)



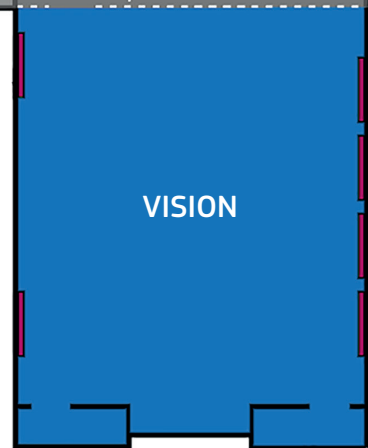
Ground floor

Ballroom	Plenary sessions
Klimt	Learning in, for and because of work Trainers or ...? – The new roles of adult learning professionals
Catering and exhibition area	

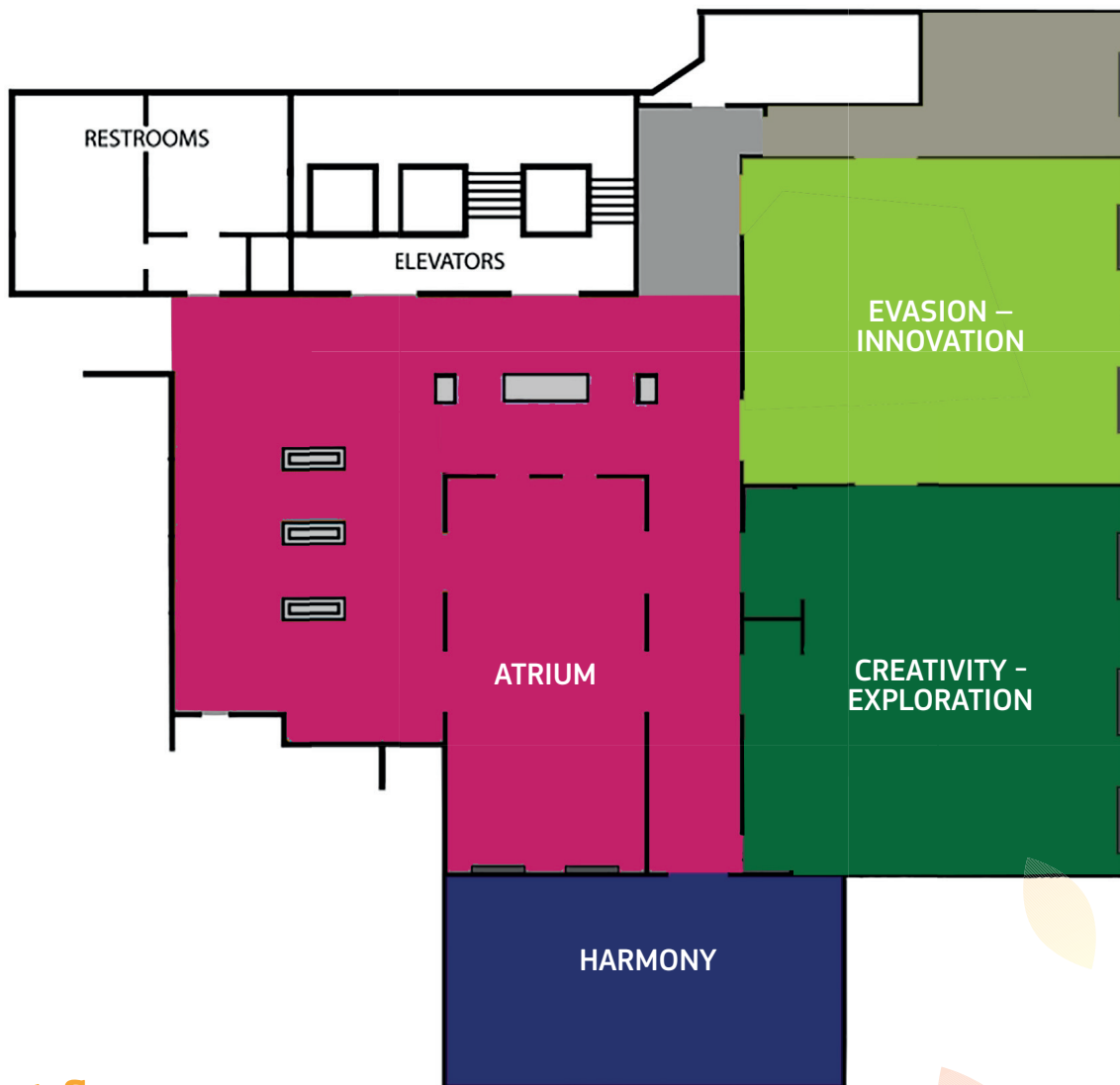


Eight floor

Vision	Coherent adult learning policy – is it possible? New technologies can increase access to adult learning
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Floorplan 6 December 2016



First floor

Creativity - Exploration

Reach out and motivate
PES – public empowering services?

Evasion – Innovation

Does quality pay off?
How to convince the unconvinced?

