



INFORMAL COMMISSION EXPERT GROUP ‘WORKING GROUP ON ADULT LEARNING - OPENING UP OPPORTUNITIES FOR ALL’

TERMS OF REFERENCE

1. BACKGROUND

The Commission’s Communication of 30 September 2020 on Achieving the European Education Area by 2025¹ (hereafter ‘EEA Communication’) and the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)² (hereafter ‘Council Resolution’) call for maintaining the format of working groups as part of the “tried and tested working arrangements” in the context of the new cycle of European cooperation in education and training. In particular, the Council Resolution stresses that the mutual learning initiatives should have “clear mandates, time schedules and planned outputs to be proposed by the Commission in cooperation with Member States”.

The overall **objective** of the new working groups shall be to **promote mutual learning on policy reform of national education systems** with a view to **effectively contributing to the achievement of the European Education Area by 2025**, and as relevant, the **Digital Education Action Plan (2021-2027) through tangible outputs**.

By continuing the work done under the previous strategic framework for European cooperation in education and training (ET 2020), the new working groups shall be established as informal Commission expert groups, in compliance with the horizontal rules³. Through their respective roles and specific tasks, the expert groups shall provide the Commission with advice and expertise in the policy areas that they cover, and they shall be part of a governance structure that shall coordinate the work and steer the development of the strategic framework, within the overarching objective of achieving and further developing the European Education Area (EEA).

As part of the strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), their overall work shall reflect the vision, milestones and specific initiatives set forth in the EEA Communication and the priority areas, issues and actions of the Council Resolution, with each working group addressing concrete policy issues and actions, in line with their specific objectives detailed in annexes to their Terms of Reference.

¹ <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1601687240311&uri=CELEX:52020DC0625>

² [https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32021G0226\(01\)](https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32021G0226(01))

³ C(2016) 3301 final

One of these groups shall be covering issues of adult learning.

The main objective of the group is to enable technical exchanges and contributions to support countries implement the actions of the 2020 Skills Agenda that has as its mission re- and upskilling adults and empowering them to continuing learning throughout their lives; to support the implementation of the European Pillar of Social Rights Action Plan and its headline target setting that at least 60% of all adults should be participating in training every year by 2030 (this was welcomed by the Member States at the Porto Social Summit), and to support capacity building to achieve implementation of the 2016 Council Recommendation on Upskilling Pathways: New Opportunities for Adults and the the Council Recommendation on VET. The group shall also contribute to the development and implementation of the priorities for action to be presented in the forthcoming Council Resolution on adult learning (November 2021) and in the existing Council Resolution.

Furthermore, the group shall **promote mutual learning** on whole-of-government, comprehensive strategies for adult learning. This would mean collecting, exchanging, assessing and disseminating experience on the three priority fields for work: National Skills Strategies, Skills for Life and financing of adult learning.

The group shall start its activities in September 2021 and end the first working cycle by the end of 2025.

2. SUBJECT MATTER

The group of experts on Adult learning – opening up opportunities for all ('the group') is set up.

3. TASKS

The group's tasks shall be:

1. to assist Directorate-General for Employment, Social Affairs and Inclusion (DG EMPL), in the preparation of policy initiatives in the field of adult learning.
2. to establish cooperation/coordination between the Commission and Member States or stakeholders on questions relating to the policies in the field of adult learning.
3. to bring about an exchange of experience and good practice in the field of adult learning.

Priority areas from the Council Resolution to be addressed: 1. Quality, equity, inclusion and success in education and training, 2. Lifelong learning and mobility, 3. Teachers and Trainers, 5. Green and digital transitions.

The specific objectives are further detailed in the annex.

4. MEMBERSHIP

1. Members shall be organisations, Member States' authorities, other public entities including public entities from acceding and candidate countries, Iceland, Liechtenstein and Norway, Union bodies, offices or agencies and international organisations (Type C, D and E Members).

2. Member States' authorities, organisations and other public entities shall nominate their representatives and shall be responsible for ensuring that their representatives provide a high level of expertise. DG EMPL may refuse the nomination by an organisation of a representative if it considers this nomination inappropriate in the light of the requirements specified in the call for applications. In such case, the organisation concerned shall be asked to appoint another representative.
3. Organisations who are members who are no longer capable of contributing effectively to the expert group's deliberations, who, in the opinion of DG EMPL do not comply with the conditions set out in Article 339 of the Treaty on the Functioning of the European Union or who resign, shall no longer be invited to participate in any meetings of the group and may be replaced for the remainder of their term of office.

