

Newsletter for European Research in Learning and Work [L&W]

Edition: June 2020 [www.news.wifo-gate.org] [[Impressum](#)]

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Dear Colleagues

*In this edition of the L&W Newsletter, you should note in particular the **calls for proposals** relating to: (1) the international conference in London on Employer Engagement: Preparing Young People for the Future (see [Conferences](#)), (2) the VET Research Award 2020 (see [Networks and Organisations](#)) and (3) a Dossier on Research and Practices for a Recovery post COVID-19 (see [Programmes and Projects](#)). And not to forget: the announcement of postponed conferences in the previous [L&W Newsletter of April 2020](#)!*

Special thanks to all who contributed information for this edition, and also to our partners [CR&DALL](#), [CVER](#), [Education & Employers Research](#), [ILO Employment Policy Department](#), [PASCAL International Observatory](#), [UFHRD](#), [UNEVOC](#), [VET&Culture](#) and [VETNET](#) for providing input and sharing the L&W Newsletter via their mailing lists and web portals.

The [L&W Newsletter](#) focuses on transnational research activities across Europe in the field of human resource development (HRD) and vocational education and training (VET), centred on major categories: conferences, networks and organisations, programmes, projects and publications. The next edition will appear in early April 2020. You are invited to submit short texts (100 to 200 words, including links to web pages, but without attachments) - please by **31 July 2020** at the latest!

The L&W Newsletter reaches you via a mailing list of experts in and beyond Europe. You can also view the latest edition in the [relaunched WIFO Gateway](#) and download the **L&W Newsletter in PDF**. Please pass the Newsletter on to your colleagues and networks.

Best wishes
Sabine Manning
Research Forum WIFO
Editor of the L&W Newsletter
Contact: sm@wifo-gate.org

Please note: My new email address sabine-manning@t-online.de has replaced the former address <sabine.manning[at]wifo.b.shuttle.de>. My contact address sm@wifo-gate.org continues to be valid.

Conferences

Conference on employer engagement: Call for contributions

The 6th International Conference on Employer Engagement: Preparing Young People for the Future will take place on **Thursday 1 July 2021 9:30 – Friday 2 July 2021 14:00** in London. This conference is hosted by [Education and Employers](#) in partnership with the [Edge Foundation](#). It will focus on employer engagement in education, vocational education and training, and the extent to

which such interventions adequately prepare young people for the rapidly changing world of work. In particular, attention will focus on the need to develop and capture the skill requirements within the changing labour market and how such interventions can support young people as part of the response to Covid-19. The conference also seeks to reflect on reforms and policy shifts in relation to education and training and employer engagement internationally. Conference themes include: Employer engagement and preparation for work; Employer engagement and pedagogy; Employer engagement and the curriculum. Full details, the call for papers, and booking information are available [here](#).

(Contributed by Martin Rogers <Martin.Rogers@educationandemployers.org>)

Virtual European conference on research methodology

Virtual 19th European Conference on Research Methodology for Business and Management Studies (ECRM 2020), being hosted by ACPI and the University of Aveiro, Portugal on 18 – 19 June 2020

We confirm that the conference this year will be an interactive, virtual/online event. Registration to attend the conference as a non-presenting participant is open and costs only £50 (+VAT). Benefits of attending include: #Access to a wide range of live presentations on different approaches to research methodology by researchers from around the world; #Keynote presentation from Dr Paul Griffiths on the topic of e-thinking Research Methods in Social Sciences: Moving away from Determinism; #A valuable plenary session from João José Pinto Ferreira on the topic of How to help students effectively use keywords in research articles, theses and dissertations; #A meet the editor session with the Scopus indexed [Electronic Journal of Business Research Methods](#); A number of interactive networking sessions; #An electronic version of the Conference Proceedings. The programme is regularly updated and you can see the current schedule [here](#). For registration details, please follow this [link](#). We have also created a [Facebook group](#) specifically for this event.