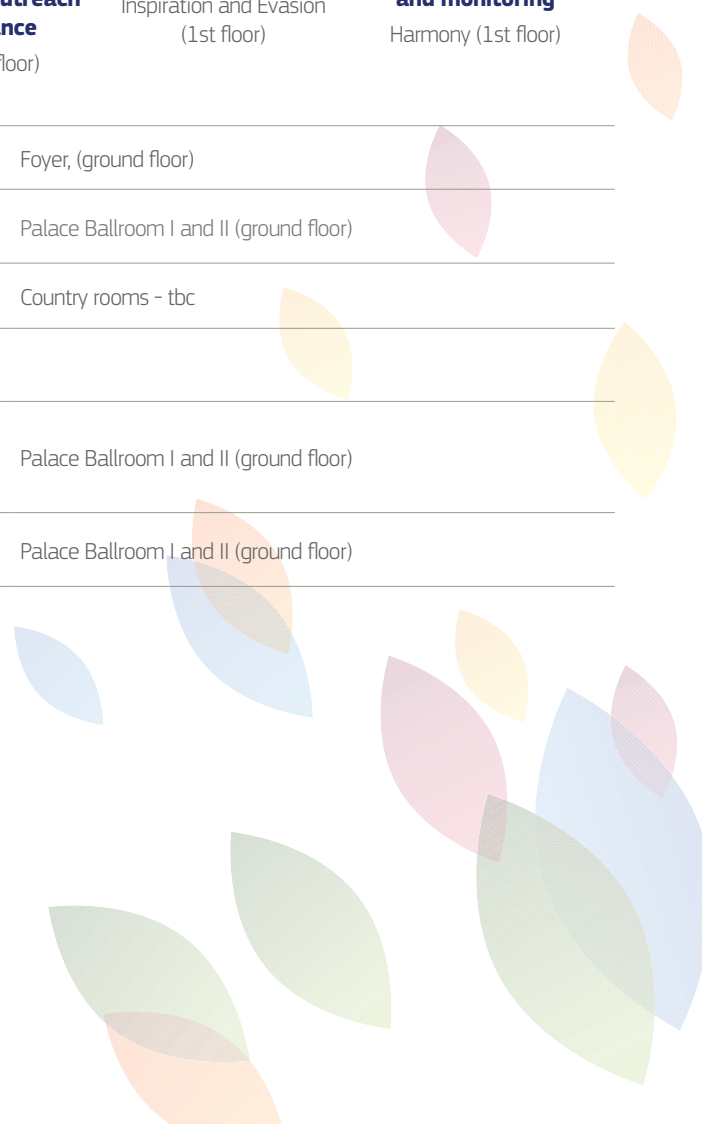


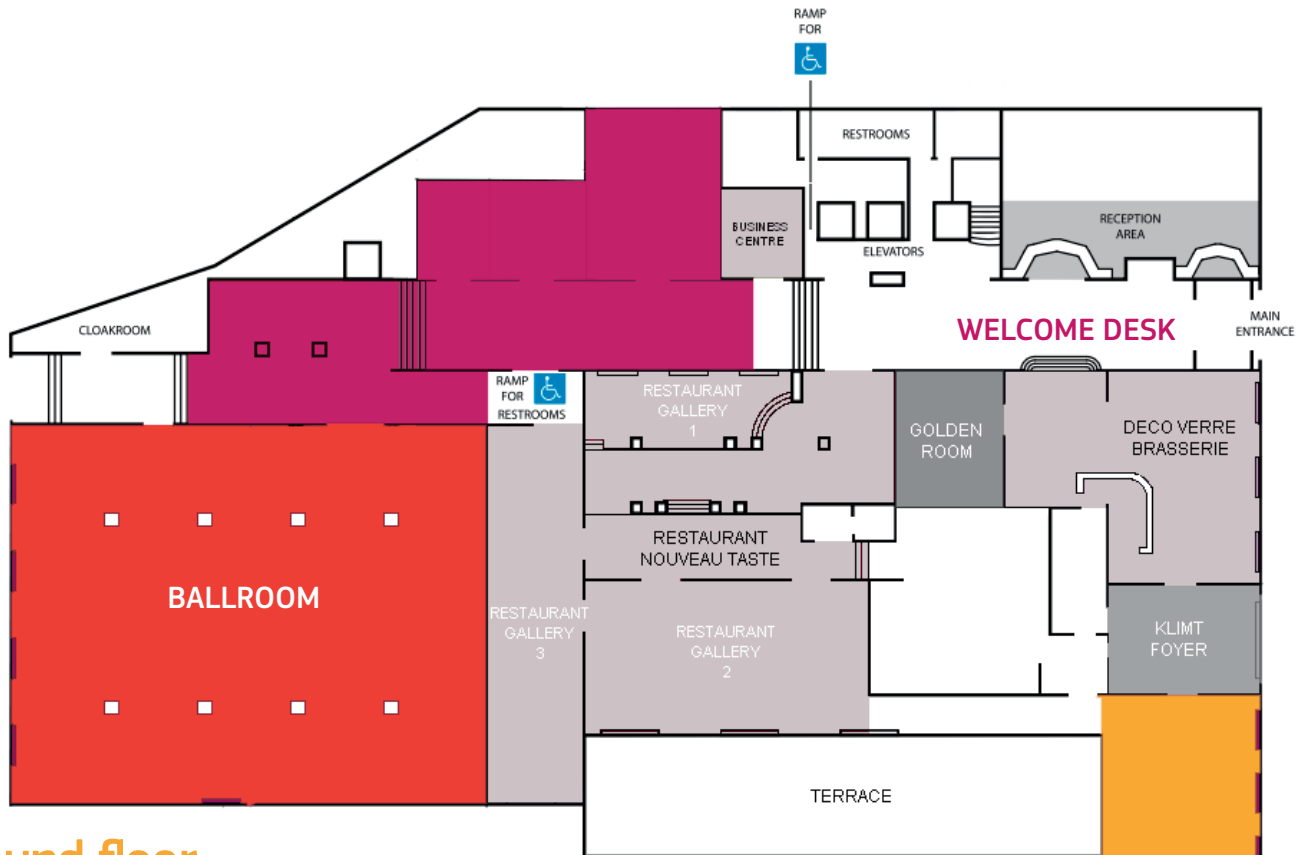
Adult Skills: Empowering people

7 December 2016

Crowne Plaza Brussels - Le Palace, Rue Gineste 3, 1210 Bruxelles

07.12.2016		
Time	Activity	Location
08:00 – 09:00	Welcome coffee	-
09:00 – 09:05	Welcome	Palace Ballroom I and II (ground floor)
09:05 – 10:30	Upskilling adults – why, how and with whom?	Palace Ballroom I and II (ground floor)
10:30 – 10:45	Participants make their way to the practical workshops	
	Practical workshops	
10:45 – 12:15	Skills assessment, validation and recognition Klimt (ground floor)	Tailored offer of education and training Creativity and Exploration (1st floor)
	Enablers: coordination, partnership, outreach and guidance Vision (8th floor)	Costs and financing Inspiration and Evasion (1st floor)
		Evidence based policy and monitoring Harmony (1st floor)
12:15 – 13:15	Lunch	Foyer, (ground floor)
13:15 – 13:40	Introduction to the country team work	Palace Ballroom I and II (ground floor)
13:40 – 15:00	Country working teams	Country rooms - tbc
15:00 – 15:15	Participants make their way to the plenary session	
15:15 – 15:50	Keynote speech by Her Royal Highness Princess Laurentien of the Netherlands	Palace Ballroom I and II (ground floor)
15:50 – 16:45	What will we take home?	Palace Ballroom I and II (ground floor)

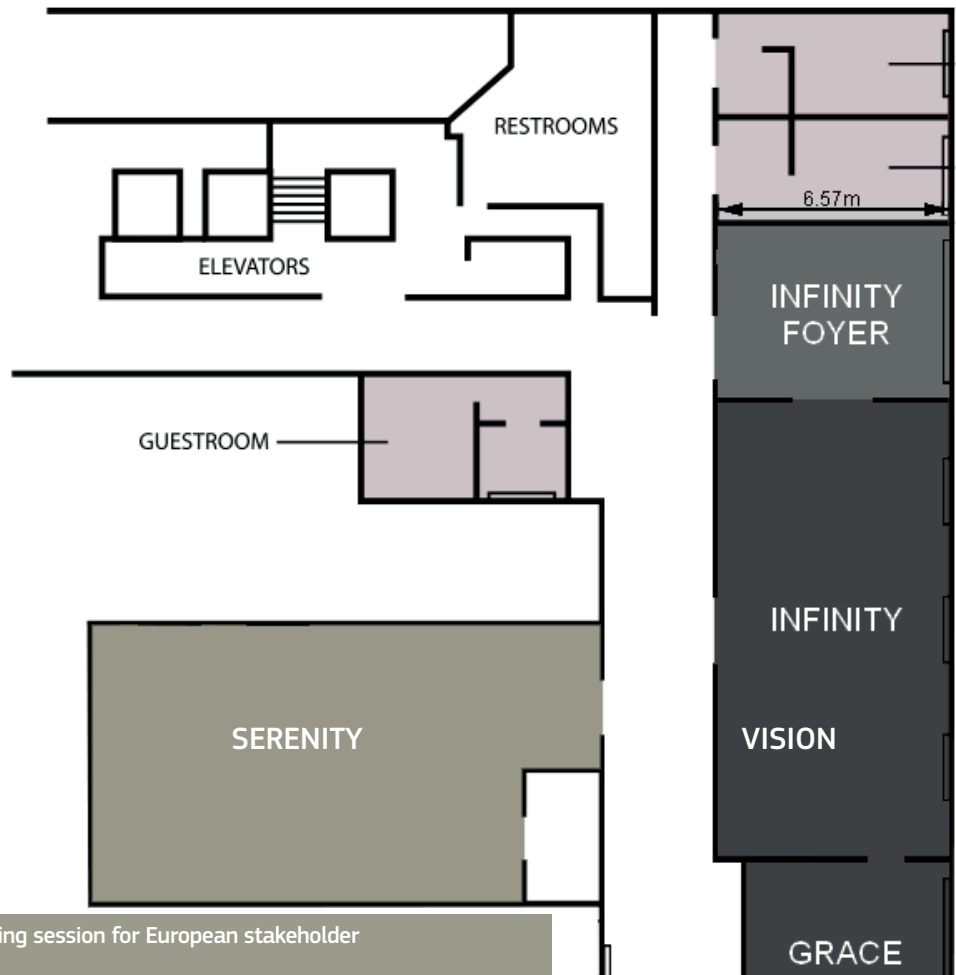




Ground floor

Ballroom	Plenary sessions
Klimt	Skills Assessment, validation and recognition Country Workshops
Catering and exhibition area	

