

## Europass Curriculum Vitae

### Personal information

First name(s) / Surname(s)

Address

Telephone(s)

Nationality

Date of birth

Gender

**Patrick Werquin**

92 rue de Lourmel, 75015 Paris, France; and  
68 route de Marquèves, 31410 Saint-Sulpice-sur-Lèze, France

GSM: +33609543569

patrick.werquin@gmail.com

French

7 March 1962

Male



### Short profile

#### **Economics and Education – Applied Research and Policy Analysis**

##### Main areas of expertise:

- Education and training, lifelong learning
- Labour economics

##### More specifically:

- Adult literacy, adult learning, motivation of adult learners, school-to-work transitions, occupational mobility, qualifications systems and qualifications frameworks, sectoral approaches to qualifications, validation and recognition of non-formal and informal learning (RPL), learning outcomes, technical vocational education and training (TVET), self evaluation and quality assurance in the tertiary education system.
- Unemployment duration, unemployment benefits, occupational mobility and transitions in the labour market, labour market needs, competences for the labour market, key competences, validation and recognition of occupational learning outcomes.

##### Countries:

- All the **30 OECD countries** (those in Europe as well as Australia, Canada, Japan, Korea, Mexico, New Zealand and the USA)
- Other European countries: Bosnia and Herzegovina, Kosovo, Lithuania, **FYRO Macedonia**, Montenegro, Russia and Serbia
- Latin America and Caribbean: Argentina, Brazil, **Chile**, **Colombia** and **Haiti**
- South East Asia: Brunei, **Lao PDR**, **Thailand** and Vietnam
- Africa: **Benin**, **Democratic Republic of Congo**, **Ghana**, **Malawi**, Mali, **Namibia**, Senegal and **South Africa**
- Arab World: **Egypt**, **Morocco**, Qatar and **Tunisia**

##### Competences and main activities:

- **Analysing** and **evaluating** education, vocational training and lifelong learning **policies**
- **Gathering** and analysing quantitative and qualitative data
- **Designing** large scale surveys and statistical/econometric modelling of micro-data
- Analysing, **writing** reports, **teaching** and **speaking** in public; in French and **English**
- **Coordinating** international activities, including **organising** field visits; and **managing** teams
- Writing proposals and **fund raising**
- **Translating** technical documents from French to English

## Work experience

Dates	May 2011 – present
Occupation or position held	<b>Associate Professor, Higher Education and Research, Paris</b> <ul style="list-style-type: none"><li>- Validation and recognition of non-formal and informal learning outcomes and recognition of qualifications: Bachelor to PhD</li><li>- Information, guidance, and competences for the labour market: Bachelor to PhD</li><li>- Education and labour market statistics (literacy, school-to-work transition, employment): Bachelor to PhD</li></ul>
Employer	<b>INETOP</b> ( <i>Institut national du travail et de l'orientation professionnelle</i> ): National Institute for Labour et Career Guidance ; at <b>CNAM</b> ( <i>Conservatoire national des arts et métiers</i> ): French higher education institution for lifelong higher education (French system of <i>Grandes Écoles</i> ), Paris.
Dates	January 2010 – present
Occupation	<b>International independent consultant</b> (Self employed: founder of <i>patrick.werquin.consulting</i> , Saint-Sulpice-sur-Lèze, France; and of <i>RW-Expertise Ltd.</i> , Aix-en-Provence, France)
Main current or recent assignments and employers or reference persons  (Corresponding publications and conference presentations, if any, provided below)	<ul style="list-style-type: none"><li>- Evaluation of the UNESCO UNEVOC Work, Nov-Dec 2016. <u>Position</u>: contractor.</li><li>- Evaluation of existing policies and practices in terms of Recognition of Non-formal and Informal Learning Outcomes (RNFILO) in the TVET Sector, and elaboration of National Guidelines for the implementation of an RNFILO system in <b>Malawi</b>, contract with the International Labour Organisation (ILO), Lilongwe, 2016. <u>Position</u>: contractor.</li><li>- Evaluation of the outcomes of the MERIC - NET (<i>Mediterranean Recognition and Information Centres Network</i>) Project of the <b>French</b> International Centre for Pedagogic Studies (<i>CIEP, Centre international d'études pédagogiques</i>) and of the University of Nice, Erasmus + Programme; contract with the University of Nice, 2016-19. <u>Position</u>: external evaluator.</li><li>- Evaluation of the Haitian VET National Institute (<i>INFP, Institut national de la formation professionnelle</i>) and preparation of the Draft Legislation regarding its competences, contract with the National Coordination Unit for VET (<i>UCP, Unité de coordination de programme VET</i>), <b>Haiti</b>, 2016. <u>Position</u>: contractor.</li><li>- Expert for the <b>European Commission</b> (EACEA, Education, Audiovisual and Culture Executive Agency), Erasmus + Unit; 2016 +. <u>Position</u>: expert for projects evaluation.</li><li>- Expert for the <b>French</b> International Centre for Pedagogic Studies (<i>CIEP, Centre international d'études pédagogiques</i>), of the Ministry of Education, for Quality Assurance, Qualification and Recognition in the case of Transnational Education; contract with CIMEA (<i>Centro Informazioni Mobilità Equivalenze Accademiche</i>), <b>Bologna</b>; 2016. <u>Position</u>: contractor.</li><li>- Creation and implementation of a Platform for Expertise and Learning – including a Master of Education – in Marrakech, <b>Morocco</b>, University Caddi Ayyad, for the vocational preparation of adults in the Arab World and in Western Africa for non-pedagogical occupations in education (analyst, planner, certification and qualification professional, institution manager...); 2016 +. <u>Position</u>: co-founder.</li><li>- Technical assistance to the French Development Bank (AFD, <i>Agence française de développement</i>) and World Bank consortium for the organisation of a 3-day workshop on “Evaluation of public policies regarding TVET programmes and active labour market policies in the <b>MENA</b> Region”, Rabat, <b>Morocco</b>, January 2016. <u>Position</u>: contractor.</li><li>- Technical assistance for the establishment of an evaluation framework for the TVET programmes organised by the <b>French</b> Body for the Vocational Preparation to the Trade Jobs of the Aviation Industry (AFMAé); contract with JP. Morgan, <b>London</b>; 2016. <u>Position</u>: contractor.</li><li>- Contribution to the project on “The role of learning outcomes in supporting dialogue between the labour market and education and training; the case of TVET” of the <b>European Commission</b>; contract with <i>3s Research</i>, <b>Wien</b>; 2016. <u>Position</u>: expert in TVET and learning outcomes approaches.</li><li>- Assistance for the development of an ECTS-type Credit Accumulation and Transfer</li></ul>