5. SELECTION PROCESS

1. The selection of organisations as group's members (Type C) shall be carried out via a public call for applications, to be published on the Register of Commission expert groups and other similar entities ('the Register of expert groups'). In addition, the call for applications may be published through other means, including on dedicated websites. The call for applications shall clearly outline the selection criteria, including the required expertise and the interests to be represented in relation to the work to be performed. The minimum deadline for applications shall be four weeks.
2. Registration in the Transparency Register is required in order for organisations to be appointed.
3. The members of the group shall be appointed by the the Director-General of DG EMPL from applicants with competence in the areas referred to in point 3 and who have responded to the call for applications.
4. Members shall be appointed for until 31 December 2025. They shall remain in office until replaced/until the end of their term of office. Their term of office may be renewed.
5. DG EMPL shall establish a reserve list of suitable candidates that may be used to appoint members' replacements. DG EMPL shall ask applicants for their consent before including their names on the reserve list.

6. CHAIR

The group shall be chaired by a representative of DG EMPL.

7. OPERATION

1. The group shall act at the request of DG EMPL, in compliance with the horizontal rules⁴.
2. Meetings of the group shall, in principle, be held on Commission premises or virtually, depending on the circumstances.

⁴ C(2016) 3301, Article 13.1.

3. DG EMPL shall provide secretarial services. Commission officials from other departments with an interest in the proceedings may attend meetings of the group and its sub-groups.
4. In agreement with DG EMPL, the group may, by simple majority of its members, decide that deliberations shall be public.
5. Minutes on the discussion on each point on the agenda and on the opinions delivered by the group shall be meaningful and complete. Minutes shall be drafted by the secretariat under the responsibility of the Chair.
6. The group shall adopt its opinions, recommendations or reports by consensus.

8. SUB-GROUPS

1. DG EMPL may set up sub-groups for the purpose of examining specific questions on the basis of terms of reference defined by DG EMPL. Sub-groups shall operate in compliance with the horizontal rules and shall report to the group. They shall be dissolved as soon as their mandate is fulfilled.
2. The members of sub-groups that are not members of the group shall be selected via a public call for applications, in compliance with point 5 and the horizontal rules⁵.

9. INVITED EXPERTS

DG EMPL may invite experts with specific expertise with respect to a subject matter on the agenda to take part in the work of the group or sub-groups on an *ad hoc* basis.

10. OBSERVERS

1. Organisations and public entities other than Member States' authorities may be granted an observer status, in compliance with the horizontal rules, by direct invitation.
2. Organisations and public entities appointed as observers shall nominate their representatives.
3. Observers' representatives may be permitted by the Chair to take part in the discussions of the group and sub-groups and provide expertise. However, they shall not participate in the formulation of recommendations or advice of the group and sub-groups.

11. RULES OF PROCEDURE

On a proposal by and in agreement with DG EMPL the group shall adopt its rules of procedure by simple majority of its members, on the basis of the standard rules of procedure for expert groups, in compliance with the horizontal rules⁶. Sub-groups shall operate in compliance with the group's rules of procedure.

⁵ C(2016), Articles 10 and 14.2.

⁶ See Article 17 of the horizontal rules.

12. PROFESSIONAL SECRECY AND HANDLING OF CLASSIFIED INFORMATION

The members of the group and their representatives, as well as invited experts and observers, are subject to the obligation of professional secrecy, which by virtue of the Treaties and the rules implementing them applies to all members of the institutions and their staff, as well as to the Commission's rules on security regarding the protection of Union classified information, laid down in Commission Decisions (EU, Euratom) 2015/443⁷ and 2015/444⁸. Should they fail to respect these obligations, the Commission may take all appropriate measures.

13. TRANSPARENCY

1. The group and its sub-groups shall be registered in the Register of Commission expert groups and other similar entities ('the Register of expert groups').
2. As regards the group and sub-groups composition, the following data shall be published on the Register of expert groups:
 - (a) the name of Member States' authorities;
 - (b) the name of other public entities, including the name of third countries' authorities;
 - (c) the name of member organisations; the interest represented shall be disclosed;
 - (d) the name of observers.
3. All relevant documents, including the agendas, the minutes and the participants' submissions, shall be made available on the Register of expert groups. In particular, DG EMPL shall publish the agenda and other relevant background documents in due time ahead of the meeting, followed by timely publication of minutes. Exceptions to publication shall only be possible where it is deemed that disclosure of a document would undermine the protection of a public or private interest as defined in Article 4 of Regulation (EC) N° 1049/2001⁹.