KLIMT

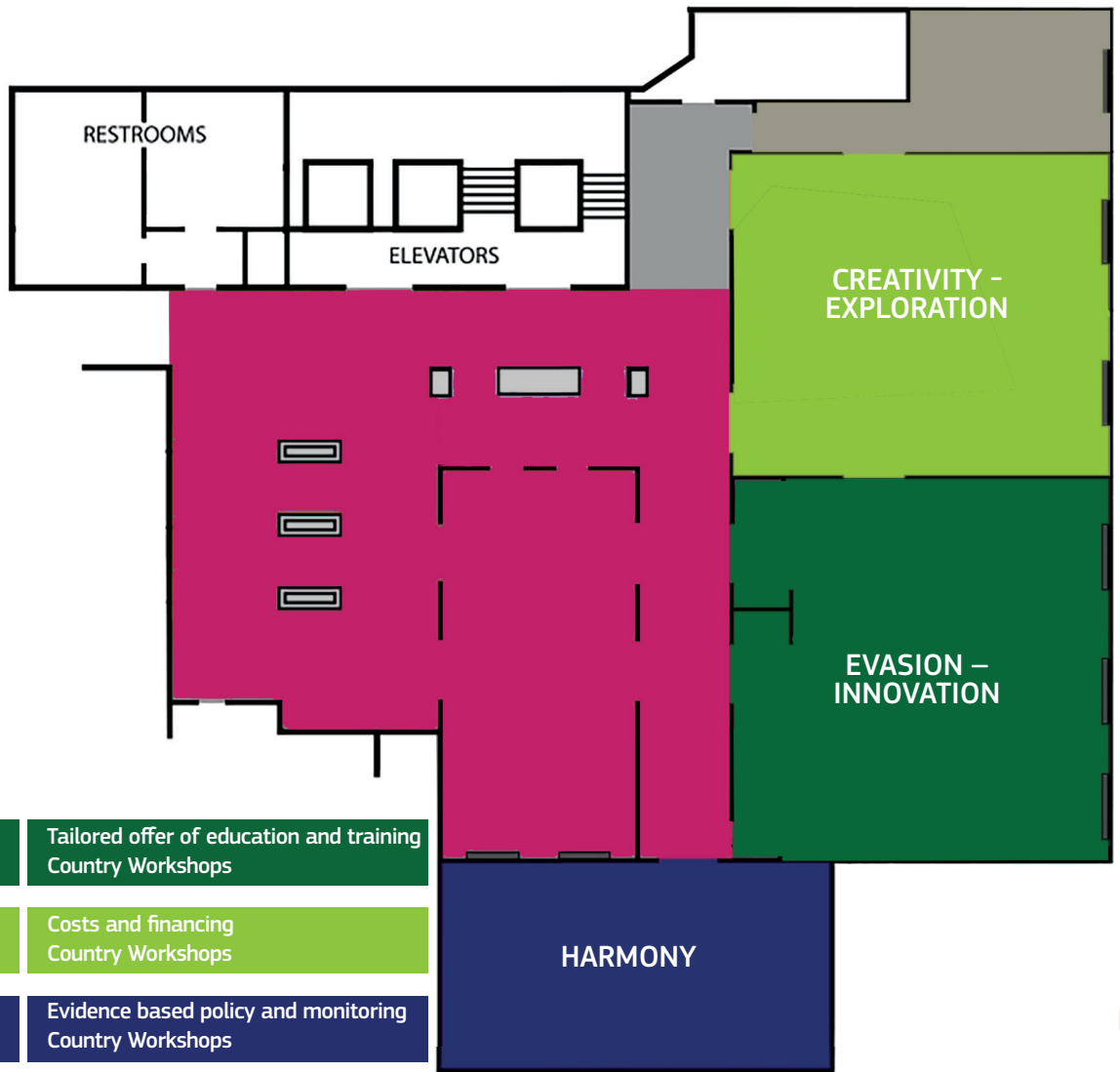


Second floor

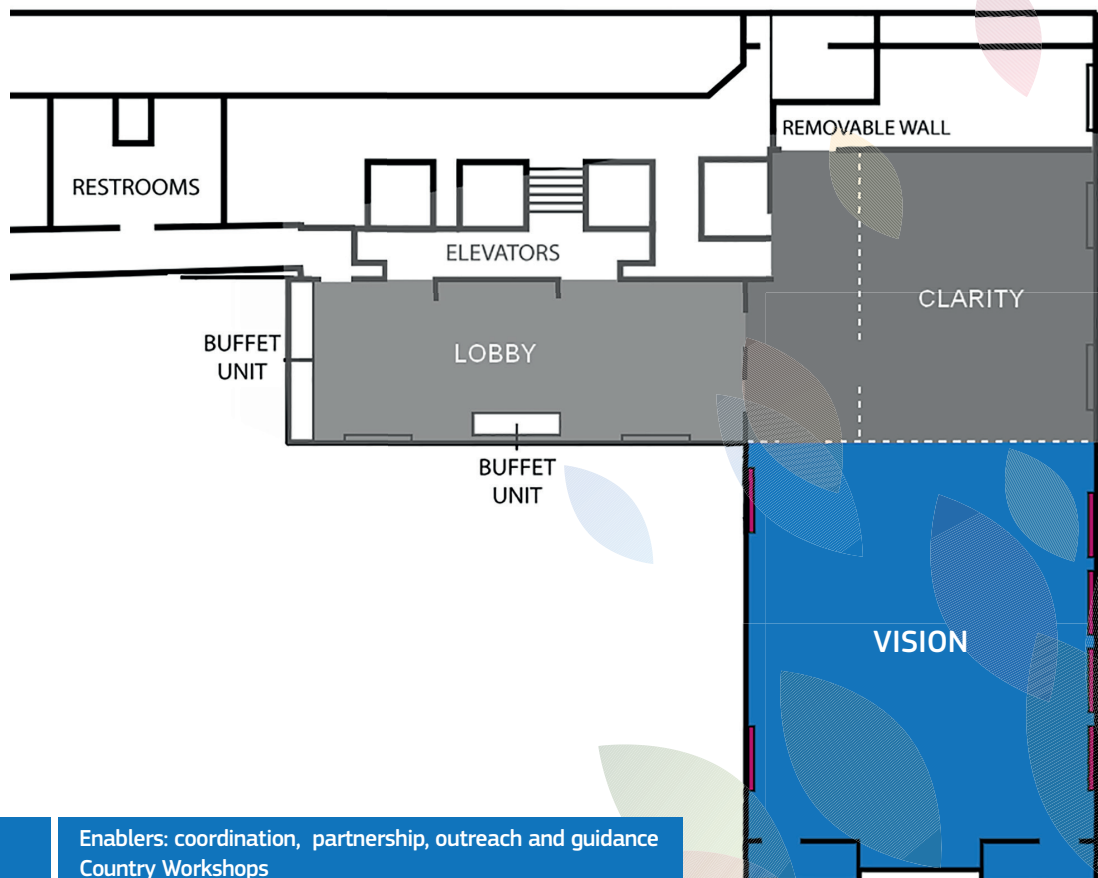
Serenity	Working session for European stakeholder
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GRACE

Floorplan 7 December 2016



First floor



Eight floor

Description of Workshops

Why do skills matter?

Time: Day 1, 10:30 – 11:15

Room: Palace Ballroom I and II

Scope: Review of the adult skills challenges that Europe is facing, including the latest results of PIAAC, Labour Force Survey, Adult Education Survey, Continuing Vocational Training Survey and demographic data.

Speaker: **Deborah Roseveare**, Head of the Skills Beyond School Division in the Directorate for Education and Skills, OECD.

Developing adults' skills – how to move from policy objectives to action on the ground?

Time: Day 1, 11:15 – 12:30

Room: Palace Ballroom I and II

Scope: Moderated discussion between representatives of public authorities, Public Employment Services, training providers, learners and NGOs about adult learning.