- System and of a Quality Assurance System in the Tertiary Education System, University Cadi Ayyad, Marrakech, **Morocco**; 2015-16. Position: contractor.
- Supervision of a sectoral research programme for the elaboration of the occupational, qualifications and assessment standards for the Tourism industry, support to the design of an accreditation system for the TVET Centres, for the Ministry of Tourism of **Haiti**, with the supervision of the PhD of a Ministry staff; 2015-2017. Position: PhD. supervisor.
  - Identification and analysis of relevant case studies for understanding the role of New Skills at Work in **France**, with a specific focus on school-to-work transition; contract with JP Morgan Bank and IPPR (Institute for Public Policy Research), 2015-16. Position: contractor.
  - Technical assistance to the GIZ GmbH (German International Cooperation) in **Morocco**, for the diagnosis phase before the implementation of the Validation of Experiential Learning Outcomes approach; contract with the GIZ, July-November 2015. Position: contractor.
  - Contribution to the external evaluation of the European Training Foundation (ETF) for the **European** Commission DG EAC; contract with ECORYS, 2015. Position: TVET expert.
  - Technical assistance to the International Labour Office (ILO) in Johannesburg for the actual implementation of the Recognition of Prior Learning (RPL) in approach in the **SADC** Region (South African Development Community); contract with the ILO, June-December 2015. Position: contractor.
  - Preparation of a research paper for the International Labour Office (ILO) in Johannesburg on Good Practices in Skills Development and TVET, for the **SADC** Region (South African Development Community); contract with the ILO, June-August 2015. Position: expert in quality assurance in higher education, TVET and recognition of non-formal and informal learning outcomes.
  - Technical assistance to the Ministry of Education of **Colombia**, Bogota, for the creation of a VET system, the implementation of Quality Assurance in Tertiary Education and the development of a National Qualifications Framework; contract with *3s Research*, Wien. Position: expert in TVET, RPL and NQF.
  - Contribution to the study on the link between the levels of basic competences and formal educational attainment in a cross-country and within country perspective for the **European** Commission DG EAC; contract with ECORYS; 2015. Position: expert in literacy and PIAAC data.
  - Contribution to the evaluation of the **UNESCO** strategy in Technical Vocational Education and Training (TVET) worldwide; evaluation of its relevance, efficiency and effectiveness; elaboration of policy pointers for the Post-2015 development agenda; contract with the *Institute for Policy Support*, Utrecht; 2015. Position: expert in TVET.
  - Study on school-to-work transition and labour market entry in **Tunisia** with the SWT Survey carried out by the International Labour Office. Contribution accepted (and awarded the First Prize by ILO for quality and policy relevance) for presentation at the Global Research Symposium on “Labour Market Transitions of Young Women and Men: Innovative research from 28 school-to-work transition survey (SWTS) datasets” held in Geneva in February 2015, and publication by the International Labour Organisation (ILO). Position: co-author of the research paper.
  - Evaluation of the youth programme TAEHIL, for higher education graduates, in **Morocco** for the Moroccan Ministry of Labour; design of the evaluation protocol and of the statistical survey of the beneficiaries, enterprises and training providers; econometric modelling, analysis and drafting; 2014-15. Position: co-contractor, with the Moroccan company based in Marrakech *Briefs*.
  - Technical assistance for the Development and Improvement of the Provision of Technical and Vocational Education and Training (*curricula*, standards...) by the Salesian Network of VET Centres in **Haiti**, for the Spanish Foundation *Jovenes y Desarrollo* (JyD), Madrid, 2014. Position: Contractor, co-author of the Report.
  - Study on the Role of Quality Assurance in the Improvement of Permeability between the VET and Higher Education Systems in **Europe**, for the CEDEFOP, contract with the European Foundation for Management Development (EFMD). Position: expert in VET and recognition of non-formal and informal learning outcomes, co-author of the Report.
  - Preparation of a report on the “School-to-work Transitions of young people in **Morocco**”, for the Organisation for Economic Cooperation in the Mediterranean Countries and the Middle East (OCEMO, *Office de coopération économique pour la Méditerranée et*

*l'Orient*), 2014. Position: Contractor.

- Analysis of the teaching of scientific subject matters and of guidance toward scientific fields, for the Ministry of Education of **Morocco**; contract with the CIEP (*Centre international d'études pédagogiques*, Paris), 2014. Position: expert in labour market, employment, employability and school-to-work transitions issues; co-author of the Report.

- Description and analysis of the supply of Career Guidance Services and of the Employability of young people leaning the Initial TVET system in **Haiti**, for the Inter-American Development Bank (IADB), 2014. Position: Contractor.

- Technical support to the Ministry of Vocational Education and Training and Employment of **Tunisia**, for capacity building in the field of Adult Learning and Continuing Vocational Education and Training (*curricula*, processes et procédures, standards...), contract with *Institutions & Développement* Ltd., 2014. Position: expert in Recognition and Validation of Non-formal and Informal Learning Outcomes, qualifications and Qualifications Frameworks; co-author of the reports.

- Technical assistance and international expertise on Improving the Methodology and Tools for the Development of the Hungarian Qualifications Framework, and the Referencing to the European Qualifications Framework (EQF), for the National Labour Office of **Hungary**; contract with *Progress Consult* Ltd., Budapest, 2013-14. Position: Contractor, expert.

- Study to Prepare the European Commission Report on Policies for Tackling Low Achievement in Basic Skills in **Europe**, for the DG EAC of the European Commission; contract with ECORYS, UK, 2013-14. Position: expert for developing a method for using large-scale surveys such as PISA, TIMSS, PIRLS in policy analysis of the school systems.

- Technical assistance for the Development and Improvement of the Provision of Technical and Vocational Education and Training by the Salesian Network of VET Centres in **Haiti**, for the Spanish Foundation *Jovenes y Desarrollo* (JyD), Madrid, 2013. Position: Contractor, co-author of the Report.

- Written contribution to the Toolkit on “Skills in and for the Informal Economy”, chapter on “Recognition and Certification of Informal and Non-formal Learning in **Africa**”, by GIZ GmbH (German International Cooperation), Frankfurt, 2013. Position: Contractor, and author of the Chapter.

