



Brussels, 6 September 2018

MEETING OF THE ADVISORY COMMITTEE ON VOCATIONAL TRAINING

4-5 June, BRUSSELS

MINUTES

1. OPENING AND INTRODUCTORY REMARKS BY THE CHAIR

The Chair, Ms Ann Branch, acting Director for Skills, DG EMPL, welcomed the participants, and in particular several members who were attending for the first time.

After a short update on the European Labour Authority and the Pillar of Social Rights, she informed the meeting about the recent proposal by the Commission for the increased multi-annual budget for an ambitious Europe for the period 2021-2027.

2. LATEST NEWS ON EDUCATION AND TRAINING

Ms Dana Bachmann, Head of Unit for VET, Apprenticeships and Adult Learning, provided an update on VET and AL policies including mutual learning activities supporting implementation of the Upskilling Pathways Recommendation, the EaSI call for upskilling of adults (deadline 13 July), and the Erasmus+ KA3 call for proposals on Joint VET Qualifications.

Mr Joao Santos, Deputy Head of Unit, provided information on the new initiative for platforms of Centres of Vocational Excellence, highlighting the progress that had been made since the Bruges Communiqué in the field of excellence.

Participants were informed that Commissioner Thyssen would write to Ministers of Education and Employment concerning their plans regarding the implementation of Upskilling Pathways, to contribute to the stocktaking report being prepared by the Commission for the end of the year.

Ms Sarah Lynch, DG EAC, Unit A1, Strategy and Investments, provided an overview of the Commission proposals made in the May package on the European Education Area (EEA) which included proposals for a Council Recommendation on the automatic mutual recognition of diplomas and learning periods abroad and for a Council Recommendation on improving the teaching and learning of languages. She stressed that the proposals adopt a lifelong learning approach, embracing all sectors of education.

The DK governmental representative asked for clarifications about the mutual recognition proposals.

The DE governmental member welcomed the focus on excellence in DG EMPL initiative, but was concerned about the variety of different partnerships foreseen in Erasmus under excellence and innovation.

UEAPME requested more detail about the funding, functioning, criteria for excellence and possible certificates for the Centres of Vocational Excellence.

Business Europe asked about the overall links between the EEA and ET2020.

The BE governmental member requested clarification on the impact of the proposed mutual recognition initiative and links to existing instruments (EQF, EQAVET and ECVET) and welcomed the initiative on the platforms of Centres of Vocational Excellence (echoed by the NL governmental member).

Trade Union representatives underlined that the proposal had a strong focus on youth and there should be a better balance between youth and adults (LT) and referred to the role of social partners in the design of qualifications (ETUC).

The Commission gave clarifications about the partnerships foreseen under the new Erasmus programme and took note of all the points raised. It was also explained that EEA and ET2020 reinforce one another and that mutual recognition of diplomas should gradually be implemented, including via the NARIC centres, based on mutual understanding and transparency. The proposal will be discussed and negotiated in the Council, providing an opportunity to address the various issues mentioned.

3. FUTURE OF VET

Three parallel workshops had discussed the future of VET based on a background note on a vision for VET post 2020. A summary of the discussions in the workshops is included in Annex 1. Participants had welcomed the overall content and structure of the document and underlined several elements to be added/strengthened in the text.

In summing up these discussions, the rapporteurs, Ms Fetsi (ETF), Mr Bjornavjold (Cedefop) and Mr Varchola (EMPL/E3) highlighted that participants had mentioned the need to improve the text with a better balance between the labour market focus of VET and wider social needs and personal development. The importance of enhancing the image and attractiveness of VET, the balance between excellence and inclusiveness, the focus on basic skills, apprenticeships and the need to address the most vulnerable groups were also raised. In terms of cooperation, an assessment of the achievements so far should be added and links to relevant existing instruments and Council Recommendations should be explained. European cooperation should focus more on exchanges and mutual learning rather than on reporting. Further work should be done in developing the chapter on the European cooperation on VET and actions at European level. The governance of VET might need to be reviewed.

The Chair thanked the ACVT Bureau for the preparatory work done so far towards an ACVT opinion.

The Finnish governmental representative presented the example of a major reform of their VET system, which they carried out to address the same challenges spelled out in the background paper on the vision for VET. He highlighted in particular the strong focus on the individualisation of learning pathways

The DE governmental representative was concerned about the procedure and the timing of the reflection (proposal for mutual recognition and future of VET). He welcomed the reference to excellence for VET to be on an equal footing with other sectors (echoed by DK governmental representative) and underlined that higher VET needs to be emphasized more.