(Info received from Annette Young <annette@academic-conferences.org> c/o UFHRD: Jim Stewart <stewartjjim@OUTLOOK.COM>)

Attention: Fake conferences on VET

WASET (The "World Academy of Science, Engineering and Technology") is at the moment announcing – also in our VET community – calls for papers for the 15th (2021) and 16th (2022) so called "International Conference on Vocational Education and Research". WASET has already been mentioned on the original Beall's list of potential predatory scholarly open-access publishers and on the successor list Stop Predatory Journals. WASET also organizes fake conferences. For more information see Michael Gessler on vetnetsite.org

(Info received from vetnetsite.org via VETNET News/ see also [List of Questionable Conferences](#))

NOTE: Forthcoming and recent events related to European research in work and learning are listed on the WIFO **Conference** page [www.conferences.wifo-gate.org].

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Networks and Organisations

Call for VET Research Award 2020

At the [European Vocational Skills Week 2020](#), taking place in November in Berlin, the European Commission will again award examples of excellence in research in vocational education and training (VET). The VET Research Award 2020 aims to reward VET researchers' outstanding contribution to innovative VET research in line with one of the European Commission's priorities for 2019-2024: [A European Green Deal](#) or [A Europe fit for the digital age](#). Researchers and other VET professionals are invited to submit proposals for the VET Research Award using this [link](#). The award will be given to a young researcher (especially welcome!), an experienced researcher, or a team of researchers. Self-nominations are not possible. The call for proposals is open until **12 June 2020**. Find out more: [submission criteria and process](#). If you have any questions, please contact

barbara.stalder@phbern.ch, chair of the Evaluation Jury.

(Posted by Barbara Stalder <barbara.stalder@phbern.ch>)

Learning and living in diverse communities

E-book on the 11th conference organised by the network "Between Global and Local – Adult Learning and Communities" of the European Society on the Research for the Education of Adults (ESREA) in Pécs 2019

"Learning and Living in Diverse Communities" was the theme of the conference that took place in the House of Civic Communities in the city of Pécs, Hungary, in June 2019. PASCAL Co-Director Balázs Nemeth was the host, and he is now the editor of an **e-book** which contains those manuscripts which were sent to him after a lively conference with rich presentations and discussions. Now, 10 months after the conference, all of us get a feeling that the "communities of today" are somewhat different from those that were widely presented in Pécs. The e-book is a rich source, even in a comparative perspective of community-based face-to-face learning to the digital-communities that are gaining ground quickly in all sorts of educational institutions.

(Info received from CR&DALL Site Digest for 30/04/20 - see [CR&DALL page](#))

NOTE: References to research networks in the field of European work and learning are available on the WIFO page **Networks at a glance** [www.networks.wifo-gate.org]. Contact: [Sabine Manning](#) [[Back to Newsletter](#)]

Programmes and Projects

Enhancing the status of vocational education

Globally, there are concerns in countries with developed and developing economies that status of vocational education is relatively low, when compared with other educational sectors. This has a significant impact upon parents and young people's participation in it, and how governments fund and organize it, and also community support for it. Consequently, enhancing the status of vocational education has become a worthwhile goal to ensure that this important educational sector can realize its potential and provide students with effective education, workplaces with the kinds and quantum of skilled workers, and countries with the skill base that they desire. Below are links to some **resources from two projects** intended to inform about how to enhance the standing of vocational education:

1. *UNESCO–UNEVOC virtual conference*. In July 2018, UNESCO–UNEVOC organised a virtual conference that involved over 400 participants from over 80 countries. The responses from participants were synthesized and published in the attached: i) brief overview and ii) final report from UNESCO [[link](#)].

2. *Enhancing the status of vocational education: the Queensland study*. Across 2018 and 2019, a study funded through the Education Horizon scheme of the states schooling system – Education Queensland – interviewed and surveyed school age students, parents and teachers, as well as students and teachers from vocational education to ascertain how vocational education can be seen as being a worthwhile and legitimate post school pathway. A research bulletin over viewing the project and its key findings can be found at the following [link](#).