- Sectorial description and analysis of the Supply and Demand of Technical Vocational Education and Training in **Haiti**: the cases of Agriculture, Construction, Water and Tourism; Qualifications Frameworks and Recognition of Non-formal and Informal Learning Outcomes, for the Inter-American Development Bank (IADB), 2013. Position: Contractor, author of the reports.

- Recommendations paper on How countries in the **Asia-Pacific** Region can build National Qualifications Frameworks (NQF) for Skills Development and Lifelong Learning, for the UNESCO Office in Bangkok, **Thailand**, 2013. Position: Contractor, and author of the report.

- Analysis of the Practices and experiences relatives to technical and vocational training centres and school-to-work transition mechanisms in **Benin, Ghana, Madagascar, Senegal and Tunisia**, for *Institutions & Développement* Ltd. Contract with GIZ Ltd. (German Development Cooperation), AFD (French Agency for Development) and LuxDev (Luxembourg Agency for Development Cooperation); 2013. Position: Team leader, facts-finding mission in Benin and Ghana, author of the synthesis report.

- Contribution to the analysis and chairing of the ECT2S *Leonardo* Project on the linkages between ECTS and ECVET, involving **France, Greece, Hungary, Italy, Luxembourg and Romania**. Position: Contractor.

- Preparation of the Policy and Strategy for Technical Vocational Education and Training in **Haiti**, for UCP (*Unité de coordination de programmes*), contract with *Institutions & Développement* Ltd., 2012-13. Position: Team Leader (analysis of economic sectors and of the informal economy, diagnosis of the labour market needs), and co-author of document on the policy and strategy for TVET in Haiti.

- Providing expertise about Enabling Recognition of Non-formal and Informal Learning Outcomes, for the **South African** Qualifications Authority (SAQA), 2013. Position: Contractor, and author of a report.

- Support to the capacity building of the Macedonian Centre for Adult Education and development of programmes for adult education and programmes for literacy and fulfilment of elementary education for excluded persons, Instrument for Pre-accession Assistance

- (IPA) of the European Commission, Component IV “Human Resources Development 2007-13”, Priority Axis 2; **Macedonia**, 2012-13. Position: Training and coaching of trainers for the development of literacy skills among the Roma population in Bitola; Contractor.
- Description and analysis of the Methods and Tools Used for Validation and Recognition of Non-formal and Informal Learning Outcomes in the South East Europe Region (**Bosnia and Herzegovina, Kosovo, Macedonia, Montenegro and Serbia**); for *dvv international* head office SEE, Sarajevo, 2012. Position: Contractor, author of the report.
  - Contribution to the analysis on “Qualification and Employment in the Informal Sector – New Answers to Old Questions: the Role of Validation and Recognition of Informal Learning in **Africa**”, GIZ Ltd. (German International Cooperation, *Sektorhaben Berufliche Bildung*), Frankfurt, 2013. Position: Contractor.
  - Contribution to the European Commission Project on “Qualifications at Level 5 of the EQF”, for the Toulouse Business School. Contract with *Panteia*, the Netherlands, 2012. Position: Country expert.
  - Carrying out the main survey on “The expectations of young people in **Morocco**”, for the Organisation for Economic Cooperation in the Mediterranean Countries and the Middle East (OCEMO, *Office de coopération économique pour la Méditerranée et l’Orient*), 2012-13. Position: contractor.
  - Developing tools for laptop based assessment of literacy skills in the adult population, with TOWES (BowValley College, Calgary) and DataAngel (Ottawa), 2012 on. Position: Contractor for the French language, translation and adaptation of items (stimulus and questions).
  - Teaching the module on “Quantitative Research Methods: Modelling Non-formal and Informal Learning Outcomes”, Doctoral Research Methods Training, *Institut Teknologi Brunei* (ITB), **Brunei** Darussalam, April 2012. Position: Contractor.
  - Design, implementation and analyse of a quantitative pilot survey on “The expectations of young people in **Morocco**”, for the Organisation for Economic Cooperation in the Mediterranean Countries and the Middle East (OCEMO, *Office de coopération économique pour la Méditerranée et l’Orient*), 2012. Position: contractor.
  - Support to the capacity building of the Macedonian Centre for Adult Education and development of programmes for adult education and programmes for literacy and fulfilment of elementary education for excluded persons, Instrument for Pre-accession Assistance (IPA) of the European Commission, Component IV “Human Resources Development 2007-13”, Priority Axis 2; **Macedonia**, 2011-12. Position: Team leader of one of the three components and capacity building for the development of an Observatory (education and labour market statistics; school-to-work transition, non-formal and informal learning, and labour market needs).
  - Evaluation of the situation in **Egypt** regarding teachers, TVET, non-formal education and literacy, post-revolution UNESCO, September 2011. Position: Team leader of one of the three components (non-formal education and literacy).
  - European policies and practices in designing and delivering outcome-oriented curricula in vocational education and training in the **EU**, with the University of Warwick, for the CEDEFOP, an Agency of the European Union, 2010-11. Position: Education specialist (recognition of non-formal and informal learning, qualifications and qualifications frameworks).
  - Developing a policy and a strategy for the recognition of non-formal and informal learning outcomes in the TVET sector in **Namibia**, for the NTA (Namibian Training Authority), Windhoek, 2011. Position: Team leader and contractor.
  - Developing and implementing a strategy for scaling up literacy programmes in **Africa, Latin America and South-east Asia**, for UNESCO (Literacy and Non-formal education Section, Division for basic to Higher Education), Paris, 2011. Position: Programme Specialist (recognition of non-formal and informal learning, literacy and statistics).
  - Evaluating the United Nations Literacy Decade, for UNESCO (Literacy and Non-formal education Section, Division for basic to Higher Education), Paris, 2011. Position: Programme Specialist (literacy assessment and econometrics).
  - Identification of the priorities for the support of the Belgium-DRC (**Democratic Republic of Congo**) cooperation in technical and vocational education and training (TVET), for the BIEF (*Bureau d'ingénierie en éducation et en formation*) and the CTB (Belgian Development Agency), Brussels, 2011. Position: Team leader.