Speakers: **Edel Cessar**, Chief Executive Officer at National Commission for Further and Higher Education in Malta,

Yves Magnan, General Director for “Products and Services” at Le Forem, the Public Employment and Vocational Training Service in Wallonia, Belgium,

Christophe Donon, Director General of AFPA

Una Buckley, Adult learner, Ireland

Ilona Kish, Director, Public Libraries 2020.

Parallel Sessions

Time: Day 1, 13:45 – 16:30

Scope: European Agenda for Adult Learning, priorities 2015 – 2020:

- Governance: coherence with other policy areas; better coordination, effectiveness, relevance to needs of society, economy; investment.
- Significantly increasing supply and take up of high-quality provision, especially in literacy, numeracy and digital skills; effective outreach, guidance and motivation strategies.
- More flexible and wider access through more workplace learning and use of ICT; skills assessments; second-chance opportunities leading to a recognised qualification.
- Better quality assurance, policy monitoring, education of adult educators, better data on needs to target and design provision.

Governance

Coherent adult learning policy – is it possible?

Time: Day 1, 13:45 – 15:00

Room: Vision

Scope: Adult learning is a fragmented sector touching upon multiple policy areas and involving many different actors both of public and private nature. What are the key factors for success in setting up coherent adult learning policies based on a whole government approach?

This workshop will seek to answer this question by exploring different solutions around Europe.

Speakers: **Myriam Schauwers**, Ministry of Education, International Department, National Coordinator for implementing the European Agenda for Adult Learning, Member of the ET2020 Adult Learning Working Group’

Laurence Martin, Association pour la Promotion du label APP.

Moderator: **Angela Andersson**

PES - Public empowering services?

Time: Day 1, 15:15-16:30

Room: Creativity and Exploration

Scope: Public Employment Services support labour market integration of unemployed adults and play an important role in the education sector. In this session we will try to find out how the PES are providing support services also to people in employment or who are inactive and how they support acquisition of lifelong skills.

Speakers: **Suzana Kerec**, Public Employment Services in Slovenia
Christian SOLGAARD, Ministry of Employment in Denmark.

Moderator: **Gina Lund**

Flexibility and access

Learning in, for and because of work

Time: Day 1, 13:45 – 15:00

Room: Klimt

Scope: In today's fast changing economy the role of the workplace and its relation to education and training is evolving. This workshop will look at examples of workplace learning for employees and for unemployed people. It will also explore the key features of workplace that fosters and encourages learning for all the employees.

Speakers: Jan Evensen, Fonix

Arne Bauer, Fonix

Ingrid Wilhelmsen, Fonix

John O'Neill, SOLAS.

Moderator: tbc

New technologies can increase access to adult learning

Time: Day 1, 15:15-16:30

Room: Vision

Scope: The ubiquitous digital technologies and almost free access to it have opened up a whole new branch of learning. It is quite well developed for children; but can adults also benefit from it? More importantly, can this type of adult education be effective? The answer to these questions will be provided by those who develop adult e-learning.

Speakers: Åsa Hallén-Andersson, Stiftelsens Utbildningsforum Skåne AB

Elizabeth Waters, Aontas, An Cosan Virtual Training College.

Moderator: Angela Andersson

Supply and take up

Reach out and motivate

Time: Day 1, 13:45 – 15:00

Room: Creativity and Exploration

Scope: Reaching out to potential learners, especially disadvantaged or low-skilled adults, is a must. The question is how to do it effectively. During this session we will see European and global examples of successful outreach campaigns and guidance services, illustrated by beneficiaries and those that manage such services.

Speakers: Jose Antonio Viejo Rodriguez, Fundación Laboral de la Construcción

Antoine Daratos, Lire et Écrire Communauté française

Nesli Urhan Tatlioglu, Ministry of Labour and Social Security, Turkey.

Moderator: Zvonka Pangerc-Pahernik

How to convince the unconvinced?

Time: Day 1, 15:15-16:30

Room: Inspiration and Evasion

Scope: Motivation is the key element when talking about adult learning and skills development. This session will provide examples of practical tools that can provoke the 'hunger' for knowledge and skills and that can be included in public financed projects and programmes.

Speakers: Joyce Black, Learning and Work Institute

Giovanni Bocchieri, Education, Training and Employment of the Lombardy Region.

Moderator: Niamh O'Reilly

Quality

Does quality pay off?

Time: Day 1, 13:45 – 15:00

Room: Inspiration and Evasion

Scope: In the past few years different solutions aimed at supporting quality in education and training have been developed. But is quality just a 'trendy' word when talking about education and training? This session will explore how assuring quality could improve the efficiency of public or private spending on education and training.

Speakers: Joanna Weismann, Geschäftsstelle Ö-Cert Qualitätsrahmen für die Erwachsenenbildung in Österreich.

Moderator: Simon Broek

Trainers or ...? – The new roles of adult learning professionals

Time: Day 1, 15:15-16:30

Room: Klimt

Scope: Practice shows that even the best curriculum can be useless if it is not delivered by competent and experienced teachers or trainers. During this session we will try to find out what kind of competences and attitudes a modern adult learning professional should have.

Speakers: Dragomira Shuleva, Together Ltd

Laetitia Beckers, UEAPME.

Moderator: Cecilia Liljegren

What have we learnt today?

Time: 16:45-18:15

Room: Palace Ballroom I and II

Scope: Summary of the main messages from the sessions by different stakeholders.

Speakers: Petri Lempinen, Finnish Association for the Development of VET AMKE

Regina Ebner, European Association of the Education of Adults

Dana Bachmann, European Commission

Alan Hand, Adult learner, Ireland.

Upskilling adults – why, how and with whom?

Time: Day 2, 9:05 – 10:30

Scope: More than 64 million European adults do not have basic qualifications. In many cases that prevents them from getting and keeping a quality job. How can this situation be improved? How can we reach out to low-qualified adults? How can cooperation and partnership be encouraged between institutions and organisations that could support low skilled adults? How can this kind of support be financed? During this session the Upskilling Pathways initiative will be presented which is the response to these challenges.

Speakers: **Detlef Eckert**, Director, European Commission

Monika Korkošová, Director of Lifelong Learning Department Ministry of Education, Science, Research and Sport of the Slovak Republic

Messages from stakeholders: **Thiébaut Weber**, ETUC;
Garance Pineau, Business Europe; UEAPME; CEEP

Marie-Louise Rönmark, Member of the Committee of Regions, Member of Umeå Municipal Council in Sweden

Per Paludan Hansen, European Association for the Education of Adults

Practical workshops

Time: Day 2, 10:45 – 12:15

Opportunity to better understand how the Upskilling Pathways can work at the local, regional and national levels.

Upskilling Pathways: New Opportunities for Adults

Offering adults with a low level of skills, knowledge and competences, for example those who have left initial education or training without completing upper secondary education or equivalent, and who are not eligible for support under the Youth Guarantee access to upskilling pathways which provide them with the opportunity, according to their individual needs, to:

- Acquire a minimum level of literacy, numeracy and digital competence; and/or
- Acquire a wider set of skills, knowledge and competences, relevant for the labour market and active participation in society, building on Recommendation 2006/962/EC on key competences for lifelong learning, by making progress towards a qualification at EQF level 3 or 4 depending on national circumstances.

Skills assessment, recognition and validation

Time: 10:45-12:15

Room: Klimt

Scope: Even adults who left school without a formal qualification have usually acquired a certain set of skills through initial schooling, work and life experience. During this session the focus will be on: how initial assessment can identify an individual's existing skills and talents; documenting skills that can be assessed and provide the basis for a learning plan that responds to the skills' deficits of the individual.

Speakers: **Laurence Martin**, Association pour la Promotion du label APP

Svanhildur Kr. Sverrisdóttir, Ministry of Education, Science and Culture, Iceland

Moderator: **Godelieve Van Den Brande**

Tailored offer of education and training

Time: 10:45-12:15

Room: Creativity and Exploration

Scope: It is important to address basic skills deficits before progressing to further learning and possible qualifications but there is no one-size-fits all solution. During the session we will show that there are many possible upskilling pathways that adults can take; flexibility is needed to build on individual experience and circumstances; and how tailoring the offer to learners' needs can be both motivating and efficient.