(Contributed by Stephen Billett <s.billett@griffith.edu.au>)

Qualification standards in France and Germany

New project on the "Process for the development of qualification standards in France and in Germany – a comparative analysis" carried out by Céreq and Bibb [[Details](#)]

This is a Franco-German comparative study on the modalities of VET contents definition, modes of governance and the role of the 'professionals'. The project starts out from an inventory in both countries on the development of vocational standards in initial vocational training. The aim of the comparative analysis is to select an (one or two) occupational field that is undergoing a process of

modernization in both countries. The focus is on the following questions: #Which groups of actors are involved overall? #Which function do they have and actually hold in the entire process? #If possible: what is the profile of the actors, in particular those who formulate the contents. #Structural differences (or sometimes similarities) in both countries regarding the role and profile of the stakeholders involved. #The shape and content of curricula and standards. - Further reading: [Bibb-Céreq meeting - October 15-16, 2019](#)

(Info received from Céreq International Relations <cereqnews@cereq.fr>)

Recovery post COVID-19

Research and practices to reach a sustainable and healthy economic and social recovery post COVID-19 - An Invitation from Italy for producing a Dossier

You are invited to contribute to a new initiative being coordinated by the [Form@re Journal](#) at the University of Florence in Italy concerning post-COVID-19 recovery. In order to take on reconstruction and then recovery, more reinforced management of both interdependencies among all populations in the world and their living conditions is necessary. More specifically, decision-makers, as well as professionals, will benefit from a set of knowledge and experiences that have been accumulated by research, as these will help them in facing new challenges in the diverse contexts they work and live in. Form@re Journal - Open journal for Networked Learning - wants to provide its own tools and organisation in order to collect in one Dossier the existing know-how on Covid-19 management. We propose that researchers produce a Dossier where they can collect all kinds of contributions dealing with COVID-19 management from different perspectives and disciplines. The Dossier will be open from now until **December 2020**. It will guarantee the prompt publication of resources collected (texts, videos, slides). If you are interested in playing a role as part of an International Research Team or Promoter, please contact me, Professor Paolo Federighi <paolo.federighi@unifi.it>. For more information please visit [CR&DALL page](#).

(Info received from CR&DALL Site Digest for 02/04/20)

NOTE: Contributions are invited to update the **Overview of European research projects** [www.projects.wifo-gate.org], provided as part of the WIFO Gateway. Contact: [Sabine Manning](#) [[Back to Newsletter](#)]

Publications

New volume on comparative VET

"[Enduring Challenges and New Ways Forward](#)" is the new and seventh volume in the series "Comparative Vocational Education Research" published with Springer VS. The current edition is edited by Matthias Pilz and Junmin Li and published in the context of the third G.R.E.A.T. conference "Lost in VET? Status Quo and Perspectives in the Research of Comparative VET Theories, Methods and Results" at the German Research Center for Comparative Vocational Education and Training ([G.R.E.A.T.](#)) at the University of Cologne. The volume contains scientific contributions by internationally renowned authors that cover a multifaceted and wide scope within the discipline of international comparative vocational education research. It places an emphasis on theoretical developments, methodological research approaches as well as new research findings in the context of current international comparative studies. This needs to take place in a scientifically sound and interdisciplinary manner in order to facilitate mutual understanding and learning. The anthology takes up this desideratum. In 18 chapters, authors from different regions of the world provide interested readers with the most comprehensive insight possible into this field of research. (Contributed by Matthias Pilz <matthias.pilz@uni-koeln.de>)

JVET: Enhancing the status of vocational education

A special issue of [JVET](#) (Journal of Vocational Education & Training) with contributions from Denmark, Finland, Israel, Norway, Spain, Switzerland and Australia on Enhancing the standing

and status of vocational education will be published next month (Vol 72, Issue 2 - 2020).