14. MEETING EXPENSES

1. Participants in the activities of the group and sub-groups shall not be remunerated for the services they offer.
2. Travel and subsistence expenses incurred by participants in the activities of the group and sub-groups shall be reimbursed by the Commission. Reimbursement shall be made in accordance with the provisions in force within the Commission and within the limits of the available appropriations allocated to the Commission departments under the annual procedure for the allocation of resources.

⁷ Commission Decision (EU, Euratom) 2015/443 of 13 March 2015 on Security in the Commission (OJ L 72, 17.3.2015, p. 41).

⁸ Commission Decision (EU, Euratom) 2015/444 of 13 March 2015 on the security rules for protecting EU classified information (OJ L 72, 17.3.2015, p. 53).

⁹ These exceptions are intended to protect public security, military affairs, international relations, financial, monetary or economic policy, privacy and integrity of the individual, commercial interests, court proceedings and legal advice, inspections/investigations/audits and the institution's decision-making process.

ANNEX:

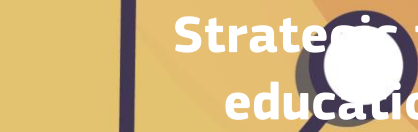
- Description of specific objectives.

Done in Brussels, on 23 July 2021.

Achieving the European Education Area by 2025

Annex: Working Group on Adult Learning - opening up opportunities for all 2021-2025

Strategic framework for European cooperation in education and training towards the European



seniors and in particular those most in need of access to learning, e.g. adults eligible for Upskilling Pathways. It also helps them develop skills for life, including green and digital skills, and media, consumer, financial, environmental and health literacy. All relevant actors and learning environments need to be mobilised to reach out to all ages and diverse target groups.

- **Financing of adult learning:** To ensure both adequate supply and take-up of learning opportunities, sufficient and well-designed funding needs to be in place. Members States' innovative funding partnerships to unlock investment could serve as examples of good practices to be explored.

The Working Group should support technical exchanges among experts in order to:

i) **help implement the objectives, priorities and principles** included in the European Skills Agenda, the European Pillar of Social Rights Action Plan, the Council Recommendation on VET, the Council Recommendation on Upskilling Pathways: New Opportunities for Adults, EEA Council Resolution and the forthcoming Council Resolution on adult learning.

ii) **promote mutual learning** on whole-of-government, comprehensive strategies for adult learning. This would mean collecting, exchanging, assessing and disseminating experience on the three priority fields for work mentioned above.

The Working Group should not duplicate the work of other Working Groups, past or present and should inform and receive information from all other Working Groups, as relevant.

The fact that some upcoming initiatives are mentioned in these specific objectives, does not anticipate or pre-empt any future decisions on such initiatives, that will be taken at the appropriate level and according to the appropriate procedures.

While implementing the points above, the group will also directly or indirectly contribute to the following horizontal priorities of Annex III of the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030):

| |
|---|
| <input checked="" type="checkbox"/> 1. Quality, equity, inclusion and success in education and training |
| <input checked="" type="checkbox"/> 2. Lifelong learning and mobility |
| <input checked="" type="checkbox"/> 3. Teachers and Trainers |
| <input type="checkbox"/> 4. Higher education |
| <input checked="" type="checkbox"/> 5. Green and digital transitions |

Priority area 1 - Quality, equity, inclusion and success in education and training

i) Promoting the mastering of key competences, including basic skills, which are a prerequisite to thrive in life, to find or create fulfilling jobs and to become engaged citizens.

vi) Helping all learners reach a baseline level of proficiency in basic skills¹⁵, with a special focus on groups at risk of underachievement, including identifying effective policy reforms to support better achievement in basic skills, specifically concerning curriculum and/or assessment, as well as the capacity of institutions and staff to be innovative and develop their learning approaches and environments.

¹⁵ i.e. skills for the green transition

vii) Promoting educational/training success strategies at national level in order to foster the successful conclusion of education and training pathways by all learners and to reduce low-achievement, by supporting a whole-institution approach with an overall inclusive learner-centred vision of education and training.

xii) Promoting civic, intercultural, and social competences, mutual understanding and respect, and ownership of democratic values and fundamental rights at all levels and types of education and training.

xv) Fostering sustainable investment in quality and inclusive education and training.

