

# **Functional Basic Skills for European Adults: issues and plans for development**

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# The European Basic Skills Network

- ▶ Policy level network: better policies for basic skills in European Adult Learning
- ▶ Policy makers and *policy providers*: Exchange of experiences, mutual learning
- ▶ Cooperating with the European Commission: Upskilling Pathways and EPALE



## Today's theme

- ▶ What are the main issues and challenges regarding basic skills in today's Europe (after PIAAC and in the frame of Upskilling Pathways)
- ▶ What is being done at national level, European level, within EPALE, and by the EBSN



# Functional literacy

- ▶ Definition and awareness
  - ▶ What do we mean by basic skills
  - ▶ Understanding functional literacy
  - ▶ Literacy, numeracy and language
  - ▶ Literacy in a digital society



# Political awareness: Upskilling Pathways

- ▶ The Upskilling Pathways recommendation
  - ▶ National follow-ups
  - ▶ Basic skills policy vs AdEd policy
- ▶ Need for integrated, cohesive policy
  - ▶ **The EBSN's Berlin declaration**



## The EBSN's Berlin Declaration

EBSN:

- «...working to assist national and regional stakeholders
- in the creation and implementation of **consistent, efficient and sustainable** policies for the provision of basic skills learning. ”



## The EBSN's Berlin Declaration (II)

«We recommend that policy makers develop **coherent, cohesive and adequately financed** national policies to implement the UP initiative.

In addressing this challenge, they should **involve stakeholders** with responsibility for policy in health and employment, as well as education. ”



## The EBSN's Berlin Declaration (III)

«In order to create **flexible learning pathways** to cater for the highly heterogeneous group of adults who need to improve their basic skills, policy makers will need to **ensure cohesion and collaboration** between a number of **different elements** of the basic skills system.”





## The EBSN's Berlin Declaration (IV)

- *“Policymakers should ensure that their plans identify and account for the learning needs of **a wide range of adults** and support them in accessing available learning pathways.*
- ***Learners should be involved** in the development, and ongoing quality assurance, of learning programmes and policies.”*



## The EBSN's Berlin Declaration (V)

*“Learning should be supported in **formal, non-formal and informal settings**, and in different domains of adults' lives, such as family, community, faith, and work.”*



## The EBSN's Berlin Declaration (VI)

*“Both access to the workplace and learning in the workplace should play a prominent part in any national strategy, but this should not be at the expense of learning in other settings, or learning designed to support other learning goals”*

Life-wide learning



## The EBSN's Berlin Declaration (VIII)

*«Specific diagnostic tools and systems of validation / accreditation should be developed. »*

Frameworks, levels, goals, diagnostic tests, self-testing...



## The EBSN's Berlin Declaration (IX)

*«There should also be fully-financed provision for specific, compulsory and quality assured **initial and continuing teacher and trainer education.**»*

### Who are the teachers?



## **The EBSN's Berlin Declaration (X)**

*“Outreach systems, awareness raising schemes, and information and guidance provision, to identify and engage adult learners, should also be developed.”*

**Who is the target group? How do we reach them?**



## The EBSN's Berlin Declaration (XI)

*«Learning pathways for adult migrants should fully embrace the existing language skills and cultural identities of migrants and enable them to both **validate** existing skills and knowledge and **acquire** those that their new situations demand.»*



## The EBSN's Berlin Declaration (XII)

«The development of **basic digital competences** should have a central place in any strategy, **both as a goal of learning and as a tool** to support that learning. Learning about, and with, mobile devices, apps, and social media can act as a strong motivational tool to attract and retain adults in learning.»





## Digital inclusion – why?

Mastering change!

- ▶ In private life
- ▶ Using public services
- ▶ For democratic development
- ▶ For individual and social welfare
- ▶ For continuous employment
- ▶ For lifelong learning



## What does **INCLUSION** mean?

*«Inclusion is not a strategy to help people fit into the systems and structures that exist in our societies; it is about transforming those systems and structures to make it better for everyone»*

Diane Richler, Past-President,  
Inclusion International



## Digital tools for basic skills provision – can we do it?

- ▶ Relevance and pedagogical approach
- ▶ Choosing adequate tools, platforms and devices
- ▶ Empowering the learner for life, work, LLL



## Digital tools FOR Adult Learning

- ▶ Independent, assisted, integrated, or flipped learning
- ▶ Flexibility vs chaos
- ▶ Choice of mode of delivery, platforms, apps...
- ▶ Teacher survival: Wise common decisions and Communities of Practice



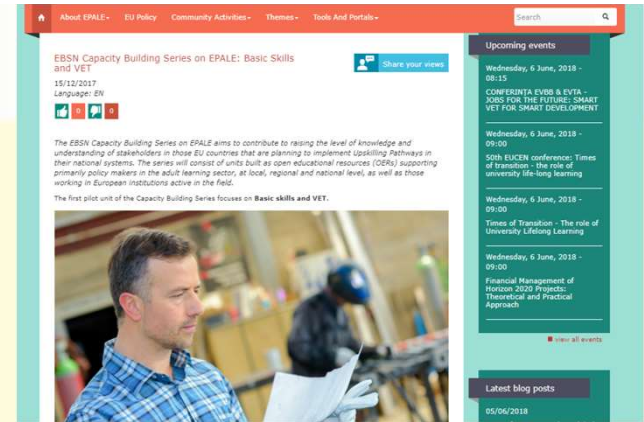
## The way ahead

- ▶ Governance and stakeholder cooperation
- ▶ The all important funding...
- ▶ **Continuous Professional Development and arenas for peer learning**
- ▶ Constant evaluation and transformation
- ▶ Increased European cooperation



# EBSN's Capacity Building Series, CBS

- ▼ Follow-up of Upskilling Pathways
- ▼ Important to involve policy level stakeholders outside AdEd sector (= need for deeper insight into all issues relating to Basic Skills in Adults)
- ▼ Existing and new resources, organized and curated



## Development plans – CBS Units

- ▶ Pilot in 2017 (Basic Skills in Vocational Learning)
- ▶ **Integrated Basic Skills Policy** (Feb 2019)
- ▶ Migrant Education
- ▶ Digital Inclusion
- ▶ Workplace Basic Skills Learning
- ▶ Intergenerational? Family Learning
- ▶ **MOOCs – first one before the summer of 2019**



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from policy to  
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2019,  
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**WHERE**

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**ORGANIZER**

EBSN in cooperation with  
Andras and EVHL from Estonia and the  
Ministry of Education and Research of Estonia



European  
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**Thank you for your attention...**

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## The next step

- ▶ What can **I** do?
- ▶ Who do I need to talk to?
- ▶ Who do I need to cooperate with?
- ▶ Where do I need help?
- ▶ Who can help me?
- ▶ What are my goals for 2019?