The seven articles represent perspectives from each of these countries on issues associated with the relatively low standing of vocational education and training (VET) and what measures have been adopted or are proposed to enhance the standing of this important educational sector. This collection of papers stands to inform a global concern about young people's postschool preferences being directed largely towards higher education and away from vocational education, causing disparities in tertiary education provisions and also strategic shortages of skilled labour in national workforces. The contributions include: #Aakrog, V. The standing and status of VET in Denmark. #Billett, S. et al. Enhancing the standing of vocational education and the occupations it serves: Australia. #Haybi-Barak, M. et al. Separatist biopolitics: The dual discourse of the vocational education policy in Israel. #Hiim, H. The quality and standing of school-based Norwegian VET. #Martínez-Morales, I. et al. VET in Spain: Steady improvement and increasing value. #Rintala, H. et al. Standing and attractiveness of VET in Finland: Focus on learning environments. #Stalder, B. et al. Job resources and career success of IVET graduates in Switzerland.

(Contributed by Stephen Billett s.billett@griffith.edu.au)

Connectivity and integrative competence development

Carmela Aprea, Viviana Sappa, Ralf Tenberg (Eds.) (2020). Connectivity and Integrative Competence Development in Vocational and Professional Education and Training (VET/PET). Special Issue: Zeitschrift für Berufs- und Wirtschaftspädagogik, Beiheft 29 (ZBW-B) [Details]

A specific feature of complex vocational and professional education and training (VET/PET) is the need to situate learning in different locations and provide diverse types of experiences. This poses a major challenge for VET/PET systems and is approached differently by them. The aim of this Special Issue is to document current international research on connectivity and integrative competence development in VET/PET. Moreover, it intends to point out different research approaches in this area, to stimulate exchange between them, and to identify desiderata for future research. To meet these aims, renown scholars in the field have contributed to the Special Issue in English and German language. For further information please visit this [page](#).

(Contributed by Carmela Aprea aprea@bwl.uni-mannheim.de)

Creativity and arts-based learning

Journal of Adult and Continuing Education - Special Issue: Creativity and Arts-based learning - Antje Barabasch and Mike Osborne (eds.). Vol 26, Issue 1 (May 2020) [Details]

'What possible uses does art offer for the didactic design of teaching and training?' and 'How can individual creativity be developed and used within professions and professional environments?' Numerous lectures that were held at an International Exploratory Workshop at the Swiss Federal Institute for Vocational Education and Training (SFIVET) resulted in four articles in this special issue. The topics include the effects of art-based methods, determining facets of creativity in different professional domains and unleashing individuals' creativity in one's job. In addition, four further articles, more or less related to the topic of creativity, were added to make this issue complete. Since research on art-based instruction and creativity, especially in relation to work, work education or vocational education and training is still rare, we are glad that this special issue seeks to inform different approaches to including art-based instruction and creative approaches in education and training, as well as career guidance.

(Contributed by Antje Barabasch Antje.Barabasch@ehb.swiss)

New issue of IJRVE: Vol. 7, Issue 1

The *International Journal for Research in Vocational Education and Training (IJRVE)* has published a new issue. The first regular issue of 2020 contains the following topics: Harm J.A. Biemans, Hans Mariën, Erik Fleur, Tanya Beliaeva and Jan Harbers discuss students' experiences with different learning pathways to higher professional bachelor programmes; Evi Schmid offers a comparative analysis of education and training programmes in Austria, Norway, Sweden and Switzerland regarding youth at risk; Mohammed Kwaku Baidoo, Akosua Tachie-Menson, Nana

Ama Pokua Arthur and Eric Appau Asante analyse the jewellery apprenticeship in Ghana; Nakarin Chalapati and Supaporn Chalapati show public discourses on vocational education and training in Thailand; and Michael Gessler's and Christine Siemer's article is an umbrella review, a methodological review of reviews published in peer-reviewed journals with a substantial focus on VET. Please find all articles on <http://www.ijrvet.net>.
(Posted by IJRVET Editorial Office <ijrvet@uni-bremen.de>)

Upper secondary education for youth at risk

Evi Schmid (2020). Upper secondary education for youth at risk: A comparative analysis of education and training programmes in Austria, Norway, Sweden and Switzerland. International Journal for Research in Vocational Education and Training, Vol 7, Issue 1 [Details/ Full text]