Priority area 2 - Lifelong learning and mobility

i) Relaunching and continuing lifelong learning strategies and addressing the transition phases within education and training, while promoting, through high-quality career guidance, transitions to and between vocational education and training, higher education and adult learning, including non-formal and informal learning, and from education and training to work.

ii) Making lifelong learning strategies more robust and inclusive in order to allow those who have left early to re-enter education in flexible forms through life, and those who need it to be able to access higher education and VET programmes to update or acquire skills (upskilling and reskilling) that the jobs of tomorrow require, at all stages of life.

iii) Ensuring that education and training systems, including adult learning systems support all learners in accessing a changing labour market and in contributing to their personal development, become more agile, resilient, futureproof, attractive and tailored to the green and digital transitions, should provide upskilling and updating training opportunities throughout the working life, and should strengthen the cooperation with other stakeholders, such as companies or other workplaces.

v) Strengthening the key role of higher education and VET systems in supporting lifelong learning and reaching out to a more diverse student body. Exploring the concept and use of micro-credentials can help widen learning opportunities and could strengthen the role of higher education and VET in lifelong learning by providing more flexible and modular learning opportunities, and offering more inclusive learning paths.

vi) Updating of the renewed European agenda for adult learning.

vii) Promoting the freedom for learners, teachers and trainers, and other education and training staff, to be mobile and for institutions to freely associate with one another in Europe and beyond, through learning mobility and cooperation across borders. Further efforts must be made to remove existing obstacles and barriers to all types of learning and teaching mobility, including issues related to access, guidance, student services and recognition.

viii) Updating the learning mobility framework accompanying the strengthened Erasmus+ programme to enable mobility opportunities for a much wider variety of participants, foster green and digital mobility, including by blending online and physical exchanges, and to encourage balanced mobility.

Priority area 3 - Teachers and Trainers

iv) Explore the possibility of developing policy tools [...] to increase relevance of initial teacher education programmes as well as development of continuous professional development opportunities and to provide guidance for teachers in their career progression.

v) Supporting initial education, induction and continuous professional development at all levels, especially to deal with the increased diversity of learners and their specific needs, to tackle early leaving from education and training to promote work-based learning, supporting the development of basic and advanced digital competences and innovative pedagogies, including ensuring that teacher education addresses teachers' competences to teach in digital environments.

xii) Ensuring that teacher and trainer education and training programmes also prepare teachers and trainers at all levels and types of education and training programmes for their key role in equipping learners with the competences to live, work, and act towards sustainable development and in enhancing well-being and mental health for all learners.

Priority area 5: Green and Digital transition

- i) Boosting availability, access, and quality of digital equipment and infrastructure, connectivity, open and digital educational resources and pedagogies at all education and training levels to support education and training systems in adapting to the digital era.
- ii) Addressing the development of basic and advanced digital skills and competences at all levels and types of education and training (formal, non-formal and informal) and also traditional, blended and distance teaching and learning, in order to face and reply to the technological and digital transformation of economy and society
- v) Promoting environmental sustainability perspectives across education and training curricula, at all levels of education and within an inter-disciplinary approach, and promoting educational concepts, such as Education for Sustainable Development and Global Citizenship Education, in order to empower citizens to contribute to sustainable development.

Contribution to other “concrete issues and actions”:

Respect for and attention to environmental sustainability will be promoted across all activities, as well as promoting digital equality and access for all.

Contribution to implementation of other major EU policy initiatives:

- European Pillar of Social Rights Action Plan [The European Pillar of Social Rights Action Plan | European Commission \(europa.eu\)](#)
- European Skills Agenda 2020 [European Skills Agenda - Employment, Social Affairs & Inclusion - European Commission \(europa.eu\)](#)
- Council Recommendation on vocational education and training (VET) for sustainable competitiveness, social fairness, and resilience [EUR-Lex - 32020H1202\(01\) - EN - EUR-Lex \(europa.eu\)](#)
- Council Recommendation on Upskilling Pathways: New Opportunities for Adults [EUR-Lex - 32016H1224\(01\) - EN - EUR-Lex \(europa.eu\)](#)
- Council Recommendation on the validation of non-formal and informal learning [EUR-Lex - 32012H1222\(01\) - EN - EUR-Lex \(europa.eu\)](#)
- Council Recommendation on key competences for lifelong learning [Council Recommendation of 22 May 2018 on key competences for lifelong learning Text with EEA relevance. \(europa.eu\)](#)
- Osnabrück Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies [osnabrueck_declaration_eu2020.pdf \(europa.eu\)](#)
- European Education Area [Achieving the European Education Area by 2025 - Communication | Education and Training \(europa.eu\), st06289-re01-en21.pdf \(europa.eu\)](#)
- Digital Education Action Plan 2021-2027 [Digital Education Action Plan \(2021-2027\) |](#)