- Review of the technical and vocational education and training policies in Benin, for UNESCO (TVET Section, Division for basic to Higher Education) and the ILO (International Labour Office), Paris, 2011. Position: Education and training specialist.
- Developing a database and selecting indicators for monitoring TVET in the least developed countries, for UNESCO (TVET Section, Division for basic to Higher Education), Paris, 2011. Position: Consultant, Education and statistics specialist.
- Identification of critical factors for implementation of lifelong learning strategies and policies based on literature review, case studies and experts consultation, for GHK Consulting Ltd. and the European Commission DG-EAC, 2010. Position: Education specialist.
- Design, implementation and analysis of a statistical survey on the “Benefits of recognition of non-formal and informal learning (RVCC-CNO)” in the **Autonomous Region of Madeira**, Portugal; for the *Observatório do Sistema Educativo e Cultural. Direção Regional de Formação Profissional*, 2009-11. Position: Team leader and contractor.
- Monitoring the project of the University of Vilnius on ”Career Guidance”, **Lithuania**, 2010. Position: Contractor.

Communications and in-house training for different private companies and NGOs: e.g. Vivendi Environnement, Veolia, Leroy Merlin, Orange, Carif IdF Défi métier, Les Tremplins “*Innovons pour l’enfance*”...

<p>Dates</p> <p>Occupation or position held</p> <p>Subjects and levels taught</p> <p>Employer</p>	<p>26 January 2007 – June 2010</p> <p><b>Senior Lecturer</b></p> <p>School-to-work transitions, Adult literacy and Adult learning; at Bachelor and Master levels</p> <p>University of Neuchâtel – <i>Institut de Psychologie de l’Éducation</i>, Neuchâtel (Switzerland)</p>
<p>Dates</p> <p>Occupation or position held</p> <p>Main activities and responsibilities</p>	<p>01 March 1999 – 25 January 2010</p> <p><b>Senior Economist, OECD, Directorate for Education</b></p> <p><b>Project leader, the OECD Thematic Review of Adult Learning:</b>  <u>Objectives</u>: analyse policies and programmes in the area of adult learning and provide specific policy recommendations for <u>17 countries</u>.  <u>Main tasks</u>: managing the activity and making key decisions about fact-finding visits, funding and recruitment of nearly 50 international experts. Liaising with the 17 countries. Reviewing and amending their Descriptive Country Background Reports. Leading the OECD visiting team in 13 countries and co-writing their Analytical Country Report. Co-author of the two International Comparative Reports published in 2003 and 2005 (<a href="http://www.oecd.org/document/3/0,3746,en_2649_39263238_11997955_1_1_1_1,00.html">www.oecd.org/document/3/0,3746,en_2649_39263238_11997955_1_1_1_1,00.html</a>). Dissemination (additional publications and national conferences) including organising the final dissemination conference, and the press conference.</p> <p><b>Project leader, the OECD International Adult Literacy Surveys:</b>  <u>Objectives</u>: the IALS (International Adult Literacy Survey) and the ALL (Adult Literacy and Life skills survey) are international large scale surveys designed to assess the actual literacy level of adults and to provide policy recommendation for improving prose and document literacy as well as numeracy (<u>30 countries</u> were involved)  <u>Main task</u>: organising international meetings and workshops, design questionnaires, cross cultural adaptation (especially in French, Italian and Spanish), econometric modelling and drafting of several chapters of each publication (2000, 2005), dissemination activities including international conferences, and radio and TV programmes. Launching of the new OECD survey (PIAAC, Programme for the International Assessment of Adult Competences).</p> <p><b>Project leader, the OECD activity on The Role of National Qualifications Systems in Promoting Lifelong Learning:</b>  <u>Objectives</u>: analyse policies and programmes in the area of qualifications systems and frameworks in 23 countries, and provide a checklist of potential mechanisms to promote lifelong learning for policy makers.  <u>Main tasks</u>: managing the activity, liaising with the <u>23 countries</u>, organising thematic workshops and annual meetings, reviewing and amending the Descriptive Country</p>

Background Reports of the 15 countries that provided one. Co-author of the International Comparative Reports published in 2007 ([www.oecd.org/document/16/0,3746,en\\_2649\\_39263238\\_32165840\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/16/0,3746,en_2649_39263238_32165840_1_1_1_1,00.html)). Dissemination (additional publications and national conferences) including organising the final dissemination conference.

**Project leader, the OECD Thematic Review on the Recognition of Non-formal and Informal Learning:**

Objectives: analyse policies and programmes in the area of recognition of non-formal and informal learning and provide specific policy recommendations for 22 OECD and non-OECD countries, on the five continents. Analyse the conditions under which recognition of non-formal and informal learning is a possible solution.

Main tasks: fund raising, managing the activity and making key decisions about fact-finding visits, funding and recruitment of nearly 30 international experts. Liaising with the 22 countries for the production of their Descriptive Country Background Reports and the organisation of the field visits. Reviewing and amending their Descriptive Country Background Reports. Leading the OECD visiting team in 16 countries and co-writing their Analytical Country Report. Author of the International Comparative Report published in 2010

([www.oecd.org/document/25/0,3746,en\\_2649\\_39263238\\_37136921\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/25/0,3746,en_2649_39263238_37136921_1_1_1_1,00.html)).

Organisation of annual meetings and dissemination activities (publications and conferences).

Name and address of employer

**OECD**, Directorate for Education, Education and Training Policy Division and **CERI** (Centre for Educational Research and Innovation)  
2 rue André-Pascal, F-75775 Paris cedex 16 (France)

Dates

01 March 1992 – 28 February 1999

Occupation or position held

**Senior Analyst, Céreq** (*Centre d'études et de recherches sur les qualifications*), French Ministry of Education

Main activities and responsibilities

**Project leader, the Panel Survey for Monitoring the School-to-Work Transition of Young People without Upper Secondary Education in France**

Objectives: providing policy recommendations for facilitating the school-to-work transition of early school leavers and people with a low level of qualification; those that are the main users and the target groups of active labour market policies (ALMP).

Main tasks: fund raising, managing the activity and a team of five persons, subcontracting data collectors, designing questionnaires and samples, econometric modelling and providing analytical insights to policymakers, especially regarding the design of the ALMP.

**Project leader, survey of the university graduates in the Wilaya of Marrakech, Morocco:**

Objectives: describe and analyse the trajectory of graduates leaving the Moroccan university system and entering the labour market, for providing policy recommendations about easing access to work for highly qualified individuals.

Main tasks: fund raising, build the entire survey from scratch – we were pioneers in the region – and organise all the necessary steps from the data collection (managing surveyors and controllers), the analysis and the publications.