Speakers: **Nadine Kipfer**, GO project

Lis Korsberg, Arla foods

Carsten Hjorth, Arla foods

Moderator: **David Mallows**

Enablers: coordination, partnership, outreach and guidance

Time: 10:45-12:15

Room: Vision

Scope: In order to make the Upskilling Pathways a success, certain support measures have to be in place and delivery should be underpinned by a strong partnership approach between actors at all levels and all sectors. During this session we will showcase examples of how this can be achieved.

Speakers: **Tara Farrell**, Longford Women's Link

Tanja Vilič Klenovšek, Slovenian Institute for Adult Education

Moderator: **Paul Holdsworth**

Costs and financing

Time: 10:45-12:15

Room: Inspiration and Evasion

Scope: During the session we will talk about the costs of low skills for individuals and society but we would also like to talk about the financial aspects. The responsibility for funding should be balanced between government, employers, individuals and other stakeholders – such as civil society organisations – to ensure there is sufficient investment in the development of basic skills.

Speakers: **Saulius Zybartas**, Ministry of Education and Science, Lithuania

Armelle Ledan Prade, ESF thematic network 'Learning and Skills'

Moderator: **Lidia Salvatore**

Evidence based policy and monitoring

Time: 10:45-12:15

Room: Harmony

Scope: Adult learning is a complex and segmented sector, governed and delivered by a diversity of stakeholders, and usually driven by individual or company investment, rather than by centralised public financing and organisation. This session will look at the difficulties this fragmented picture poses; the lack of coordinated data collection on adult learning performance, evidence which is crucial for policy makers; and why the benefits of monitoring outweigh the workload it creates for administrations.

Speakers: **Simona Sava**, West University of Timisoara, Romania

Paolo Federighi, University of Florence, Italy

Tanja Taštanoska, Eurydice Slovenia, Education Development Office, Ministry of Education, Science and Sport, Slovenia

Eline De Ridder, Head of Unit Eurydice Flanders, Flemish Department of Education and Training, Belgium

Marcella Milena, ESREA

Moderator: **Dana Bachmann**



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Biographies of plenary speakers

Dana Bachmann



joined the Directorate-General for Employment, Social Affairs and Inclusion of the European Commission in January 2015. As Head of unit in charge of VET, Apprenticeships and Adult Learning she is responsible for working together with Member States, social partners and stakeholders for developing and implementing policies that help empower citizens with the skills they need, so they can play an active role in society, and improve the effectiveness, quality and attractiveness of vocational education and training and adult education. Part of the mandate is also coordination and management of relations with CEDEFOP.

Una Buckley



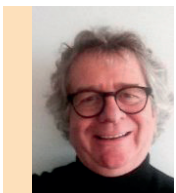
Adult learner, Ireland
At age 50 Una returned to education, she has since graduated with a degree and is currently completing a Professional Certificate in Governance. Una is an advocate for the benefits of adult learning and for greater representation of adult learners across a range of stakeholders. She has served on the AONTAS Executive and is a member of the National Adult Learner Forum Advisory Group. Una is the Learner Representative on the Board of Quality and Qualifications Ireland becoming the first adult learner appointed to a semi state board. At International level she has been involved in the development of the International Adult Learners Charter and has represented adult learners at a number of conferences.

Edel Cassar



Chief Executive Officer at National Commission for Further and Higher Education in Malta
Ms. Edel Cassar is an educator by profession with an educational background in psychology, sociology, human resources and training. After following a Bachelor of Psychology and a Post-Graduate Certificate at the University of Malta. She furthered her studies at the University of Leicester, focusing mainly on vocational education and training systems, human resources management and transfer of training across cultures. Her work experience started. She currently occupies the position of Chief Executive Officer within the Commission for Further and Higher Education which is the entity in Malta responsible for recognition, validation and accreditation of further and higher education.

Christophe Donon



is the Acting Director General of AFPA – one of the biggest vocational training providers for adults in France. Mr. Donon was formerly chief of cabinet of several ministers from 1988 to 1993 (Agriculture, Housing, Town and Civil Service). In 1993, he joined the AFPA as a deputy of the National Technical Director. He then successively held the posts of Director of Project Modernization and Regional Director Midi-Pyrénées, Deputy Director for Future Investments and Director of Strategy (until today).

Gina Ebner



is Secretary General of the European Association for the Education of Adults. She worked as a language trainer in adult education and as a pedagogical manager for a vocational training institute in Austria. In Brussels, she was a project manager at EUROCADRES (Council for European professional and managerial staff). She is also secretary general of the European Civil Society Platform on Lifelong Learning. EAEA represents non-formal adult education with 141 member organisations in 45 countries. EAEA promotes adult learning and access to and participation in non-formal adult education for all, particularly for groups currently under-represented.

Detlef Eckert



As Director for Skills he is responsible for developing and implementing skills related policies and removing obstacles for job creation and to contributing to the European Semester reform agenda in Poland, Czech Republic, Slovakia, Italy, Sweden and Denmark.
Prior to joining DG Employment, he served as Director in Directorate General CONNECT and Senior Advisor to the Director General of DG INFSO. Experienced also in non-EU environment, Detlef Eckert was Director in Microsoft and worked for the Ministry of Economic Affairs of the Federal State of Bremen (Germany).

Alan Hand



is an adult learner from Co. Laois in the Republic of Ireland. Alan returned to education in 2014 following a 20 year absence. Alan has previously worked for two local authorities, South Dublin County Council and Laois County Council. Returning to education as an adult has been life changing and empowering according to Alan. He has committed himself to being an advocate for adult learners in Ireland. " I am a firm believer in equal access to education for all regardless of one's background".

Per Paludan Hansen



is the President of EAEA. He is also the Chair of Danish Adult Education Association (DAEA) and Secretary-General of Liberal Adult Education Association (LOF). His professional life is a mix of very concrete activities and the daily life in his organisation providing non-formal adult learning on the one hand, and policy activities, structure and strategic issues at national and European levels in DAEA and EAEA on the other.

Ilona Kish



The Public Libraries 2020 Programme gathers 65.000 public libraries across the EU and run by the Reading & Writing Foundation. Ms. Kish manages the Brussels team, their Advisory group and other strategic relationships within the Programme and is responsible for strategic guidance and management. The programme is run by Melina and Bill Gates Foundation. Ilona Kish previously

served as Secretary General of Culture Action Europe, a European Umbrella association promoting arts and cultural associations across Europe. She has extensive experience advocating towards the EU institutions and running awareness-raising campaigns.

Monika Korkosova



Director of Lifelong Learning Department Ministry of Education, Science, Research and Sport of the Slovak Republic

Currently she serves as a Director of the Lifelong Learning Department at the Ministry of Education in the Republic of Slovakia. She is a member of the Slovak Committee of UNESCO, representing the education sector in various international institutions such as the European Commission, OECD and UNESCO. She served as an executive director of Advertising Standards Council and was responsible for government relations at the American Chamber of Commerce. She also worked as an executive director of the Institute of Urban Development, as a general director of Junior Achievement Slovakia.

Petri Lempinen



is the CEO of the AMKE – the national association of the vocational education and training providers. He has worked with adult and vocational education policies since 2002 representing e.g. Finnish and European trade unions. He worked as specialist in the European Training Foundation, was the vice-chair of Cedefop and member of the European Commission Advisory Committee for Vocational Training. He was the first chairperson of the Finnish Council for Lifelong Learning and a board member of the National Training Fund and the AEL Adult Learning Centre.

Garance Pineau



is Deputy Director for European and International social affairs at MEDEF, the French largest business organization. She is a member of the Governing body of the International Labour Organization (ILO) since June 2014. She is the Chair of BUSINESSEUROPE's Education and training committee, as well as BIAC Employment and social affairs 'committee vice-chair. She is a member of B20 Employment and Education taskforce. She also deals with the issue of Business and human rights. She facilitates the work of a dedicated political committee in MEDEF.