The SE governmental representative pointed out that the vision should be more concrete, and present a kind of toolbox of key actions. According to the BE governmental representative, it was important to have strong political endorsement by Ministers on the vision, as had happened in the past.

The AT governmental representative called for the Committee to work together towards creating a strategy for fruitful cooperation in the next 10 years, possibly based more on sharing

good practices than on reporting.

Ms Bachmann clarified that the text on the vision was a first step towards reaching a common understanding; the way in which work will be undertaken in countries will depend on the specific national situation. The ACVT opinion of December will provide suggestions for the proposal to be made by the Commission at a later stage.

The Chair reminded the Committee that reflections on the future can draw upon the evidence produced by ETF and Cedefop and an ongoing study on ECVET and EQAVET, of which Mr Jan Varchola, DG EMPL, E3, Team Leader for Governance and analysis, gave a brief overview.

The BE governmental representative highlighted the need to simplify the EU instruments in this area as they cater more for experts than policy makers (echoed by AT governmental member).

AT Employers asked for clarification about the methodology of the ECVET/EQAVET study and further steps.

The Commission explained the study in more detail, adding that it would be finalised in September, and announced that there would be four workshops with stakeholders.

Upon request by the Employers about the next steps in the reflection on the future of VET, Ms Bachmann explained that work will continue in the ACVT Bureau on 11 October 2018. The conclusions of the Austrian VET Presidency conference (9-10 July) will also feed into this process as well as events taking place in the context of the 3rd European Vocational Skills Week (5-9 November). A written consultation of the ACVT was also planned, in order to agree on a proposal for an ACVT Opinion, possibly to be endorsed at the ACVT meeting of 3-4 December 2018.

Mr Georgios Zisimos (ETF) and Ms Lore Schmidt (Cedefop) provided a short update on the new data on Riga medium term deliverables that had been collected for candidate countries and Member States.

4. UPDATE ON APPRENTICESHIPS

Mr Norbert Schoebel, DG EMPL, Team Leader, Skills for the Young, updated the Committee on recent EAfA meetings and pledges. The Call for Tender regarding the Apprenticeships Support Services had been launched (deadline 9 July 2018). As of 2019, an Apprenticeships Support Services Steering Committee will be set up in which it is proposed that ACVT Bureau representatives would have an active role.

The implementation of the Council Recommendation for a European Framework for Quality and Effective Apprenticeships will be discussed in future ACVT meetings, as foreseen in the Recommendation. The Commission also clarified that a potential list of indicators had been identified in the Staff Working Document accompanying the Council Recommendation, which could be used to help to monitor the progress regarding the criteria addressed in the Framework.

Trade unions welcomed the cooperation with national trade unions in the organisation of EAfA meetings and the achievements of the EAfA in the last five years.

Employers asked that the good level of cooperation, that had been achieved on the development of the framework, should continue during its implementation.

5. MULTI-ANNUAL FINANCIAL FRAMEWORK PROPOSALS

The Commission (DG EAC and DG EMPL) provided an overview of the Commission proposals for ESF+ and Erasmus for the period 2021-2027.

Employers welcomed the new elements such as the strong link to the Semester, in particular for supporting countries' reforms, labour market relevance and increased funding for both Erasmus and ESF+.

It was also explained, in response to a question from the NL governmental member, that the DiscoverEU initiative providing train tickets for youngsters would be tested via a pilot project managed by youth organisations.

6. UPSKILLING PATHWAYS

Four parallel workshops had discussed examples of policy practice relating to the implementation of Upskilling Pathways. Participants welcomed the possibility for discussing in-depth examples of tools and solutions that could help implementation of the Recommendation.

The rapporteurs from the four workshops, Ms Monica Korkosova (SK governmental member), Ms Gema Torres (ES trade union), Mario Cardona (MT governmental representative) and Morten Smistrup (DK trade union), presented the main conclusions of the workshops. Detailed summary of the discussions are enclosed in Annex 2.

Factors for successful policy implementation included: reaching out to the right target groups and encouraging participation especially by those who sometimes lack motivation or face practical barriers; ensuring the appropriate quality of the training provided and having in place appropriate arrangements for validation and accreditation.