The background of the study is a report published by the OECD, which suggests designing interventions that address the specific needs of youth at risk of dropping out of upper secondary education, such as changes in the standard duration, preparatory programmes or personalised support measures. Based on a comparative analysis of such programmes tailored to the needs of youth at risk in Austria, Norway, Sweden and Switzerland, the objective of this article is to identify the different education and training models these countries employ to include youth at risk in upper secondary education. The study found four different types of education and training models for youth at risk in Austria, Norway, Sweden and Switzerland: Short-track (Norway, Switzerland), prolonged (Austria), individualised (Austria, Norway and Sweden) and preparatory programmes (Sweden). Preparatory and prolonged programmes aim to help young people to achieve upper secondary qualifications through preparatory measures, more time or more support. Individualised or short-track programmes aim to adapt education and training programmes to young people's needs by reducing the programmes' demands. In all four countries, young people have the opportunity to conclude their education with a certificate at a level lower than 'regular' upper secondary education. (Contributed by Evi.Schmid@oslomet.no)

Anticipation of skills for industry 4.0

Spöttl, Georg (2020). AUTO 4.0: Anticipation of Skills for Employees Due to Digitalization - Identification of "Occupational Profiles". In: Ortiz, Hamilton Jesu's (ed): Industry 4.0 - Current Status and Future Trends. IntechOpen, London, p. 69-83 [Details]

Europeanization is a politically supported process which includes mobility of the labor force, high-service quality, fast use of modern technology, and a chance of interaction of companies and other stakeholders. The economic activities of companies are worldwide and global—the world as a global village. The new world is change-driven, and radical developments for businesses based on the use of high-technology and data are supported by countries and companies. It is expected that with the help of Industry 4.0 the business processes will be more efficient and productive.

"Globalization is the thread that ties nations together, with innovation around technology imperatively affecting trading activities" (Kalió). One of the main questions is about the impact of training on the development process of Industry 4.0 and all its implications. This question is in the focus of this paper dealing with Industry 4.0 in the automobile industry in European countries.

(Contributed by Georg Spöttl <spoettl@uni-bremen.de>)

VET in the telecommunication industry

Barabasch, A., Keller, A. & Marthaler, M. (2020). Next Generation. Selbstgesteuert und projektbasiert lernen und arbeiten bei Swisscom. Bern: hep Verlag [Details]

In the first book within the series «New learning cultures in vocational education and training», the authors Antje Barabasch, Anna Keller (EHB) and Marc Marthaler (Swisscom) describe comprehensively how VET is conducted within the telecommunication industry in Switzerland. Apprenticeships are based on project work, sometimes initiated by apprentices themselves. They use agile methods, take over responsibilities, are ready to fail and learn from their mistakes. Work takes place in companies, co-working-spaces, while travelling or at home office. Accompanied by coaches, learners largely steer their learning process, which contributes to their high motivation.

The book talks about a large variety of topics and provides tips how an innovative learning culture can be shaped. Readers learn about recruitment tools and methods, experiences with project-based work, coaching and relationship management or the development of transversal competences. The deep descriptions and profound contextual information about the organization of apprenticeships at Swisscom are complemented by descriptions of values, attitudes and beliefs of the various actors involved. Overall, the reader can expect a comprehensive insight into modern apprenticeship training.

(Contributed by Antje Barabasch <Antje.Barabasch@ehb.swiss>)

Short-track apprenticeships in Switzerland

Gina Di Maio, Lukas Graf and Anna Wilson (2020). Embedded flexibilization and polite employer domination: the case of short-track apprenticeships in Switzerland. Empirical Research in Vocational Education and Training, Vol. 12, Issue 2, Open access paper [Details]

Liberalization pressures challenge countries to adapt their training systems. This is particularly relevant for coordinated market economies with firm-driven but collectively governed apprenticeship systems. Recent literature has identified different liberalization trajectories for these countries. For instance, segmentalism describes the increasing influence of large employers in Germany. In Denmark, state agencies manage increased flexibility in training through embedded flexibilization. In this paper, we identify a new form of embedded flexibilization, characterized by polite employer domination. We find this trajectory of liberalization in Switzerland, which represents another training system heavily based on firm involvement. We illustrate our argument with the example of short-track apprenticeship training, which has been expanded in all three mentioned countries in response to ongoing liberalization and deindustrialization pressures. In Switzerland, the relevant reform was initiated by the state while business adopted a rather passive role initially. Yet, state actors eventually stepped back and delegated key competences to employers, which implies that the employers' camp asserted their interests in the end while tolerating some concessions for the benefit of disadvantaged groups. Our process tracing reveals that policy makers used layering to implement short-tracks that enhance social inclusion, while simultaneously increasing the scope of employer cooperation.

