Implementing Recommendation on Upskilling Pathways and taking adult learning forward

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European Agenda for Adult Learning - part of ET2020

Making lifelong learning and mobility a reality

Improving the quality and efficiency of education and training

Promoting equity, social cohesion, and active citizenship through adult learning

Enhancing creativity and innovation of adults and their learning environments

Improving the knowledge base on adult learning and monitor the sector

Challenges the Agenda addresses

Low rates of adult **participation** in learning

Big **variations** between Member States, regions

Large proportions of **low-qualified** and **low-skilled adults**

Limited training **provision** for low-qualified adults

Lack of targeted **outreach, guidance, support**

# Motivation - The Big Challenge!

Wanted to take part in E&T but encountered difficulties (personal

Wanted to take part in E&T but encountered difficulties (not personal

don't want to take part
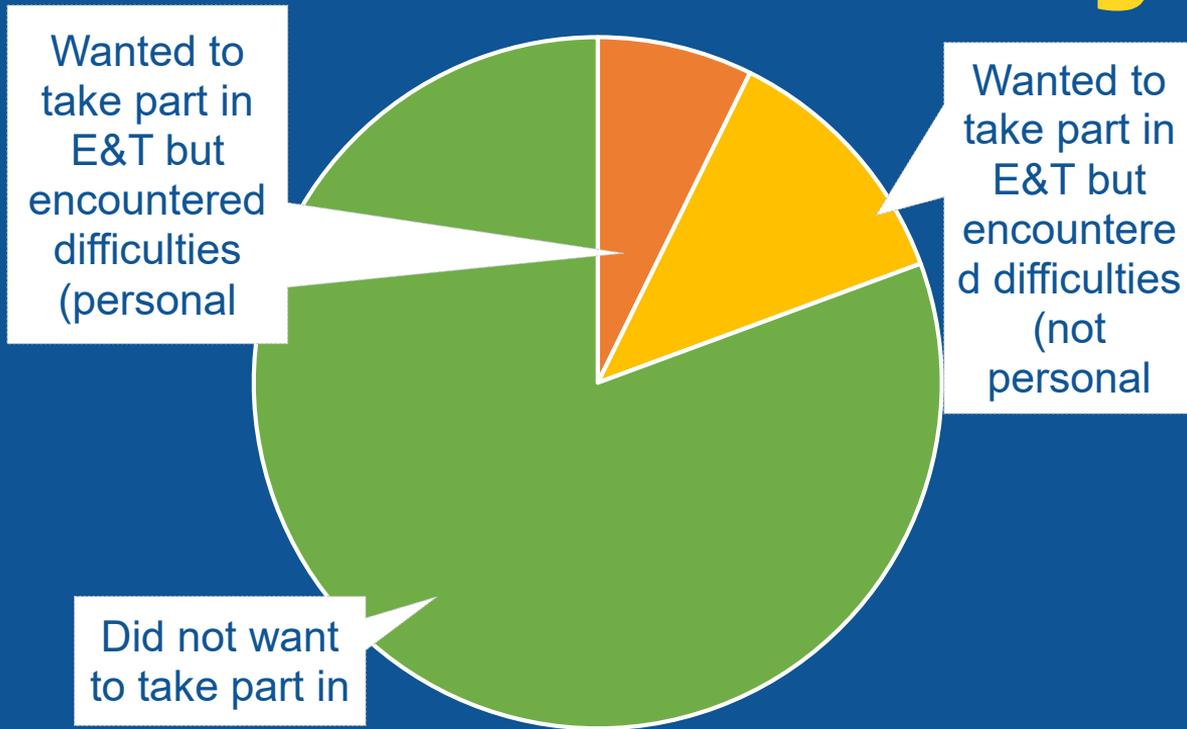
Did not want to take part in