Mr Paul Holdsworth, DG EMPL, Team Leader, Skills for Adults, noted that from the discussions it could also be seen that success in implementing Upskilling Pathways would be more likely where all relevant stakeholders were involved in working towards a shared vision, and where there was long term political commitment and sustainable funding for the policy in the context of a strategy for adult learning.

Ms Mara Brugia, acting Director of Cedefop, noted that the ideas discussed built upon those expressed in the Policy Forum on Upskilling Pathways that Cedefop had organised in February 2018 and which will be followed up by further events in the future.

7. EU SEMESTER

Mr Filip Tanay, Team Leader, DG EMPL A1, Employment and Social Aspects of the European Semester, explained the increased importance of education, training, lifelong learning and skills in the draft 2018 Country-Specific Recommendations. Employers requested more information on the implementation of past CSRs. [In response to this question, following the meeting, an additional slide had been added to the presentation concerning the implementation rate of past CSRs in the field of Education. The updated presentation is uploaded in circabc.]

8. EU SOCIAL PARTNERS' PROJECT ON EMPLOYEE TRAINING

The project by EU social partners was presented, based on an analysis of 12 countries. It highlighted the key role played by social partners in raising awareness for employee training, identifying skills needs, mobilizing resources and in the provision of learning. Employers suggested that the conclusions, which will be presented at a final conference in June, could inform the further development of the ACVT opinion. The final results could be presented at the next ACVT meeting.

9. EUROPEAN VOCATIONAL SKILLS WEEK

Mr Norbert Schoebel, DG EMPL, Team Leader for Skills for the Young and his colleague, Ms Sue Bird, provided an overview of the next Vocational Skills Week to be held in November in Vienna, Austria.

26 potential Ambassadors so far have been identified and will be contacted in due course. Detailed information was provided concerning the new Awards process. ACVT members were invited to organise events/activities, in particular Employers' days from September to December 2018. The registration site and on-line map would be available in July.

Participants were informed that Finland had agreed to host the 2019 European Vocational Skills Week during their presidency.

Clarifications were sought about any possible change of the timing of the initiative to spring instead of autumn. The Commission reminded the Committee that an on-line survey had pointed to a preference for the autumn period. An external evaluation, planned for 2019, could address the issue again.

Another question concerned the role of the EU Presidencies in relation to the EVSW; the Commission answered that it would welcome commitments by other future EU presidencies to be actively involved and host the Week.

10. INFORMATION ON LATEST E&T DEVELOPMENTS

Under this agenda item, participants were offered the possibility to ask questions on different topics mentioned in an information note sent ahead of the meeting. No questions were asked.

11. INFORMATION FROM THE UPCOMING BULGARIAN PRESIDENCY AND ANY OTHER BUSINESS

The Austrian Presidency VET conference will take place on 9-10 July 2018 in Vienna. It will focus on the future of VET and the future EU VET policy framework and also build on the draft findings of Cedefop's project on the changing role of VET. The DGVT meeting (focused on the future of VET) will take place on 5-7 November 2018 as part of the 2018 European Vocational Skills Week in Vienna.

Closing of the meeting

The Chair informed participants that the next ACVT meeting will take place on 3-4 December 2018

The PowerPoint presentations have been uploaded in circabc (already prior to the meeting, when available) <https://circabc.europa.eu>.

ANNEX 1 – Workshops on the future of VET

Working Group 1

This workshop was chaired by Maria Todorova (BG). The rapporteurs were Anastasia Fetsi and Georgios Zisimos from the ETF.

Q 1. Does the proposed vision reflect well the required response of VET systems to the overall challenges? Which other elements should be added? Is the structure of the proposed vision appropriate?