(Contributed by Lukas Graf <graf@hertie-school.org>)

Employability pathways for young adults

Ellen Boeren, Alan Mackie & Sheila Riddell (2020). Employability pathways for young adults: lived experiences of learners and practitioners in Youth Guarantee programmes. International Journal of Lifelong Education, Volume 39, Issue 1 [Details]

Until today, thousands of young adults still drop out of school with no or low qualifications and experience difficulties in entering the labour market. The European Commission offers funding and opportunities for young adults to enter employability enhancing training, often organised under its flagship initiative 'The Youth Guarantee'. The aim of these programmes is to make young adults a work, training or educational offer within four months of their start into this initiative. In this paper, we critically explore the concept of employability and focus on the roles of both the young adults undergoing training interventions, but also of practitioners whose work is ideally embedded within the local context of the labour market and the economy. We were interested in the participation experiences by both groups to analyse the strengths and weaknesses of these programmes. Evidence from interviews demonstrated that learners and practitioners were generally satisfied with the interventions, although individualised support was preferred over group-based activities. Working with stakeholders was strongly recommended for this target group who tends to experience cumulative disadvantages. Long-term follow-up of participants' destinations will provide better evidence on the effectiveness of these programmes.

(Contributed by Ellen Boeren <ellen.boeren@glasgow.ac.uk>)

Regional lifelong learning policies

Xavier Rambla, Yuri Kazepov, Judith Jacovkis, Lukas Alexander & Marcelo Parreira Do Amaral (2020). *Regional lifelong learning policies and the social vulnerability of young adults in Girona and Vienna. International Journal of Lifelong Education, Volume 39, Issue 1* [[Details](#)]

This article explores the interface between lifelong learning policies and the definition of social vulnerability of young adults in two regions located within the European Union. Girona comprises a constellation of small towns with important industry, service and hospitality sectors. Vienna is a global city where many key international operators are based, employing a large number of highly qualified professionals. The article explores to what extent the meta-governance and the 'causal narratives' of lifelong learning policies contribute towards shaping the prevailing images of youth vulnerability in these regions. In Girona, bureaucratic governance patterns lifelong learning policies, which strongly rely on the potential of career guidance to encourage the youth to undertake further education. Correspondingly, policy designs and professional discourses emphasise that the beneficiaries previously failed at school. In Vienna, authorities govern lifelong learning by means of both bureaucracy and complex networks of employers and non-profit organisations. The 'causal narrative' of the policies straightforwardly claims that all youth must have an experience with employment, whether in apprenticeships or in transitional workshops that emulate real jobs. There, policies portray beneficiaries according to their capacity to undertake and finish apprenticeships.

(Contributed by Xavier Rambla <xavier.rambla@uab.cat>)

Emotions in learning at work

Päivi Hökkä, Katja Vähäsantanen & Susanna Paloniemi (2020). *Emotions in Learning at Work: a Literature Review. Vocations and Learning, Volume 13, Issue 1* [[Details](#)]

The research elaborating emotions in organizational settings has increased considerably in recent years. However, we lack a comprehensive understanding of the role of emotions in learning at work. This review aimed to elaborate how emotions and learning are understood in the field of workplace studies, and how emotions and learning at work are related. For the review, 31 scientific articles were selected and analysed. We found that emotions and learning were understood in a range of ways in the articles. Emotions were mainly defined as emotional experiences and responses, and learning at work mainly referred to learning through participatory practices. In addition, the review illustrates the relationship between emotions and learning at work. Most of the studies focused on the active role of emotions in supporting and/or hindering learning at work, but some indicated the contrary direction of influence, with emotions at work being influenced by learning. The review further illustrates trends and gaps in this research field, and suggests some theoretical underpinnings, with recommendations for future research.