**Managing several international activities in which Céreq was a partner, in and for the European Union:**

such as the European Research Network on Transition in Youth (was funded by the European Science Foundation, still active), or the EU projects VTLMT (*Vocational Training and Labour Market Transitions*) and CATEWE (*A Comparative Analysis of Transitions from Education to Work in Europe*).

Main tasks: writing proposals, collecting and analysing data, drafting reports and scientific articles, dissemination, organisation of thematic workshops (VTLMT, CATEWE) and annual conferences (Transition in Youth Network).

Name and address of employer

Céreq, *Centre d'études et de recherches sur les qualifications*  
10 place de la Joliette - BP 21321, F-13567 Marseilles cedex 02, France

Dates	1986 – 1999
Occupation or position held	Senior Lecturer
Subjects and levels taught	Statistics, econometrics and labour economics; bachelor and master.
Employers	University of Aix-en-Provence and Marseilles (1986-1999), University of Toulon (1998), EHESS (1986-1999).
Membership in professional organisations	<ul style="list-style-type: none"> <li>- Member of the CNAM Research Centre on Labour and Development (<b>CRTD</b>, <i>Centre de recherche sur le travail et le développement</i>), CNAM, Paris</li> <li>- Board member on TRU's Prior Learning International Research Centre (PLIRC), <b>Thompson River University</b>, Kamloops, Canada, (2009 on), international research group dedicated to investigating recognition of non-formal and informal learning (<a href="http://www.tru.ca/distance/plirc/directors.html">www.tru.ca/distance/plirc/directors.html</a>)</li> <li>- Member of the <b>French Geographical Society</b>, (2007 on). (<a href="http://www.socgeo.org">www.socgeo.org</a>)</li> <li>- Member of various pilot and research groups, both national and international [European Commission, Skills for Business (UK), <i>Agence française de développement</i> (French Development Agency), European Research Network on Transition in Youth]; contributor to several scientific magazines (<i>Économie et Prévision</i>, <i>Économie et Statistique</i>, European Economic Review, European Journal of Political Economics, Journal of Economic Behaviour and Organisation, Journal of Human Resources).</li> </ul>
<b>Education and training</b>	
Dates	7 January 1999 (date of the <i>viva voce</i> )
Title of qualification awarded	<b>Habilitation à diriger des recherches</b> (HDR) – <b>Post-doctoral qualification</b> that entitles the holder to direct and supervise research theses without being enrolled as a full-time faculty staff at a university.
Principal subjects / occupational skills covered	Economics / Labour economics, Active Labour Market Policies, Education and training, Econometrics and Statistics Title of the HDR: « <i>Décrire et analyser la mobilité sur le marché du travail. Microéconométrie sur données longitudinales</i> » (Describe and Analyse Labour Market Mobility. Microeconometrics with Longitudinal Data)
Name and type of organisation providing education and training	EHESS ( <i>École des hautes études en sciences sociales</i> ) (Tertiary institution, French system of <i>Grandes Écoles</i> ) 54 boulevard Raspail, F-75006 Paris, France
Level in national or international classification	France: level I; ISCED: level 6; EQF: level 1
Dates	17 January 1989 (date of the <i>viva voce</i> )
Title of qualification awarded	<b>PhD.</b>
Principal subjects / occupational skills covered	Economics / Labour economics, Statistics and Econometrics Title of PhD.: « <i>Les effets des politiques d'indemnisation sur la durée du chômage</i> » (The effects of Unemployment Benefits Policies on Unemployment Duration)
Name and type of organisation providing education and training	EHESS ( <i>École des hautes études en sciences sociales</i> ) (Tertiary institution, French system of <i>Grandes Écoles</i> ) 54 boulevard Raspail, F-75006 Paris, France
Level in national or international classification	France: level I; ISCED: level 6; EQF: level 1
Personal skills and competences	
Mother tongue(s)	<b>French</b>



Other language(s)

Self-assessment  
European level (\*)

English

Spanish / Castilian

Italian

Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
C2	Proficient user	C2	Proficient user	C2	Proficient user	C2	Proficient user	C2	Proficient user
C1	Proficient user	C2	Proficient user	B2	Independent user	B2	Independent user	B1	Independent user
B1	Independent user	B1	Independent user	A2	Basic User	A1	Basic User	A1	Basic User

(\*) Common European Framework of Reference (CEF) level

Social skills and competences

- Team work: whilst working for the **Céreq (French Ministry for Education)**, the **OECD** and the **UNESCO**, I was always in charge of several projects involving teamwork and coordination, especially at the OECD where most of my activities involved about 20 countries, 50 experts and consultants as well as several other partners (National ministries, UNESCO, **European Commission**, CEDEFOP and/or ETF typically).

- I have regularly supervised PhD students in several countries. Last thesis awarded under my supervision: Ms. Joy Van Kleef on “Quality in Prior Learning Assessment and Recognition for Internationally Trained Nurses in Canada”, EHESS, June 2012.

- I am regularly working in English, French and Spanish.

- I was also coach of a football team, and chair of the OECD football club. I was captain of my rugby team, when I was younger.

Organisational skills and competences

- At the OECD, I was in charge of many activities, such as international thematic reviews, involving liaising with country delegates, senior officials, academics, consultants and research networks. I organised almost 30 country visits and was involved in countless delegations visits to the OECD headquarters. This gave me an opportunity to learn how to fund raise effectively for example.

- Whilst working for Céreq, I founded the “Annual Conference on School-to-Work Transition” in 1994, which is reaching its 23<sup>rd</sup> edition this year, and is reaching an international audience.

- In all the institutions I was before joining the OECD (EHESS-CNRS, Céreq), I was in charge of the International Affairs. For example, I was the coordinator of the cooperation network – Marseille, Marrakech, Brussels, Settat, Sfax – from 1992 to 1995, funded by the Med-Campus programme of the **European Commission** (project reference # 84). This cooperation was active for a long time, after the end of the programme Med-Campus, with the support of other institutions. I was also frequently in charge of organising conferences and series of seminars.

- Among other responsibilities, I was chair of the European Research Network on Transition in Youth (1992-94).

Technical skills and competences

- I can collect, manage and analyse any kind of quantitative data, especially large-scale cross-section and longitudinal data.

- I have a long experience of organising and leading fact-finding visits, at a high level, in many countries on all the continents.