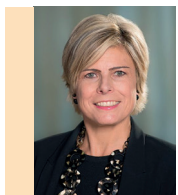
Marie-Louise Rönmark



is the rapporteur for the Committee of Region opinion on A new Skills Agenda for Europe, to be adopted at the CoR Plenary on 7 December 2016. She is also the Mayor of the City of Umeå in Sweden and the MP of the Swedish National Parliament. She is the 1st Vice President of The Union of Baltic Cities working for a social, economical and ecological sustainable development in the region of

the Baltic Sea.

Her Royal Highness Princess Laurentien of the Netherlands



UNESCO Special Envoy on Literacy for Development H.R.H. Princess Laurentien of the Netherlands has been committed to literacy for years, based on the conviction that literacy is a basic human right and a precondition for a healthy, strong and durable society. In the Netherlands, Princess Laurentien received the ABC award for her literacy work in 2003, the year she also established

the Reading & Writing Foundation (Stichting Lezen & Schrijven). The aims of the foundation are to raise awareness, bring together traditional and new stakeholders and develop pilot projects with a view to rolling out these practical solutions more broadly. Princess Laurentien is Chair of the foundation.

Deborah Roseveare



Head of the Skills Beyond School Division in the Directorate for Education and Skills, OECD

Deborah Roseveare is responsible for the Skills Beyond School Division, whose work spans measuring adult skills, policy-relevant analysis on the development and utilisation of skills for youth and adults, and advice to countries on building more effective skills systems at national, regional and local levels. The division also includes analysis and policy advice on building skills through more effective vocational education and training and higher education. She is also part of the Management Group of the Directorate for Education.

Marianne Thyssen



European Commissioner of Employment, Social Affairs, Skills and Labour Mobility

In the EC she is responsible for: ensuring that employment and social policy are at the centre of the European Semester for economic policy coordination; promoting the free movement of workers; contributing to the growth and investment package and funding initiatives that support access to the labour market, in particular by promoting vocational training and lifelong learning to strengthen skills; ensuring decent and safe working conditions and equal opportunities for all on the labour market; stepping up the struggle against inequality and poverty; contributing to the effectiveness and fairness of the EU's social market.

Tamsin Rose



is a facilitator and trainer with more than twenty years of experience in the European policy environment. She has worked for the public and non profit sector in 33 European countries. Since 2002, Tamsin has specialised in public health, leading a pan-European campaign organisation and providing strategic advice to many health networks.

With a background as a radio reporter and in policy communication, she emphasises clear messages and audience engagement in her event facilitation. Tamsin facilitated the launch of the European Alliance for Apprenticeship as well as other international conferences on VET, digital skills and the changing world of work.

Thiébaud Weber



was elected as ETUC Confederal Secretary at the Paris Congress in 2015. He is a young trade unionist and former student activist in his native France. He is a member of the Confédération Française Démocratique du Travail, and in 2007 started work with the CFDT as a youth delegate, then in 2014 as political advisor on issues including international and European affairs.

Between 2011 and 2013 he was President of the ETUC Youth Committee. Born in Mulhouse, France, he went to the University of Haute-Alsace to study history, which remains one of his passions. During his studies he became President of the Federative Association of Upper Rhine Students in 2005, then of the Federation of General Student Unions (FAGE) in 2006.

In 2014, Thiébaud completed a Master's degree in Anticipation and Management of Employment and Skills at the University of Paris 1. He is also an enthusiastic reader and rugby player.



EPALE – the Electronic Platform for Adult Learning in Europe

<https://ec.europa.eu/epale/en>

EPALE is an **open membership community** for **teachers, trainers, researchers, academics, policy makers** and anyone else with a **professional role in adult learning** across Europe.

It's **multilingual** – all EU languages are covered - so everyone can take part in their own language. Community is at the heart of EPALE. It is set up around the sharing of content related to adult learning, including news, blog posts, resources, and events and courses.

Members of the community can engage with adult learning colleagues across Europe through the **forums** and by commenting under **blogs**.

You can also interact with your peers across Europe through the thematic areas which provide structured content according to topic.

You can **find interesting projects** and make professional connections using the **partner search** tool.

The Adult Skills Conference has a dedicated page on EPALE. The plenary sessions are being **live-streamed** and there will be session summaries and other exclusive content.

You'll also be able to access the conference **presentations** and **documentation** after the event.

What's more, on EPALE you'll be able to join a newly created **Community of Practice** where you can share your ideas and questions about how to take forward the Upskilling Pathways in your country.

So, if you haven't done so already, join EPALE now to become part of Europe's biggest adult learning community!

EPALE is funded by the European Commission, as the latest development in an ongoing commitment to improving the quality of adult learning provision in Europe.



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European Agenda for Adult Learning (EAAL)

Main priorities

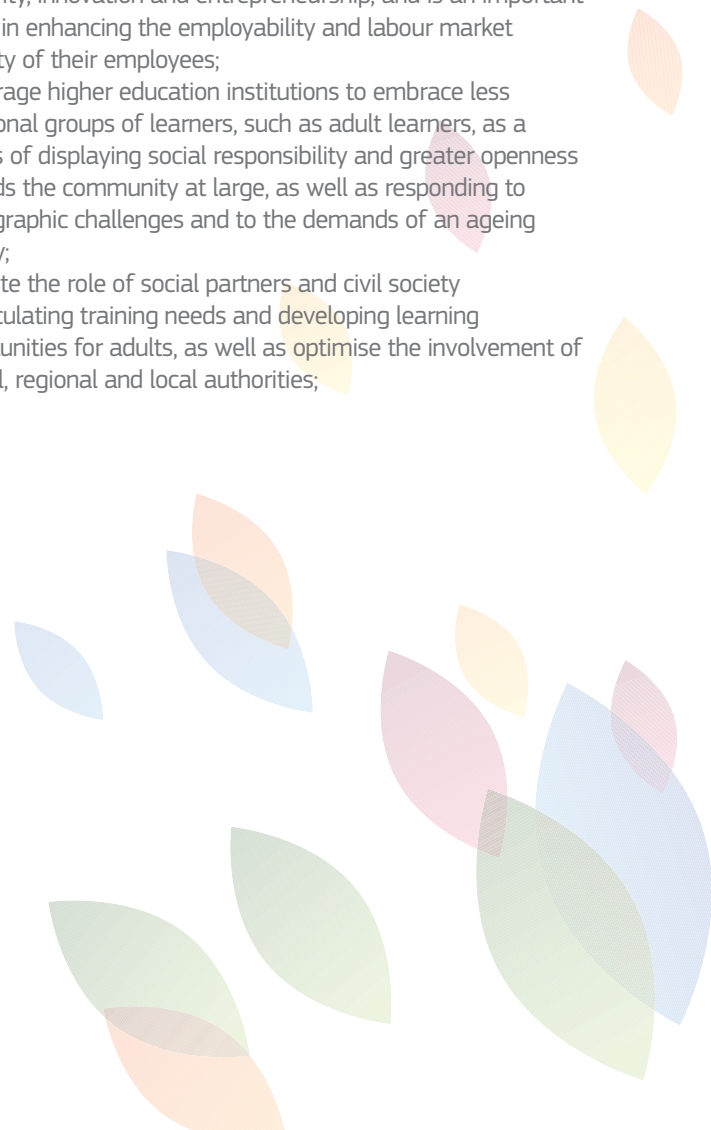
- better possibilities for **all** adults to **access** high-**quality** learning opportunities at any time in their lives, for any **purpose**
- focus on **learning outcomes** and learner **autonomy**
- greater **awareness** of need for learning throughout life
- effective lifelong **guidance** and **validation** systems
- comprehensive high-quality provision for **key competences** or EQF qualifications
- **flexible** arrangements including in-company and workplace-based
- greater **employer** awareness
- access to **higher education** institutions
- roles of social partners, civil society, central, regional and local authorities
- allocation of **resources**: shared responsibilities; strong public commitment
- **involve social partners**
- learning provision for **seniors, active ageing**
- foster **solidarity** between age groups, cultures and people of all backgrounds.
- foster greater awareness among adults that learning is a lifelong endeavour which they should pursue at regular intervals during their lives, and particularly during periods of unemployment or career transition;
- encourage the development of effective lifelong guidance systems, as well as integrated systems for the validation of non-formal and informal learning;
- ensure the comprehensive provision of high-quality formal and non-formal education and training for adults aimed at acquiring key competences or leading to qualifications at all levels of the European Qualifications Framework (EQF), supported by civil society and the social partners, as well as by local authorities;
- ensure flexible arrangements adapted to different training needs of adults, including in-company training and workplace-based learning;
- foster greater awareness among employers that adult learning contributes to promoting productivity, competitiveness, creativity, innovation and entrepreneurship, and is an important factor in enhancing the employability and labour market mobility of their employees;
- encourage higher education institutions to embrace less traditional groups of learners, such as adult learners, as a means of displaying social responsibility and greater openness towards the community at large, as well as responding to demographic challenges and to the demands of an ageing society;
- promote the role of social partners and civil society in articulating training needs and developing learning opportunities for adults, as well as optimise the involvement of central, regional and local authorities;