- There are certain tensions in the text that need to be neutralised: 1. the labour market element is prominent but we need to keep focusing also on the learners. This needs to be strengthened further. 2. There is a tension between VET as first and VET as a second choice. The text promotes strongly the idea of VET as first choice. Nevertheless the social dimension of VET, which is often linked to VET being a second choice needs to be strengthened. Inclusion to be made more prominent. 3. Permeability is mentioned, however it's not easy to have permeability. We need to stress that this is an area that we can work collectively and identify good methods. 4. The characteristic of hands-on VET (the practical skills often linked to trades) should not be lost.
- Flexible pathways in VET. They need to be analysed in more detail (how these pathways are better delivered).
- We would like to see more developed the notion of the learner and the teacher. Are the teachers competent enough for the next decade? Career guidance needs to be strengthened further and how teachers are supported.
- There are concerns for the paper being too ambitious about VET fulfilling many roles. Inclusion, excellence and effectiveness make the role of VET very broad. The paper does not say how these roles will be fulfilled.
- There is need to have more balance between, learners to become good citizens (social dimension) and learners to become workers. The role of key competences is very important, it exists in the text but perhaps strengthen it further.
- Outreach and Guidance could be a new element to be added (point D?).
- Important to have teachers and learners at prominent position for the learning path.
- Governance in VET needs to include the learners and the teachers.
- How the context part of the paper will appear in the final document (ET2030)? It is important to maintain it as part of the justification of the future of VET.
- For point C we don't need to be so prescriptive (different pedagogies could be needed).
- Partnership between VET and world of labour needs to be strengthened further. It's not just responding to the skills need but also for VET to be active in innovation that shapes the world of work and work place.
- The text describes well the challenges for VET. The vision part though needs development. When talking about vision it's not enough to follow the developments but to also take position on how future should look like and how VET can contribute to that.
- It is not clear enough in the text who has the ultimate responsibility in reforming VET. Is VET a collective responsibility/challenge?
- How VET is financed? What does it mean flexibility in VET?
- We should be given the opportunity to respond in writing with comments.
- The more broad the vision part becomes the more difficult will be in prioritising issues and actions. This is a consequence of the fact that many different comments are squeezed to fit into the document. The fact that the document is a comprehensive one it runs the risk to have a

document that does not take the story further. Thus, it may not provide a basis for policy development and action.

- The international dimension of VET is weak in the proposal.
- The (in)existence of relevant and reliable data to support VET reforms is completely missing from the text.

Q2. What has been so far your experience with the engagement in the various forms of the EU level VET cooperation as described under point 4? How do you think the future cooperation should be adapted with a view to support the implementation of the future vision for VET?

- The monitoring needs to be improved to support mutual learning.
- Countries outside the EU like Georgia and Tunisia, which have association agreements with the EU, expressed an interest to participate in the expert groups and working groups. This is something to consider for the future planning.
- Financing of VET and financing of deliverables in VET is a thorny issue.
- Data is a point that needs to be looked into if we want to be successful with implementation.
- Peer learning is very useful and needs to be more effective. Clustering of countries is very important to support peer learning.
- Overall, positive experiences from Riga process.
- Sustainability should be made clearer.

Overall conclusions:

- The text is a good basis for further discussion.
- The vision part needs more balancing to capture the broad consensus while maintaining its character as a policy guidance tool for mainstreaming actions within the future cooperation framework.
- There is a need to balance better the different roles and pathways of VET and define responsibilities
- More sharing less control!
- Encourage evolution of VET rather than transformation!
- Learn from Copenhagen/Riga
- Strengthen the international dimension of VET
- Invest more on teachers and trainers both as facilitators of learning and as governance members.

Working Group 2

Chair: Jurgen Horschinegg, Austrian Ministry of Education, Science and Research

Rapporteur: Jens Bjornavold, Cedefop

Jurgen Horschinegg opened the working group by referring to the existing draft ACVT opinion on the Future of Vet and inviting the group to indicate how this can be further improved. The opinion will play a key role in orienting cooperation on Education and training post 2020 and will be subject for further discussions in the Austrian Presidency Conference on the same topic 9 July.

As regards **the existing draft**, participants pointed to the need for simplification and shortening. This also implies a careful consideration of the terms and language used. It was further recommended to link the future vision to evidence reflecting achievements. The opinion should not operate in a vacuum, but build on the past. It was finally pointed out that the role of European tools and instruments is not addressed and that this needs to be remedied.