- I am familiar with evaluation of public policies, in the field of education (lifelong learning policies, adult learning policies...) and of the labour market (active labour market policies, ALMP).

- I was in charge of IALS and ALL, involved as an end user of PISA and the founder of PIACC, the large-scale OECD surveys.

Computer skills and competences

- I am competent with most Microsoft Office programmes, especially Word, Excel and PowerPoint. I am also competent with more specialised software such as SAS (Statistical Analysis System), which I taught at university level, and some other statistical software (SPSS, STATA...).

	- I am competent in using any kind of computers, from laptop to mainframe, and computer systems.
Artistic skills and competences	Photography (several publications), and related softwares (PaintShopPro, Photoshop...).
Other skills and competences	Personal interests: chess, sailing, sports and travels.
Licence(s)	Driving licences for cars and motorcycles; flying licence (VFR) and motor-boating licence.
Additional information	<p><b>Selected Recent Publications</b></p> <p>Werquin Patrick, 2017. « Reconnaissance des acquis d'apprentissages non-formels et informels et marché du travail », dans Liétard B. et A. Piau (eds.), <i>Chroniques Sociales</i>. (In French, forthcoming)</p> <p>Mansuy Michèle et Patrick Werquin, 2017. "Employment in Morocco: Questions of Gender, Education and Labour Force Status", submitted to <i>Labour Economics</i>.</p> <p>Cohen-Scali Valérie and Patrick Werquin, 2016. "The Role of School and Career Guidance in the School-to-work Transition of Young People with African and North African Immigrant Background in France", in Sultana R. (ed.), <i>Career Guidance in the Mediterranean Region</i>. (Forthcoming)</p> <p>Mansuy Michèle et Patrick Werquin, 2016. Salariés au Maghreb, secteur formel de l'économie ou pas : souvent sans contrat, <i>Ocemo Débats</i>, publication de l'Office de coopération économique pour la Méditerranée et l'Orient. (In French, forthcoming)</p> <p>Bala Fatchima et Patrick Werquin, 2016. Jeux d'acteurs dans la politique de l'emploi : les dispositifs d'accompagnement des demandeurs d'emploi. (In French)</p> <p>Aggarwal Ashwani, G. S. Sethi and Patrick Werquin, 2016. <i>What Works in Skills Development for promoting Employment and Equity: Innovative practices of developing countries, for developing countries</i>, (Pretoria, International Labour Office).</p> <p>Werquin Patrick, 2016. Lost in Transnational Education: Issues for Discussion, in Lantero L. and F. Sartor (eds.), <i>Recognition of Qualifications and Internationalisation of Higher Education in the Euro-Mediterranean Region</i>, CIMEA, Bologna.</p> <p>Werquin Patrick, 2016. "Concepts, Definitions, Challenges"; Chapter 3, in Rebekka Knudsen (ed.) <i>Perspectives on Skills: An Anthology on Informally Acquired Skills in Greenland</i> (<a href="http://greenlandperspective.ku.dk/news/2016/sittingongold/download/Perspectives_on_skills.pdf">http://greenlandperspective.ku.dk/news/2016/sittingongold/download/Perspectives_on_skills.pdf</a>)</p> <p>Werquin Patrick, 2016. "Policy Learning From International Practices"; Chapter 8, in Rebekka Knudsen (ed.) <i>Perspectives on Skills: An Anthology on Informally Acquired Skills in Greenland</i> (<a href="http://greenlandperspective.ku.dk/news/2016/sittingongold/download/Perspectives_on_skills.pdf">http://greenlandperspective.ku.dk/news/2016/sittingongold/download/Perspectives_on_skills.pdf</a>)</p> <p>Werquin Patrick, 2015. "Informal Learning in France", in Burger T., M. Haring and M. D. Witte (Eds.), <i>Handbook for Informal Learning: Interdisciplinary and International Perspectives</i>, Juventa Publishing House.</p> <p>Mansuy Michèle and Patrick Werquin, 2015. Labour Market Entry in Tunisia: The Gender Gap ; presentation at the Global Research Symposium on "Labour Market Transitions of Young Women and Men: Innovative research from 28 school-to-work transition survey (SWTS) datasets" held in Geneva in February 2015, and publication by the International Labour Organisation (ILO).</p> <p>Werquin Patrick, 2015. "International Perspectives on Informal Learning", in Matthias Rohs (Ed.) <i>Handbook on Informal Learning</i>, Springer. (<a href="http://link.springer.com/referenceworkentry/10.1007/978-3-658-06174-6_4-1">http://link.springer.com/referenceworkentry/10.1007/978-3-658-06174-6_4-1</a>)</p> <p>Mansuy Michèle and Patrick Werquin, 2015. Economic and Non-economic Activities, Education and Young People Expectations in Morocco, for the <i>Office de coopération économique pour la Méditerranée et l'Orient</i> (OCEMO). (In French)</p> <p>Werquin Patrick, 2014. <i>Improving the Employability of VET Graduates Through Career Guidance in Haiti</i>, document prepared for the Inter American Development Bank (IADB), mimeographed. (In French)</p> <p>Werquin Patrick, 2014. « Sans reconnaissance, la validation des acquis des apprentissages</p>

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### Selected Keynote Speeches