[Education and Training \(europa.eu\)](http://europa.eu)

- [Education & Training 2020 | EPALE \(europa.eu\)](http://europa.eu)[Education & Training 2020 | EPALE \(europa.eu\)](http://europa.eu)

Contribution to implementation of major EU funding initiatives

The activities of the Working Group will contribute to the implementation of EU funds. This mainly concerns the European Social Fund+, Erasmus+, Recovery and Resilience Facility, Technical Support Instrument (TSI), Just Transition Fund, InvestEU, and Horizon Europe. The Working Group will provide guidance and inspiration for reforms and investments (under the Recovery and Resilience Facility and the European Social Fund Plus) and cooperation projects under Erasmus+.

Affiliations and joint activities with other bodies of governance (EEA and related areas):

| Name of entity | Subject of cooperation/ Planned joint activities/ reporting |
|--|--|
| Governance structures, including, inter alia, the Council, the Education Committee and other relevant governance bodies, to be agreed by the end of 2021. | Regular and timely reporting on the overall progress of the Working Groups and valorisation of results. Additionally, punctual reporting and dissemination is ensured for relevant outputs. |
| Informal meetings of the Directors-General for Vocational Education and Training and for Higher Education, and of the Advisory Committee for Vocational Education and Training | Periodic reporting, consultation on the work of the Working Group, proposing lines to take, dissemination of main results/key messages, in accordance with future governance mechanism |
| Employment Committee | Dissemination and discussion of main results/key messages |
| Pact for Skills | Reporting to meetings, consultation on the work of the Working Group, dissemination of main results/key messages, use the work of the Working Group as an encouragement to commitments by members of the Pact |
| National Coordinators for Adult learning | Reporting to meetings, consultation on the work of the Working Group, dissemination of main results/key messages Synergies between the two groups can be found e.g. via common meetings, sharing information etc. |

EXPECTED TANGIBLE OUTPUTS:

Activities under this mandate will result in outputs that are both published (in digital format and for download) and are interactive (peer learning activities). The purpose of these different forms is to blend the sharing of policy approaches with critical reflection and action planning.

Common tools and approaches incorporating peer learning and good practice

In relation to sharing the results of the Working Group:

- Planning, running of and reporting on in-depth peer learning activities on topics identified by the WG
- Evidence - based input where requested
- 2-page summary of Working Group outcomes translated into all EU languages
- 1-page infographic translated into all EU official languages

Research and policy analysis tasks:

- Informed discussion and report feeding in to the work on the Council Resolution on adult learning
- Guidelines on design, monitoring and evaluation of National Skills/Lifelong Learning Strategies and holistic adult learning policies

Support for communication and dissemination activities:

- Graphs and (web) infographics
- Layout and graphical development

Contribution to preparation, implementation and follow-up of EEA/European Skills

Agenda actions and other European initiatives:

- Forthcoming Council Resolution on adult learning (November 2021)
- Empowering individuals to learn through Individual Learning Accounts/entitlements (Action 9)
- Pact for Skills (Action 1), Skills for Life (Action 8)), A European approach to Micro-credentials (Action 10)
- 2016 Council Recommendation on Upskilling Pathways
- Council Recommendation on vocational education and training (VET) for sustainable competitiveness, social fairness, and resilience
- Osnabrück Declaration
- Erasmus+ programme

RECURRENT ACTIVITIES:

Support to Member States by raising awareness and examining how common challenges are tackled in different countries in order to advance skills, educational and training reforms, in particular via peer learning activities

Support to Member States facing issues identified in CSRs

If relevant, and on request of WG members, provide support to clusters of Member States in response to issues identified in CSRs, by having such Member States benefit from the practical

experience and good practices of other Member States ("peer review").

Support to Member States implementing EU (RRF/Structural Funds) funded reforms in education and training

Reinforced EU funding provides unprecedented opportunities through the Recovery and Resilience Facility; the ESF+ with a EUR 88 billion budget will remain an important funding source for skills, education and training; Erasmus+ with a dedicated budget of more than EUR 26 billion will contribute to skills development and investments in education and training systems; and the Technical Support Instrument will help set up inclusive strategies for up- and re-skilling of adults, design certification and validation systems as well as foster learning continuity and mobility.