A number of thematic issues were addressed during the discussion:

- Several speakers emphasised the need to stress employability as a key VET objective. VET is defined through its close relationship to the labour market.
- While not objecting to the employability-focus, several speakers pointed to the need to also include broader objectives, notably linked to citizenship.
- The opinion need to strengthen its focus on apprenticeships and work based learning.
- The opinion needs to strengthen its focus on parity of esteem between VET and general education and how to address this.
- The opinion should underline the need to apply a learner focussed approach in VET.
- A key point mentioned by several speakers is the need to treat VET as part of an overall education and training system. This overarching perspective allows for designing clear progression routes allowing learners to move forward in a flexible way, tailored according to the own experiences and ambitions. The opinion needs to stress the need to apply a lifelong learning perspective on VET.
- Higher VET is becoming an increasingly important topic and needs to be clearly addressed and prioritized by the opinion.
- As regards governance of VET systems, skills forecasting and intelligence methodologies are becoming increasingly important. These approaches, however, should not be seen in isolation but needs to be firmly integrated into overall governance if they are to have an impact.
- Several speakers expressed scepticism towards the use of (quantitative) benchmarks; rather emphasising the need for increased overall transparency as a guiding principle.
- The future changing role of social partnership can come to influence policies in this area and should be addressed by the opinion.

The discussion in the group was very engaged and lively and almost all countries took part, as did representatives of governments, trade unions, employers and students.

Working Group 3

The group was chaired by Helen Pöllo, EE Governmental member, and the rapporteur was Jan Varchola (DG EMPL).

Members have generally welcomed the draft. Following comments were made for the different parts of the document:

Q 1. Does the proposed vision reflect well the required response of VET systems to the overall challenges? Which other elements should be added? Is the structure of the proposed vision appropriate?

- In the ***context***, the future of VET depends on the future of work, labour market and skills needs. What should be added is the consideration on future companies' business and human resources strategies where there is still lack of evidence and knowledge on many aspects.
- The document should state clearly what is the ***current state of play of development in VET in Europe*** – this is the starting point for defining the future vision. Members stressed that there could clarity on what has been achieved, what should be improved and what is new in terms of ambition for the coming decade.
- When it comes to the ***future of VET***:
 - more explicit references were requested to image, attractiveness and excellence of VET and foundations of basic skills.

- The future vision of VET should clearly refer to the social dimension in terms of fulfilling its role in social cohesion, social needs, personal development and the need to focus on most vulnerable groups in the context of the 4th industrial revolution.
- Governance and structures of systems seem to be increasingly important given the uncertainty about the future skills needs. This is also linked to the importance of a more profound discussion on the role of VET and E&T in general (including the role of various stakeholders – question of individual responsibility might be seen differently).
- Last but not least, a challenges of capturing different situations n VET in various Member States was acknowledged.

Q2. What has been so far your experience with the engagement in the various forms of the EU level VET cooperation as described under point 4? How do you think the future cooperation should be adapted with a view to support the implementation of the future vision for VET?

- As for the previous question, a starting point is stock-taking of ***what has been achieved so far in the European VET cooperation***, including assessment of usefulness of EU initiatives and tools. Links to ***existing EU level initiatives and Council Recommendations*** (Apprenticeships, Upskilling Pathways, the tools) not only strictly limited to VET (key competences, validation, Action Plan to Digital Skills, ...) should be included in the discussion on the future cooperation.
- One of the key aspects is the close alignment of the future VET cooperation to the ***future funding programmes***.
- ***In term of the EU governance***, more clarity is needed on the role of various groups (ACVT and DGVT), but also more cooperation with other E&T sectors (higher education) and other policies (research and innovation).
- Members called for a more systematic ***use of results of work of Cedefop and ETF*** and came up with an idea ***regular evaluation of EU VET cooperation***.

ANNEX 2 – Workshops on the implementation of the Upskilling Pathways Recommendation

Working group 1 - Skills Assessment

2 Presentations

Greece: creating a system of profiling for people registering for work with the aim of then directing them towards accredited courses. The project is in its pilot phase

Portugal: A more developed system whose roots go back to 2008 – In this period a small group of people are facilitating the setting up of community-based centres that validate people's skills, certify them, and guide them towards upskilling opportunities

Conditions for success:

- The political will and commitment
- A unifying vision rooted in a philosophy of lifelong learning, that builds upon a legacy of adult education but that is also capable of using new tools such as those for the validation of prior learning and for accreditation.
- Creating the right conditions for the consolidation of local community--based networks of stakeholders, including the public sector, NGOs, education and training providers, employers and trade unions. The building of trust between them is a game changer. Community-based networks tend to be more responsive to local territorial needs.
- Finances

Challenges

- The ability to attract the right target audience (adapting an adult learning approach that would differentiate between schools for children and centres for adult learning)
- Having properly trained personnel at local level that can adhere to the vision of the project
- Having an adequate validation, accreditation and certification structure that is also well understood by all stakeholders, including the community-based centres' personnel, the adult learners and the employers.
- Finding the time to build trust between the partners
- Ensuring long term sustainability. What happens when ESF funding dries out?