- 2016 *From Formal to Informal Learning: Theory and Evidence*, Internationales Symposium zum Abschluss des Promotionskollegs „Bildung als Landschaft“, 2-3 December, Otto-Friedrich-Universität Bamberg, Germany.
- 2016 *Recognition and Validation of Non-formal and Informal Learning Outcomes*, keynote speech at the kick off meeting on "Konzept für die Auftaktveranstaltung zum REK II Projekt „Kompetenzen anerkennen“ ", Ministry of the German-speaking Community of Belgium, Eupen, 21 October. (In French)
- 2016 *Le CNAM et l'accompagnement des migrants: la question de la reconnaissance des parcours*, Colloque "Le CNAM se mobilise pour les migrants", Paris, 27 juin. (In French)
- 2016 *Still Lost in Transnational Education: Issues for Discussion*, International conference on the Recognition of Qualifications and Internationalisation of Higher Education in the Euro-Mediterranean Region, University of Bologna, 10 May.
- 2016 *Lost in Transnational Education: Obstacles to and opportunities for Transnational Education*, International conference on Recognition of Qualifications and Internationalisation of Higher Education in the Euro-Mediterranean Region, University of Petra, Amman, 7 April.
- 2015 Knowledge Sharing on RPL, Keynote Speech on International Practices, ILO-SADC Meeting on the Recognition of Prior Learning (RPL) and Good Practices in Skills Development, Johannesburg, 18-21 August.
- 2015 Good Practices in Skills Development, ILO-SADC Meeting on the Recognition of Prior Learning (RPL) and Good Practices in Skills Development, Johannesburg, 18-21 August.
- 2015 *Validation des acquis de l'expérience (VAE) : Pour qui ? Pour quoi ? Pourquoi ? Perspectives pour le Morocco; Visite d'étude – Délégation marocaine*, Atelier de conclusion, GIZ, Eschborn, le 23 juillet. (In French)
- 2015 *Career Guidance: Theory and Evidence*, Doctoral Summer School ECADOC, CNAM, Paris, 29 June.
- 2015 *MOOCs, Blended-learning, Digitalisation... Formal, Informal, Non-formal Learning: New Modes of Learning and Teaching, New Challenges for Recognition?*, 22<sup>nd</sup> Annual Joint Meeting of the ENIC and NARIC Networks, Bregenz, 8 June.
- 2015 *L'orientamento: l'esperienza francese*, Orientamento e Servizi per l'Impiego, tms Trento Management School, Trento, 19 May.
- 2015 *Sistemas de cualificaciones: puentes para el aprendizaje a la largo de la vida*, Keynote Speech at the National Conference of the Ministry of Education of the Dominican Republic on "Hacia la Creación del Marco Nacional de Cualificaciones de República Dominicana", Santo Domingo, 23 April. (In Spanish)
- 2014 Adult Learning, Conference on "Evidence-based: The Value of Evidence in Educational Research", University of Geneva, 5 December. (In French)
- 2014 *La eficacia de la ayuda: Alianza global para la eficacia de la cooperación al desarrollo a través de las Formación Profesional y del reconocimiento de competencias adquiridas a través de los aprendizajes no formales e informales*, Conference organised by the NGO Jóvenes y Desarrollo on "La Formación Profesional y el Emprendimiento en la Agenda para el Desarrollo Post-2015", Madrid, 17 October. (In Spanish)
- 2014 *Développons chez nos enfants les compétences pour relever les grands défis de demain !*, Conference organised by the NGO *Les Tremplins « Innovons pour l'enfance »*, 9 October. (In French)
- 2014 *Éducation formelle, apprentissage non formes et informels : définitions, frontières, pratiques et processus de référence*, ESPE/Université de Cergy-Pontoise, Laboratoire

- école, mutations, apprentissages, 2 octobre. (In French)
- 2014 Recognition and Validation of Non-formal and Informal Learning Outcomes: Concepts, Policies and Strategies, communication for the Ministry of Education and Employment and the Minister of Medias, Culture and Tourism, German-speaking Community of Belgium, Eupen, 24 March. (In French)
- 2013 *Recognition of Non-Formal and Informal Learning Outcomes: Does Germany Already Have It?*, Kompetenzorientierung in der Weiterbildung Erfahrungen, Positionen und Herausforderungen, 16. DIE Forum, Bonn, 3 December.
- 2013 *Recognition of Non-formal and Informal Learning Outcomes: The Idea Behind it*, Praxis and Information Network: Final Conference on Recognition of non-formal and informal competences: What's in it for workers?, IG Metall, Brussels, 19 November.
- 2013 *National Qualifications Systems (NQS) and Recognition of Non-formal and Informal Learning Outcomes for Promoting Lifelong Learning*, Provincial Organisation of Continuing Education Directors English (PROCEDE) Conference 2013: Global Currents International Best Practice in Lifelong Learning, Ottawa, 17 October.
- 2013 *Il faut les motiver Les motiver pour la certification, la certification pour les motiver*, New school year Conference of the "Fédération belge de l'enseignement de promotion sociale", Bruxelles, 11 October.  
(Video: <http://enseignement.catholique.be/segec/index.php?id=1983>, in French)
- 2013 *Les enjeux de l'évaluation des politiques de formation professionnelle : point de vue international*, International Conference of the National Commission for the Evaluation of VET (CNEFP) on "L'évaluation des politiques de formation professionnelle : l'expérience européenne", Paris, 9 October.
- 2013 *National Qualifications Frameworks (NQF) for Lifelong Learning*, National Qualifications Frameworks for Lifelong Learning and Skills Development, Community Learning Centres Regional Conference, UNESCO, Bangkok, 19-21 June. ([http://www.unescobkk.org/fileadmin/user\\_upload/appeal/Literacy\\_and\\_Conrtinuing\\_Education/Meetings\\_Conferences/clc2013/Day1/keynote/DrPatrickWerquin.pdf](http://www.unescobkk.org/fileadmin/user_upload/appeal/Literacy_and_Conrtinuing_Education/Meetings_Conferences/clc2013/Day1/keynote/DrPatrickWerquin.pdf))
- 2013 *Recognition of Non-formal and Informal Learning Outcomes (RNFILO), Qualifications Framework (QF), Vocational Education and Training (VET) and the Labour Market*, British Columbia SUMMIT 2013, Surging to the Future: Research-informed Policy, Practice and Innovation in the Recognition of Prior Learning, Vancouver, 26 March.
- 2013 *Qualifier les cadres de demain dans la Grande Région : quelles perspectives pour la validation des acquis de l'expérience (VAE) à l'université ?* Projet INTERREG IV A FCU, Réseau pour la formation continue universitaire, Séminaire du groupe de travail sur la VAE, Metz, 14 March.
- 2013 *Quality Assurance in Qualifications Frameworks*, Conference of the Irish Presidency of the European Union, Dublin, 12-13 March.
- 2012 *National Qualifications Systems: Key Concepts and Emerging Issues*, meeting of the Leonardo Project ECT2S, Turin, December 18.
- 2012 *Informal Learning and Informal Economy*, GIZ Thematic Annual International Conference, Frankfurt, December 20.
- 2012 *Evidence about Recognition and Validation of Competences and Certifications in the Autonomous Region of Madeira*, Funchal, Portugal, May 18.
- 2012 *What Do we Know about the Results and Effects of Validation?*, Keynote speech at the Conference on Validation organised by the Nordic Network for Adult Learning (NVL), the Norwegian Agency for Lifelong Learning (Vox) and the Norwegian Directorate for Education and Training, Oslo, March 5.
- 2012 *Challenges in Establishing National and International Qualifications Frameworks in Europe*, Keynote speech at the Spanish Conference of the European Anti-Poverty Network (EAPN-ES), Madrid, February 23.
- 2012 *Littérature et certification : reconnaître les apprentissages non-formels et informels pour une meilleure insertion des jeunes*, Keynote speech at the Conference of the Mairie de Paris on « De la lutte contre l'illettrisme au développement des compétences clés : repérer, accompagner et former les jeunes de 16 à 25 ans », Paris, February 10.
- 2011 *Creating New Opportunities through Literacy and Recognition of Non-formal and Informal Learning*, Keynote Speech at the Final Conference of the Adult Education Centre (SIAE) for the end of the project on the Development of Literacy and