EAAL priorities 2015 - 2020

- **Governance**: coherence with other policy areas; better coordination, effectiveness, relevance to needs of society, economy; investment.
- significantly increasing **supply and take up** of high-quality provision, especially in literacy, numeracy and digital skills; effective outreach, guidance and motivation strategies.
- more **flexible** and **wider access** through more workplace learning and use of ICT; skills assessments; second-chance opportunities leading to a recognised qualification.
- better **quality** assurance, policy monitoring, education of adult educators, better data on needs to target and design provision.

EAAL main objectives

- enhance the possibilities for adults, regardless of gender and their personal and family circumstances, to access high-quality learning opportunities at any time in their lives, in order to promote personal and professional development, empowerment, adaptability, employability and active participation in society;
- develop a new approach to adult education and training which focuses on learning outcomes and learner responsibility and autonomy;



- promote a balanced allocation of education and training resources throughout the life cycle on the basis of shared responsibilities and strong public commitment, particularly to second-chance opportunities and the development of basic skills;
- involve social partners and raise their awareness of the benefits, also to them, of learning in the workplace, including basic skills provision;
- make well-developed learning provision for seniors, in order to promote active, autonomous, and healthy ageing, and which uses their knowledge, experience, social and cultural capital for the benefit of society as a whole;
- make a strong commitment to promoting adult learning as a means of fostering solidarity between different age groups (for example, by means of an 'intergenerational pact') and between cultures and people of all backgrounds.



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Upskilling Pathways

1. Introduction

The aim of the Upskilling Pathways¹ is to improve people's life chances by giving low qualified adults access to flexible learning pathways tailored to their individual learning needs by means of a thorough skills assessment, guidance and support at every step on the way towards acquiring a minimum level of literacy, numeracy and digital skills; and/or progressing towards a qualification at EQF level 3 or 4. It will be offered to people who have left school without completing upper secondary education and who are not eligible for support under the Youth Guarantee.

2. Challenges and state of the art

64 million people between the age of 25 and 64 years have left education prematurely without acquiring a robust set of skills needed for life and work. In EU28 in 2015, only 2.9 million low-qualified adults (4.3%) took part in education and training (in the 4 weeks prior to the Labour Force Survey); 0.6 million of them (1% of the total) took part in formal education, and 2.2 million of them (3.5% of the total) took part in non-formal education. **61.2 million low-qualified adults (95.7%) did not take part in education and training.**

Considering the rapidly falling number of jobs requiring only low levels of skills, societies can no longer afford the persistently high shares of low-skilled and low-qualified individuals: the current social and economic European context requires a comprehensive approach to address the challenges that we are facing. The need to upskill adults through an effective offer that will empower them to be active in society and to sustain jobs in the labour market is urgent because the overall demand for low-skills workers is dramatically decreasing². Supply of adult learning opportunities remains fragmented throughout Europe. Member States are making progress towards the establishment of validation strategies and the provision of skills audits or skills assessments. However, more work is needed to make these important elements of provision available to low-skilled people: policy interventions in this area often result in a lack of systematic approaches, in part due to the diversity of the target groups in individual countries. Most European countries offer at least some modular programmes for adults with low level or no qualifications and many countries have recently made progress in this field. Nevertheless, still in many cases, these programmes **do not reach low-qualified adults and do not meet their needs**. For example, while credit-based programmes are common in the field of higher education, only around half of all European countries offer credit-based programmes at lower levels of education.

3. The Upskilling Pathways

The Upskilling Pathways will be delivered in three steps. As a **first step**, it will **identify skills needs** among low-qualified adults and put them on a flexible pathway to upskilling that builds on their existing skills. The **second step** will cover the design and delivery of an education and **training offer tailored to the specific situation** of each individual. The offer would relate to the provision of literacy, numeracy or digital skills and/or progression to a qualification at EQF level 3 or 4 depending on national circumstances. The **third step** will consist of **validation and recognition** of the skills acquired through the personalised upskilling pathway.

3.1. Skills Assessment

The results of the skills assessment (e. g. skills audit) can be a document/portfolio that states the competences, skills and aptitudes of the individual, in many cases including a "next steps" plan regarding training and sometimes recommending the involvement in the process of validation of non-formal and informal learning.

3.2. Tailored offer

Low-qualified adults have usually acquired a certain set of skills through initial schooling, work and life experience. Therefore, each **learner should have a learning plan** tailored to his/her individual needs in order to best build upon the set of skills that he/she already possesses. A tailored offer of education and training is a package of education or training that is designed specifically to develop only those skills that the individual needs to develop. In particular, offering modular adult education programmes and/or credit based qualifications is one of the ways to meet the specific needs of adult learners and to remove barriers to their participation. Nevertheless, when it comes to learning progression in basic skills academic literature suggests that at least 100 hours of tuition³ are required. A major issue when designing upskilling pathways for adults is related with the schedule of the courses and the consequent time-related logistic problems. One of the **solutions to overcome time constraints** whether due to family responsibilities or to the work schedule and the lack of the 'prerequisites' (e.g. appropriate entry qualifications) could be **distance learning provision** which is both comprehensive and institutionalised, such as online programmes.

¹ Upskilling Pathways is the title now given to the Commission's proposed "Skills Guarantee". This text summarises the Commission Staff Working Document Annex I Tackling low skills: The Skills Guarantee", link: <http://ec.europa.eu/social/main.jsp?catId=1223&langId=en> [Related Documents section], p. 4

² For more information see the data and stats factsheet that you can find in your welcome pack

³ Adult Education and training in Europe: Widening Access to learning opportunities. Eurydice Report, European Commission/EACEA/Eurydice, 2015, Luxembourg: Publications Office of the European Union

The training delivered in close **cooperation** with local stakeholders, in particular social partners and local and regional economic actors proves to be effective in that it can be aligned to local and regional labour market needs: tailoring the offer means both **adjusting the learning process to individual needs** and implementing the offer through a structured exchange of information and preferences.

3.3. Validation and recognition

Validation¹ makes visible and values the wealth of learning that frequently takes place outside formal education and training – at home, at work, during leisure-time, etc. When implemented correctly, participation in a validation process can increase the learner's self-esteem and self-confidence and awareness of his or her capabilities. The first two steps in the validation process, identification and documentation of knowledge skills and competences, can be used as part of the assessment and throughout the upskilling process.