Possible adaptations

- Finding the right balance between a supply-driven process and a demand-driven process – certification has to have a currency on the labour market but at the same time the needs of the learner should take centre stage
- Provide supportive legal structures
- Identify alternative funding sources to ensure long-term sustainability.

Working group 2: tailored offer of learning

2 presentations were made:

- AT ongoing upskilling initiative exists since 2008 – has two strands 1) basic skills for adults and teenagers regardless of origin, language or potential graduation; 2) completion of compulsory schooling for adults.
- DK presentation of the adult education system with its tripartite management and close links to the workplace, and training fund which enables compensation of skilled and unskilled workers during the upskilling, and latest reform

Discussions highlighted

- Importance for the legal basis for AE initiatives: it should have a solid basis on legislation, creating a shared notion of what is the quality level of the programme
- Good structures are key, while implementation can be in different ways, as the two examples provided showed (national or regional; accreditation, social partner approval, etc.), and also learning clubs and study circles have their role to play.
- Strong involvement of stakeholders, especially SP, in the development of programme is crucial
- Financing was discussed and it is a challenge.
- Different challenges exist, financial but also childcare support, social stigma, personal obstacles and motivation: more concentrated and focused efforts needed
- AT project created with national funding, now more ESF and EU Funding being used, while in DK more financing by stakeholders (Companies contribute to a training fund which is used to compensate employees and employers). In AU basic skills provision is expensive but it works; it builds people up to get on with upskilling. In some countries the demand for learning is there but not the funding.
- There is a long term advantage for society in providing training to adults.
- Providers should not be overloaded with administration (e.g. small training centres and NGOs in particular find ESF applications challenging) and should focus on their main role which is giving the training.
- Outreach to target groups is difficult: different needs, big diversity.
- It is not easy to make weak learners attend further learning: accessibility, economic conditions, logistic support, motivation is there, if they are given the right support, support which should be targeted to the needs of different groups: unemployed, employed, migrants, etc.
- Learning of basic skills at the workplace is generally found to be more motivating e.g. participants can see the relevance for their job, and it is a way to overcome sensitivity of taking such courses.
- Future skills: literacy and numeracy are important basis for further learning, while some participants considered if future technologies like smart phones etc require such skills... but all agreed that these skills are important for participation in society.

Working group 3: Coordination in the Implementation of Upskilling Pathways

Countries presenting examples:

- **LATVIA** : Implementation Plan for Adult Education Governance Model with the example of Adult Education Governance Council
- **IRELAND**: Further Education and Training Strategy with the Specific Sectorial Strategy on Literacy and Numeracy

STARTING POINTS:

- strong policy commitment
- strong policy support
- strategic partnership between
- free education and training for less advantaged groups
- involvement of senior population (digital skills specially)

CHALLENGES FACED:

- outreach to target groups, and raising their awareness of the benefits of further learning / upskilling (especially among employed people)
- convincing employers to play a role in helping lower-skilled people to upskill

FACTORS FOR SUCCESS:

- an overarching policy framework or structure
- long-term support for the policy and long-term approach to financing
- a partnership approach involving all stakeholders in strategic dialogue and with a clear distribution of roles
- policy based on knowing the needs of the target group and the labour market
- using regional skills structures; local autonomy with room for innovation; strong community base
- skills progression is built into the system;
- flexible pathways for the learner; open access to certification; good access to validation

Working group 4: Coherent pathways

Both presentation looked at VET as a coherent pathway in which to upskill adults with skills deficits, including apprenticeships, which for employed people can be linked to their jobs, while theoretical learning is, linked to the formal system of upper secondary education, with a role for validation of non-formal learning. In **Estonia** possibilities are being developed as part of the National Reform Programme, Estonia 2020, while in **Norway**, the follow up of the 2016 Report to Parliament (Storting) “Social inclusion and a second chance – Coordinated efforts for adult learning” and the National Skills Strategy 2017-21 provides the setting.

What are the conditions for success? Why successful?