- Recognising Non-formal Learning of Adults, Ljubljana, December 7.
- 2011 *Policy and Strategy for Implementing recognition of non-formal and informal learning in Namibia*, Introductory speech, National Consultation organised by the Namibian Training Authority (NTA), Windhoek, November 15.
- 2011 *Lifelong Learning and Employment: the Case of Recognition of Non-formal and Informal Learning*, Keynote speech at the “II Jornadas de Formacion para el empleo” organised by the FGFT, Santiago de Compostella, September 28.
- 2011 *Du système de certifications à la reconnaissance des acquis : des passerelles vers “Lifelong Learning”*, Keynote speech at the International Conference organised by the Province of La Spezzia on “Verso un modello di trasparenza, mobilità, e riconoscimento delle competenze a livello europeo”, Isola Palmaria, September 14.
- 2011 *Lifelong Learning for All*, Keynote speech at the Science, Technology, Higher Education and Society in the Conceptual Age (STHESCA), Conference of the Polish Presidency of the European Union, Krakow, Poland, July 6.
- 2011 *Creating Value for Informal and Non Formal Education through Recognition of Prior Learning and Building an Equitable and Accessible National Vocational Education and Training System for All*, National Education Conference ‘Education Promise: Improving the Education System for Quality Learning and Better Quality Life’, Windhoek, Namibia, 26 June – 01 July.
- 2011 *Validation and Recognition Policies: The Comparative Vision from the International Experience*, International seminar on “Políticas de Validación, Acreditación, Reconocimiento de Aprendizajes Obtenidos Fuera del Sistema Educativo Seminario Internacional”, Buenos Aires, Argentina, May 4-5.
- 2011 *South African RPL in a Cross-country OECD Study: Theory and Evidence*, Opening Speech at the South Africa Qualifications Authority (SAQA) Conference on “Recognition of Prior Learning: Bridging and Expanding Existing Islands of Excellent Practice”, Johannesburg, South Africa, February 23.
- 2010 *Qualifications Systems as a Policy Tool for Japan?*, International Conference on the “Role of Higher Education in Building a Lifelong Learning Society”, Kyoto, Japan, December 10.
- 2010 *The Global Perspective on Validation of Non-formal and Informal Learning*, Final Dissemination Conference of the European Commission OBSERVAL Project, Brussels, Belgium, October 13.
- 2010 *Competences Development: The EQF Perspective*, Conference on “EQF and Strategic Development of VET Systems”, Ljubljana, Slovenia, August 27.
- 2010 *Mobilité internationale, besoins des marchés de l'emploi, adéquations et dispositifs de facilitation*, Partnership European Union, Benin, Cameroon, Mali et Senegal, Conference in Bamako, Mali, June 30.
- 2010 *Attracting People to Learning*, Conference of the European Commission, DG EAC, Vienna, Austria, May 19.
- 2010 *The Value of Competences in VET*, Conference held during the Spanish presidency of the European Union, Saragossa, May 5.
- 2010 *Qualifications Systems and Frameworks for Promoting Lifelong Learning*, International Conference on Non-University Higher Education and Qualification Framework, Kyushu University, Japan Society for the Promotion of Science (JSPS), Fukuoka, Japan, March 19.
- 2010 *Recognition of Learning Taking Place Outside of Formal Settings*, Kyoto School for the Promotion of Non-formal and Informal Learning, Kyoto, Japan, January 29.
- 2010 *The Role of National Qualifications Systems in Promoting Lifelong Learning*, International Seminar, Kansai University, Osaka, Japan, January 28.
- 2009 *Financing Adult Education*, Plenary session of the Sixth UNESCO International Conference on Adult Education, CONFINTEA VI, Belém, Brazil, December 2.
- 2009 *Qualifications Frameworks and Recognition of Non-formal and Informal Learning*, Parallel session of the Sixth UNESCO International Conference on Adult Education, CONFINTEA VI, Belém, Brazil, December 3.
- 2009 *Partnership between Education and Training Institutions and Employers in the Context of Lifelong Learning*, Conference held during the Czech presidency of the European Union, Prague, April 6-7.

- 2008 *Lifelong Learning and Career Security*, Conference held during the French presidency of the European Union, Paris, France, November 13-14.
- 2007 *Literacy Challenges in the Arab States Region: Building Partnerships and Promoting Innovative Approaches*, UNESCO Regional Conference in Support of Global Literacy, Doha, Qatar, March 12-14.
- 2006 *Education and Economy: Key Issues for the Near Future*, Conference on Education and the Future of Social Democracy, Friedrich-Ebert Foundation, Berlin, Germany, November 9-11.
- 2006 *Measures to Recognise and Validate Competences and Learning*, Conference held during the Finnish presidency of the European Union, Helsinki, October 3-4.
- 2006 *The Role of National Qualifications Systems in Shaping Lifelong Learning: Pressures and Reforms*, Conference of experts at the G8 Summit on Knowledge and Competencies for Innovative Society, Moscow, Russian Federation, April 18-19.
- 2005 *Qualifications Frameworks as a Mechanism to Reform Existing Systems or Practices*, Conference held during the British presidency of the European Union, Glasgow, September 23.
- 2005 *Les enjeux de l'apprentissage professionnel*, 6<sup>e</sup> Rencontres sénatoriales, The Senate, Paris, May 11.

Annexes

**References:**

- François Bourguignon, Professor, Paris School of Economics, former Chief Economist, World Bank.
- Peter Dolton, Professor, University of Sussex, UK.
- James J. Heckman, Professor, Nobel Prize in Economics, University of Chicago, US.
- Bernard Hugonnier, former Deputy Director for Education, OECD, Paris.