Share of low-qualified adults in the EU

European Union 22 %

FI 12 %
SE 15 %
EE 11 %
UK 20 %
LV 10 %
DK 18 %
LT 5 %
IE 17 %
PL 8 %
NL 21 %
DE 14 %
BE 23 %
LU 19 %   CZ 6 %
FR 22 %
AT 15 %   SK 9 %
SI 12 %   HU 16 %   RO 22 %
HR 16 %
BG 17 %
PT 52 %
IT 39 %   EL 27 %
ES 41 %
CY 19 %
MT 49 %
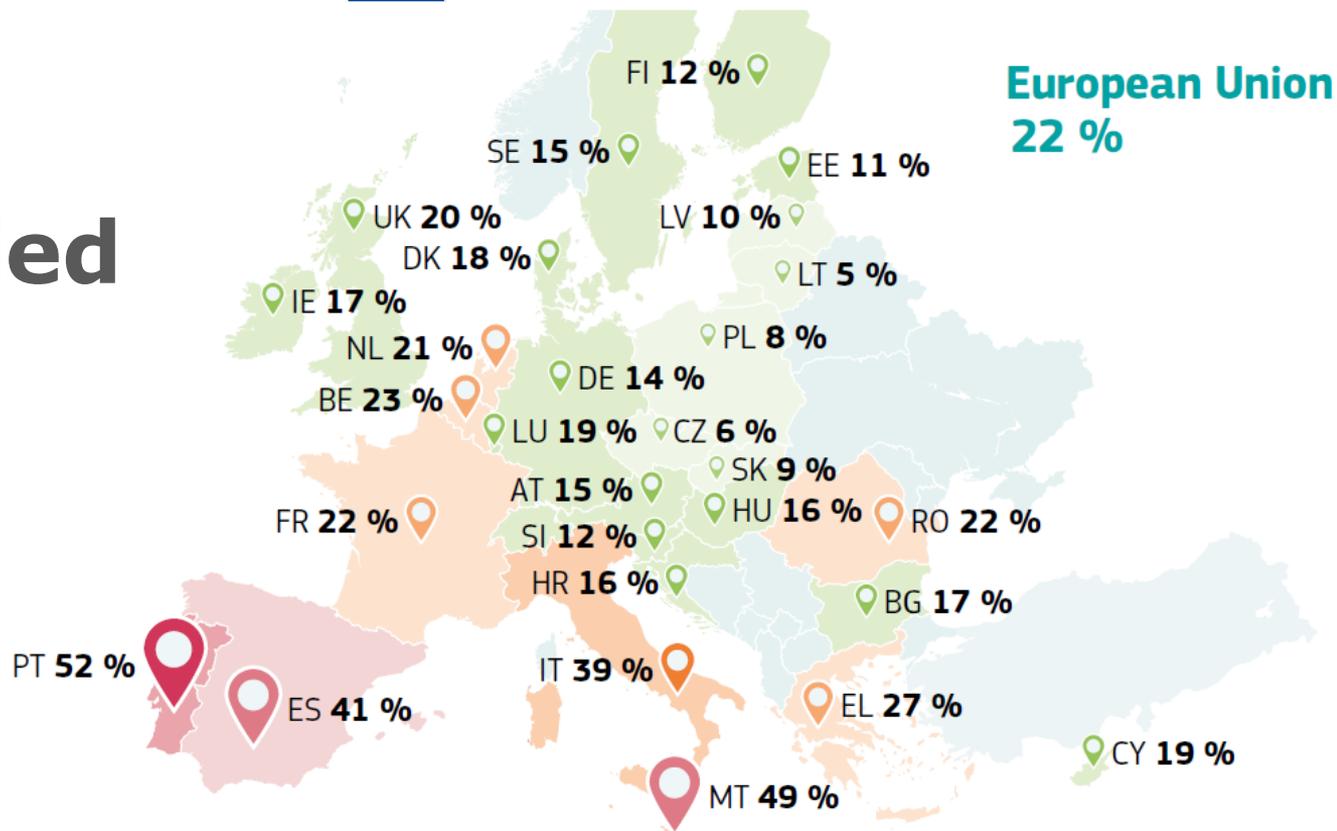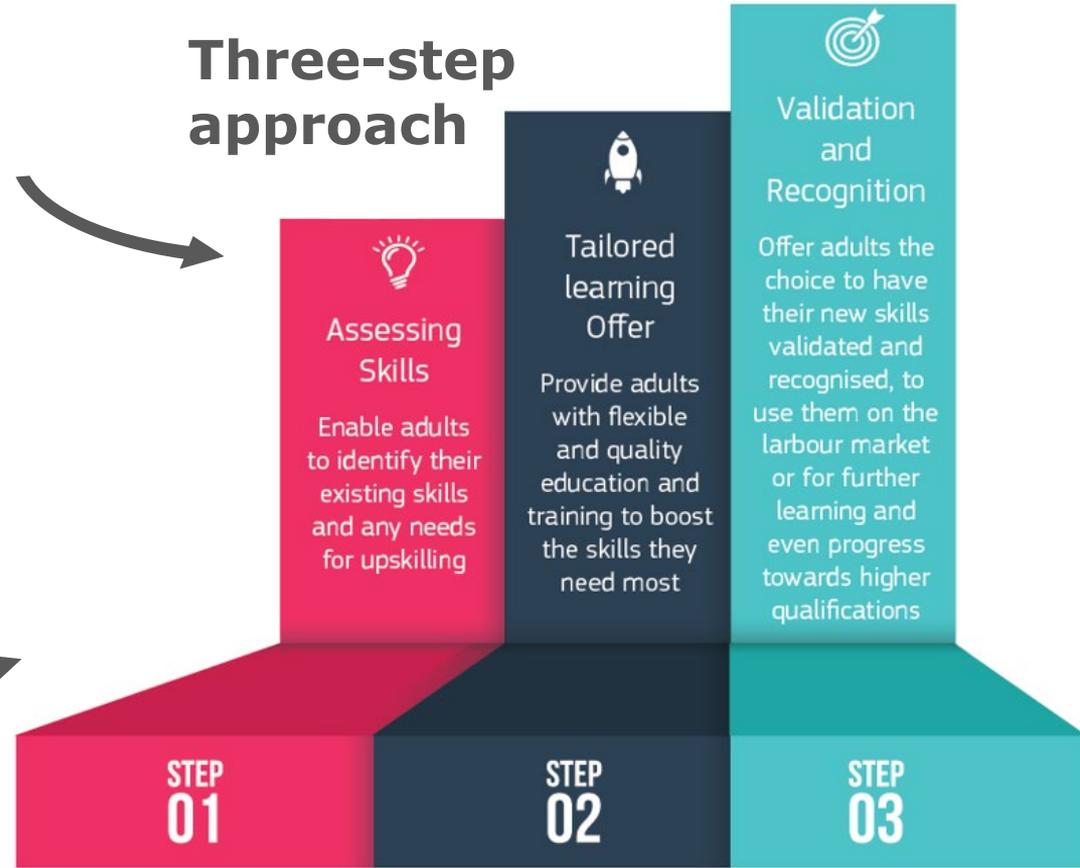
Overview of implementation plans