- national strategies, with shared aims and vision, also at top level; clear responsibilities, agreements & commitment between & at all levels

- Involving social partners and all stakeholders from the start; strong partnerships among them (incl. proactive approach); no A& B curricula; employer involvement in standards, exams; ‘regular’ qualifications (register/NQF)
- funding earmarked from national budget, to enable salaries to be kept, e.g. while in apprenticeship contracts; clear guidelines on resources and who funds what
- close cooperation with local actors: municipalities – companies – providers, PES – companies, companies – providers; also to attract low qualified people to participate
- Support for individual progression, developing mapping tools for basic skills which are transferable across sectors and which can contribute to identifying needs for training in basic skills
- Low-threshold entry, flexibility of paths/time, related to work and care obligations and various interruptions
- flexible and contextualised pathways that can lead to work, including company-based training in cooperation with local companies, in sectors that are in demand, training that is useful in existing jobs or/and to get a job.
- exploiting formal secondary and apprenticeship system but also non-formal learning where trust among a wider audience must be created; validation of prior learning and experience enables the work experience to be documented
- guidance; continuous assessment, documentation, training for trainers.

Obstacles

- motivation of target groups low – perspectives of quality jobs could change this? But how to combine strategies for quality jobs and upskilling remains a challenge
- motivation of employers: need to see added value; tension between excellence – inclusion; basic skills levels (also in terms of VET image)
- creating conditions to enable employees to combine work and learning, this requires study allowances and grants for employers.
- targeting important as part of outreach: those changing jobs or those who need upskilling to remain employed, also in the case of long-term unemployed guidance counselling can be developed to embed assessment of skills and gaps.
- making trainers more professional and enabling them to deal with different and rapidly changing demands
- progression; enabling people to move from low level to higher level skills (also higher than foreseen in the Recommendation)
- communicating a shared vision to all stakeholders
- migrants: need for language skills and training.

ANNEX 3 – Participants’ list to the meeting (4 and/or 5 June 2018)

Family Name	First Name	Delegation	Affiliation
HOCHWALD	Josef	Austria	Federal Ministry of Science, Research and Economy
HORSCHINEGG	Jürgen	Austria	Federal Ministry of Education
MAYR	Thomas	Austria	Austrian Federal Economic Chamber
HORAK	Bernhard	Austria	Austrian Federal Chamber of Labour
MICHEL	Isabelle	Belgium	Centre d'Education Populaire André Genot FGTB Wallone
BOOMGAERT	Wilfried	Belgium	Flemish Department for Education and Training
OP DE BEECK	Christel	Belgium	Flemish Department for Education and Training
LOOP	Robert	Belgium	Emploi Formation Wallonie (FOREM)
TODOROVA	Maria	Bulgaria	Ministry of Education and Science (MES)
HRVOJ-ŠIĆ	Vesna	Croatia	Ministry of Science and Education
ELEFThERIOU	Andreas	Cyprus	Ministry of Education and Culture
KALOSINATOS	Pavlos	Cyprus	Pancyprian Federation of Labour (PEO)
STARÁ	Marta	Czech Republic	Ministry of Education, Youth and Sports (MEYS)
PECENKA	Petr	Czech Republic	Czech-Moravian Confederation of Trade Unions (CMKOS/CMOS PS)
SMISTRUP	Morten	Denmark	Danish Confederation of Trade Unions (LO)
MOGENSEN	Liv	Denmark	Ministry of Education
TOFT	Lise Lotte	Denmark	Ministry of Education
HOOSHIAR-N	Alireza	Denmark	Confederation of Danish Employers (DA)
TOOMSAU	Kaja	Estonia	Estonian Trade Union Confederation
PALTS	Mait	Estonia	Eesti Kaubandus-Tööstuskoda (EKTK)
PÕLLO	Helen	Estonia	Ministry of Education and Research
TAMMILEHTO	Mika	Finland	Ministry of Education and Culture
NOUSIAINEN	Riina	Finland	Finnish Confederation of Professionals (STTK)
NERGUISIAN	Nadine	France	Ministry of National Education, Higher Education and Research
SCHMITT	Christine	France	Ministère du Travail, Emploi, Formation Professionnelle et Dialogue Social
SAIDI	Siham	France	Mouvement des Entreprises de France (MEDEF)
FABIAN	Barbara	Germany	German Chambers of Commerce and Industry (DIHK)
NORDHAUS	Hans Ulrich	Germany	Deutscher Gewerkschaftsbund (DGB)
THIELE	Peter	Germany	Federal Ministry of Education and Research (BMBF)
WYSS	Laura Karin	Germany	Bundesvereinigung der Deutschen Arbeitgeberverbände e.V. (BDA)
ZIOGA	Aikaterini	Greece	Ministry of Culture, Education & Religious Affairs
BÉKÉSI	Tamás	Hungary	Teachers Trade Union (PSZ)
TAUSZIG	Judit	Hungary	Ministry for National Economy
PÉTURSDÓTTIR	Björg	Iceland	Ministry of Education, Science and Culture
O'FLAHERTY	Phil	Ireland	Ministry for Education and Skills
TAGLIATESTA	Pietro	Italy	Ministry of Labour and Social Policies
DACREMA	Fabrizio	Italy	Consulta della Professioni - Confederazione Generale Italiana del Lavoro
ARCIPRETE	Stefano	Italy	Confederazione Generale dell'Industria Italiana (Confindustria)
BULIGINA	Ilze	Latvia	Ministry of Education and Science
KARKLINA	Silvija	Latvia	Ministry of Education and Science

