

EBSN Conference Declaration

Tallinn, June 2019

- 1) The participants in the European Basic Skills Network 2019 conference will continue working to support the current European Agenda for Adult Learning, and particularly the Upskilling Pathways Initiative (UP) and its focus on the central role of national basic skills policies in helping adults increase their level of training and qualifications. EBSN members will promote cohesive policies that ensure the efficient functioning of the UP in three phases: 1) Skills Assessment, 2) Learning Offer, and 3) Validation and Recognition.
- 2) The present Conference Declaration builds on and upholds the Berlin Conference Declaration, which reminded policy makers of their responsibility to develop coherent, cohesive and adequately financed national policies for basic skills, involving stakeholders with responsibility for policy in health, employment, integration, inclusion and other relevant sectors, as well as education. The declaration also listed up a series of policy elements that need to be present in the implementation of efficient basic skills policies.
- 3) Since the Berlin conference, the EBSN has worked on the development and promotion of the EBSN Capacity Building Series (CBS), a set of EPAL-based Open Educational Resources and MOOCs intended to contribute to current European policy development by offering all relevant stakeholders the information and knowledge they need to develop efficient and cohesive basic skills policies. The Tallinn conference participants declare the CBS series should be used as a contribution to ensure that all European countries establish a whole-of-government approach ([WGA](#)), to basic skills policies.
- 4) We also recommend that policy makers
 - a) establish adequate and sustainable financing systems for basic skills provision, moving from project-based provision to established national programs,
 - b) foster and finance further research on basic skills related issues,
 - c) develop national and European frameworks for basic skills, to facilitate needs assessment and to ensure equity of provision and quality for the processes of recognition and accreditation of basic skills,
 - d) focus on the quality of basic skills learning provision through adequate investment in the professional development of teachers/trainers of basic skills, ensuring also the recognition of their skills,
 - e) foster and implement learner-centered delivery models,
 - f) develop research-based outreach measures that can ensure that all adults access the training they need,
 - g) foster and finance the development of digital tools, apps and models that can
 - i. facilitate the access of adults to basic skills and further learning,
 - ii. increase the effectiveness of investment in provision,
 - iii. contribute to the digital and social inclusion of vulnerable target groups.