On request of WG members, provide support to clusters of Member States in implementing EU-funded reforms, by having such Member States benefit from the practical experience and good practices of other Member States.

Support to Member States for Covid-19 recovery

If relevant, and on request of WG members, provide support to clusters of Member States in response to issues identified for Covid-19 recovery, for instance by organising peer learning on topics of common concern.

Support to the incubation and follow-up of Erasmus+ centralised projects related to adult learning (e.g. KA3 policy experimentation or KA2 forward looking projects)

If relevant, provide support to the incubation and follow-up of Erasmus+ centralised projects in the area of adult learning. This activity depends on the priorities set out in the Annual Erasmus+ Work Programme.

INDICATIVE ROADMAP (2021-2022):

On the basis of this roadmap, the Working Group will draw up a work plan for 2021-2022.

| <u>PHASE</u> | <u>MAIN THEMES/ACTIVITIES¹⁶</u> | <u>DELIVERABLES</u> |
|---|---|--|
| <u>Phase 1: July – December 2021</u> | <p>Discussion of work programme for the period September 2021 to December 2022.</p> <p>Contribution to preparation of the Council Resolution on adult learning</p> | <p>Work programme</p> <p>Discussion and report</p> |
| <u>Phase 2: January - June 2022</u> | <p>Peer learning activities (focus to be determined in light of the Resolution)</p> | <p>Contribution to and lessons learned from peer learning</p> <p>Compendium of good practices</p> <p>If relevant, ad-hoc news on EPALE</p> |
| | <p>Informal exchanges on recent findings and reforms (focus to be determined in light of the Resolution)</p> | |
| <u>Phase 3: July - December 2022</u> | <p>Recording of results of the Working Group's work: identify success factors and draw conclusions</p> <p>Work programme for the next phase of the Working Group's activities</p> | <p>Contribution to and lessons learned from peer learning</p> <p>2-page summary of WG outcomes, 1-page infographic</p> <p>Report, guidelines, including case studies</p> <p>Graphs and (web) infographics, ad-hoc news on EPALE (if relevant)</p> <p>Draft work programme December 2022+</p> |

¹⁶ Specific tasks to be discussed and defined based on discussion with the WG members

EVIDENCE BASE

Relevant EU-level targets:

- By 2025, adult participation in learning 47% annually; by 2030, 60% of adults participating in learning annually + 80% of 16-74 year olds have at least basic digital skills (European Pillar of Social Rights Action Plan).

Coherence with other EU indicator frameworks, dashboards and targets:

- Social Scoreboard of the European Pillar of Social Rights
- European Semester reporting

Relevant indicator frameworks, data collections or reports:

- An in-depth analysis of adult learning policies and their effectiveness in Europe [Publications catalogue - Employment, Social Affairs & Inclusion - European Commission \(europa.eu\)](#)
- Framework for achieving effective AL policies (WGAL 2015-16)
- Eurydice report on adult learning 2021 (forthcoming) [Welcome to Eurydice | Eurydice \(europa.eu\)](#)
- Eurostat annual Labour Force Study and periodic Adult Learning Survey; 2nd PIAAC survey
- Outcomes of the previous AL working group [Education & Training 2020 | EPALE \(europa.eu\)](#)
- EPALE [EPALE | Electronic Platform for Adult Learning in Europe \(europa.eu\)](#)
- Education and Training Monitor [Education and Training Monitor | Education and Training \(europa.eu\)](#)
- European Semester reports [2020 European Semester: Country Reports | European Commission \(europa.eu\)](#)
- Cedefop resources [Publications and resources | Cedefop \(europa.eu\)](#)
- [OECD reports e.g. OECD Skills Outlook 2021](#)

DISSEMINATION ACTIVITIES

Dissemination activities will take place at every milestone of the activities of the Working Group, particularly through on-line reporting, webpages (e.g. EEA portal and EPALE), Ad-hoc news on the EPALE platform throughout the mandate, newsletters, news articles, opinion pieces, and social and traditional media. Results will also be presented in relevant groups and bodies, as well as communities of practice. Links will be created in this context with UNESCO-UNEVOC, Cedefop, ETF, and the OECD.

Dissemination of results through the Progress Report (2023)