Small, clear, transparent steps to measure achievements and progress are the key to maximise the benefits related to every educational initiative, other than being a strong encouragement for learners to persevere towards results. Progress towards a recognised qualification, in accordance with national qualifications frameworks and systems, is the desired outcome of the upskilling pathways. The two final stages of a validation procedure are relevant here: 'assessment' and 'certification' of an individual's learning outcomes, regardless of how they are acquired, in the form of a qualification, or credits leading to a qualification, or in another form, as appropriate. Tests can be intimidating for individuals who have experienced failure in formal education or have poor verbal/writing skills. Formative assessment tools (conversational or interview methods, observation and simulation) are suitable for low-skilled learners.

1. Enablers and Outreach

To ensure successful upskilling, certain support measures have to be in place and delivery should be underpinned by a **strong partnership approach between actors at all levels** and all sectors. Among others, relevant ministries and public agencies, regional and local authorities, companies, social partner organisations, public employment and career guidance services, education and training institutions/providers, NGOs and existing European networks are crucial partners to create and implement a successful programme. Moreover, the adequate identification and outreach of the many different sub-groups cannot disregard an active involvement of career/labour centres and a wide media campaign.

Since many low-skilled or low-qualified people are not actively seeking learning opportunities or are unaware of their learning needs, the proposed first step would be to find them, inform them about the opportunities available and get them engaged in the upskilling process. Data suggest that as many as 83.5% of low-qualified adults who do not engage in learning do not want to participate in education and training². Research shows that many adults accept their low level of skills either because they have had previous negative experiences of learning (often at school) or because they are simply unaware of the benefits of raising their skills levels.

2. Target groups

As the situation across Member States differs and as the heterogeneous group of low-skilled comprises several very different sub-groups, there is no 'one-size fits-all' solution. There are particular needs and circumstances that are common to people in these sub-groups. Difficulties in returning to work for **unemployed people** have been accentuated both as a result of years of recession and of the fast evolving work patterns in the digital, global economy, which render their skills obsolescent. Active labour market policy in general aims to get people quickly into a job and, therefore, offers job-specific skills despite the fact that many people would need to top up their literacy, numeracy and ICT skills before embarking on occupational training. For low-skilled unemployed people, strengthening their basic skills is a prerequisite for successful progression to job-specific programmes. People in employment are the target group that is the biggest but has so far been targeted least. Most of company training goes to more highly skilled workers. Additionally, training funded by companies tends to be of very short duration and not ideally suited to low-skilled people. The employers' role in encouraging and facilitating learning by their employees (through flexible working times, incentives or funding) is crucial and can be supported by trade unions. The most challenging group is perhaps the one composed by **economically inactive adults**, those who may choose to be at home caring for children or other family members, but also older people, prisoners, people who are sick or with disabilities. Economically inactive adults who are not registered with the Public Employment Services could be reached through other channels, e.g. social workers or institutions dealing with welfare and social benefits, NGOs, care centres, etc. Finally, many third-country nationals, be they new migrants or those already in Member States, need upskilling to ensure that enterprises and society benefit from the skills potential and qualifications of the immigrant workforce.

1 European guidelines for validating non-formal and informal learning, 2015, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/3073>

2 Reasons for not participating in lifelong learning by educational attainment level [tmg_aes_197]. Adult Education Survey 2011. Eurostat



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3. Potential benefits

The **benefits** from implementing Upskilling pathways are **substantial**. DG EMPL evidence shows that skills and capital investment are complementary. A better skill mix will therefore lead to better endowment of workers with capital. Both higher investment and better skills increase labour productivity – which is important as both labour demand and the development of wages crucially depend on higher productivity. Higher demand for labour will result in higher employment. One can expect that in the course of the forthcoming demographic change (i.e., the projected decline of working-age population by some 0.4% every year over the next four decades), potential employment growth will slow down to some extent: it is therefore inevitable to invest in human capital now in order to pave the way for economic growth in the long run.

4. Conclusions

The upskilling initiative is intended to bring significant benefits to individuals, to society and to the economy as a whole. It means a major step forward in implementing the European Agenda for Adults Learning; and it supports the ET2020 priorities of making lifelong learning a reality, improving the quality and efficiency of education and training, and promoting equity, social cohesion and active citizenship.





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Overview of events taking place during the European Vocational Skills Week

(Some events may include online web-streaming and video-conference)

Time	Activity
5 December	Opening event The official Launch of the Vocational skills week
6&7 December	Adult Skills Conference Focus on adult skills and in particular on measures to help low-skilled adults improve their literacy, numeracy and digital skills. Parallel sessions: <ul style="list-style-type: none">• Governance• Flexibility and access• Supply and take up• Quality• Country working teams• Working session for European stakeholders Practical workshops: <ul style="list-style-type: none">• Skills assessment, validation and recognition• Tailored offer of education and training• Enablers: coordination, partnership, outreach and guidance• Costs and financing• Evidence based policy and monitoring
7 December	VET Quality Assurance Forum (All day event)
8 December	European Business Forum on Vocational Training Responding to the skills needs of the future Afternoon workshops: <ol style="list-style-type: none">1. Making apprenticeships attractive2. VET: a pathway to excellence3. Mobility in VET and apprenticeships4. Focus on VET Research5. Sectoral approaches for skills development

Time	Activity
9 December	<p data-bbox="289 277 553 339">Closing ceremony Highlights of the initiative</p> <p data-bbox="289 376 451 401">Awards in VET:</p> <ul data-bbox="289 410 1024 730" style="list-style-type: none"><li data-bbox="289 410 1024 438">• Euroskills 2016 competition winner - includes video from Gothenburg<li data-bbox="289 447 581 475">• Cedefop VET Photo Award<li data-bbox="289 484 776 512">• ETF Good Practice in Entrepreneurship Award<li data-bbox="289 521 630 548">• Innovative VET provider Award<li data-bbox="289 557 540 585">• VET researcher Award<li data-bbox="289 594 607 730">• EAfA Awards:<ul data-bbox="334 626 607 730" style="list-style-type: none"><li data-bbox="334 626 607 654">- Large company category<li data-bbox="334 663 493 691">- SME category<li data-bbox="334 700 566 730">- Apprentices category

6-9 December

An exhibition of excellent Erasmus+ and ESF projects, as well as the best pictures from the VET photo contest will be organised throughout the week at the venue



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List of participants

First Name	Name	Organization	Country
Noel	ABELA	Ministry for Education and Employment	Malta
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Panagiota	ANDREOPOULOU	Ministry Of Education, Research And Religious Affairs	Greece
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Birgit	ASCHEMANN	Research associate and educational editor at CONEDU, Association for Research and Media in Education	Austria
Irena	BAČELIĆ	Ministry of Labour and Pension System	Croatia
Inez	BAILEY	NALA	Ireland
Regina	BARTH	Ministry of Education	Austria
Maria	BARTSOKA	Manpower Employment Organization	Greece
Baiba	BAŠĶERE	Ministrie Of Education And Science	Latvia
Gerd Oskar	BAUSEWEIN	Cedefop	Greece
Friederike	BEHRINGER	Federal Institute for Vocational Education and Training (BIBB)	Germany
Balázs	BENKEI-KOVÁCS	University	Hungary
Joaquim	BERNARDO	Operational Programme Human Capital	Portugal
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Claire	BRIFFA	Institute for Tourism Studies	Malta
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Una	BUCKLEY	Aontas	Ireland
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Nadia	REYNDERS	Ministry of Education and Training	Belgium
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Marina	ROZERA	Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori	Italy
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Siham	SAIDI	BusinessEurope And Medef : French Business Confederation	France
Saulius	SAMULEVIČIUS	Qualifications and Vocational Education and Training Center	Lithuania
Miguel	SANTOS	European Commission	Belgium
Simona	SAVA	Universitatea de Vest din Timisoara	Romania
Janne	SAVOLAINEN	Ministry of Economic affairs and Employment	Finland
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Christine	SCHOLZ	National Commission for Further and Higher Education	Malta
Aleksandra	ŚCIBICH-KOPIEC	FRSE	Poland
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Speakers			
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Garance	PINEAU	Business Europe	
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