(Contributed by Katja Vähäsantanen <katja.vahasantanen@jyu.fi>)

Civic engagement and prospects for VET

Giuditta Alessandrini (2020). *Developing Capacitation: Civic Engagement and Prospects for VET Development. In "Professionalità studi" No 1/III - 2020, pp. 108-117* [[Details](#)]

The paper debates the Capability Approach paradigm and the relationship between education and development, with reference to education and the issue of civic engagement in the VET sector. It also points to the relevance of the notion of "human development" as it has been explored by Martha Nussbaum, professor of Politics and Philosophy at the University of Chicago, and Amartya Sen, awarded the Nobel Prize in Economics. It ends with a reflection on a welfare model supported by people empowerment and enhancing individual capabilities, also related to the issue of increasing wellbeing levels of low skilled adults in Europe. The argument makes the case that major shortcomings can be found in welfare systems in terms not only of employability but also of equality and social justice.

(Contributed by Giuditta Alessandrini <giuditta.alessandrini@uniroma3.it>)

Adult education and Covid-19

Ellen Boering. *Participation in adult education and the pandemic: Who is missing out? ELM Magazine (European Lifelong Learning Magazine) 17.04.2020* [[Details](#)]

Low-skilled and low-paid adults are providing essential services and are known as key workers during the current pandemic. Will they have better chances for personal and career-related development in the future? Generally speaking, across Europe and within the UK, participation statistics have demonstrated stark variation in the engagement of adults from different socio-economic and socio-demographic groups. Low-educated adults, those in routine occupations and older adults tend to participate less. The current COVID-19 pandemic raises a number of concerns in relation to these adults' future chances to participate in learning activities. IT IS THESE ISSUES THAT SHOULD now be discussed and act as a vehicle to lower barriers for these groups for good. With the majority of adult education across Europe and in the UK now being work-related in nature, it is especially low-skilled and low-paid adults who are missing out on learning opportunities. (Info received from CR&DALL Site Digest for 21/05/20 - [CR&DALL Page](#))

Apprenticeships to respond to the COVID-19 crisis

Cedefop. (2020). How are European countries managing apprenticeships to respond to the COVID-19 crisis? Synthesis report based on information provided by Cedefop community of apprenticeship experts [Report]

In April 2020, Cedefop community of apprenticeship experts took the initiative to launch an internal consultation about how European countries are managing apprenticeships under the current global health emergency due to the COVID-19 crisis. This synthesis, in line with the objectives of the community, is based on provisional information shared by twenty-five experts from individual European countries. The scope of the note covers all apprenticeship schemes present in these countries.

(Info received from Education and Employers Research: Research Digest April 2020
Martin.Rogers@educationandemployers.org)

Tackling the COVID-19 youth employment crisis

Preventing exclusion from the labour market: Tackling the COVID-19 youth employment crisis. ILO Policy brief 27 May 2020 [Details]

This policy brief highlights how youth, especially women, are being severely impacted by the COVID-19 pandemic. The crisis is likely to be particularly severe for youth across three dimensions: (1) disruptions to education, training and work-based learning; (2) increased difficulties for young jobseekers and new labour market entrants; and (3) job and income losses, along with deteriorating quality of employment. The brief calls for urgent, comprehensive and targeted policy responses to the global pandemic.

(Received from ILO May/June 2020 Employment Newsletter employment@ilo.org)

NOTE: References to publications on European research in learning and work are provided by the WIFO pages on **Books** [www.books.wifo-gate.org], **Journals** [www.journals.wifo-gate.org] and **Articles** [www.articles.wifo-gate.org].

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Impressum

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Editions of the L&W Newsletter: six times a year, every two months (at the beginning of February, April, June, August, October, December);

Deadline for contributions to the L&W Newsletter: end of January, March, May, July, September, November;

Details and Archive of the L&W Newsletter [www.news.wifo-gate.org];

See also our update on [Data Protection](#).

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