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PORNIENCE	Ruta	Latvia	Employers' Confederation of Latvia (LDDK)
ROMELE	Linda	Latvia	Free Trade Union Confederation
BABRAUSKIENE	Tatjana	Lithuania	Lithuanian Trade Union Confederation (LPSK) and Federation of Lithuanian Education and Science Trade Unions (FLESTU)
ARLAUSKAS	Danukas	Lithuania	Lithuanian Business Employers' Confederation
THOSS	Roger	Luxembourg	Chamber of Commerce
FRISING	Carlo	Luxembourg	Chamber of Employees
MEYER	Karin	Luxembourg	Ministry of Education, Children and Youth
CARDONA	Mario	Malta	Malta College of Arts, Science and Technology (MCAST)
FENECH	Pauline	Malta	General Workers' Union
HABER	Joan	Malta	Malta Chamber of SMEs (GRTU)
PERAZIC	Mladen	Montenegro	Chamber of Economy
ILNER	Kristian	Norway	Confederation of Norwegian Enterprise (NHO)
TINNLUND	Trude	Norway	Landsorganisasjonen i Norge (Lo-Norway)
BURTON	Fride	Norway	Norwegian Directorate for Education and Training
WILKIEL	Stefania	Poland	Ministry of National Education
GRYZAN	Tomasz	Poland	National Education Section of NSZZ Solidarność
DIONISIO	Hugo	Portugal	Confederação Geral dos Trabalhadores Portugueses - Intersindical Nacional
XUFRE	Gonçalo	Portugal	National Agency for Qualification and VET (ANQEP)
STROIE	Dana	Romania	National Center for TVET Development
BAJIC	Vesna	Serbia	International Relations Trade Union Confederation Nezavisnost
KORKOSOVA	Monika	Slovakia	Ministry of Education, Science, Research and Sport
ČERNOŠA	Slavica	Slovenia	Ministry of Education, Science and Sport
GARCIA	Diego	Spain	Ministry of Education, Culture and Sport
TORRES	Gema	Spain	Confederación Sindical de CCOO (CCOO)
OLSSON	Johan	Sweden	Confederation of Swedish Enterprise
LINDÉN	Carina	Sweden	Ministry of Education and Research
WEBER-GOBET	Bruno	Switzerland	Travail Suisse
FREI	Katrin	Switzerland	State Secretariat for Education, Research and Innovation (SERI)
COENEN	Isabelle	The Netherlands	Federatie Nederlandse Vakbeweging (FNV)
VAN IJSSELMUIDEN	Peter	The Netherlands	Ministry of Education, Culture and Science
IPENBURG-TOMESSEN	Ellen	The Netherlands	Ministry of Education, Culture and Science
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KEKKI	Kirsi	United Kingdom	Trades Union Congress (TUC)
MILLER	Ann	United Kingdom	Department for Education

PLUMMER	Robert		BusinessEurope
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BRUGIA	Mara		Cedefop
SCHMID	Eleonora		Cedefop
FETSI	Anastasia		ETF
ZISIMOS	Georgios		ETF
ROMAN	Agnes		ETUC

VAN SCHALKWIJK	Rene		EUProVET
BUTTERS	Ben		Eurochambers
NENNING	Larissa		OBESU