Plans embedded into wider strategies

e.g. France – Skills Investment Plan 2018-2022

e.g. Portugal – Qualifica Programme
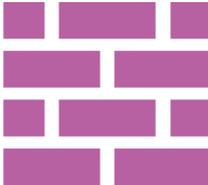
Building on measures already in force
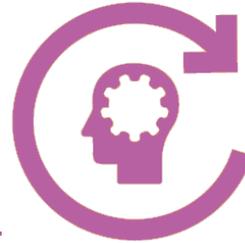
Dedicated pilot projects and initiatives

e.g. the Netherlands – national reform plan

e.g. Czechia – pilot project to create a systemic environment for upskilling

Setting new ambitious agendas

Coordination of implementation measures

wide coordination structure

steering or working groups

responsibility of lead ministry with no additional coordination
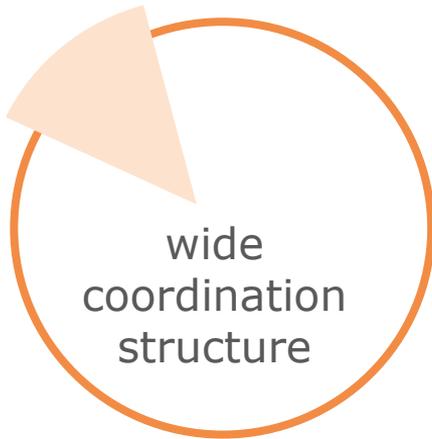
Target groups

- **all adults who lack basic skills**
- **citizens at large**
- **young adult NEETs**
- **unemployed people with low levels of qualification**
- **people in employment, including people employed in small and medium-sized enterprises**
- **older people – employed or unemployed**

- *non-EU migrants*
- *people not actively seeking employment*
- *prisoners*
- *Roma people*
- *women*
- *people with disabilities*
- *adult education staff*
- *tutors, coordinators and managers*

3-step approach

Skills assessment

- skills profiling
- skills screening
- identify gaps in basic skills (literacy, numeracy, digital skills)

e.g. AT, EL, HR, IT

Tailored learning offer

- a set of parallel measures
- tailoring(e.g. LU, SI, CZ)
- improving flexibility of system (e.g. IT, BG, EE, HR, MT, PL, RO, CY)
- Modularisation
- Flexible settings (e.g. DK, HU, IE, PL)

Validation and recognition

- validation and recognition of non-formal and informal learning
- validation to agreed industry standards
- strengthening links to NQFs and EQF

almost all countries

Skills addressed
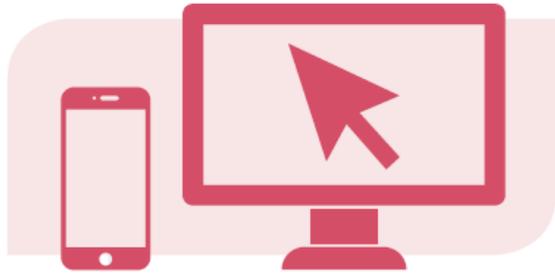
Digital skills

BG, CY, CZ, DE, DK, EE, ES, FI, FR, HU, LT, LV, PL, UK (ENG)

Vocational skills

BE-FR, BE-DE, BG,DE, EE, ES, FI, LT, LV, PT, UK(NI)

Literacy and numeracy

AT, BE-FR, CY, CZ, DK, EE, FI, IE, MT, NL, PL, PT, UK (ENG)

Support measures

Awareness and promotional campaigns, often through traditional media and social media networks

Guidance, often offered by Public Employment Services

- European Social Fund
- Pilot projects
- National resources (limited mentions)

Timeline for implementation and regular evaluation

2020

- Strong link with access to EU funding

- Short-term or pilot projects

- No obvious plans on how to sustain the measures beyond 2020

In majority of cases, evaluation by Member States is only mentioned in terms of the evaluation of EU-funded or individual national projects

Conclusions

Positive developments

- A number of countries are setting in motion new ambitious agendas

- Pilots to support implementation are taking place

- ESF supports many of the implementing measures

- Validation is the measure around which many of the actions evolve

- Digital skills are prioritised

Remaining challenges

- Scale

- Three basic skills

- A coherent pathway with three steps

- Outreach, guidance and support measures

- Coordination and partnerships

- Sustainability

UNDERLINES commitment to the ambition…

CALLS UPON the Member States to:

(a) put in place **sustainable long–term measures** for adult upskilling and reskilling …

(b) adopt a **coherent strategic approach to basic skills provision** for low-skilled and/or low-qualified adults…

(c) promote partnerships to take **a holistic approach**, engaging relevant actorsto integrate basic skills provision with other services targeted at low-skilled and /or low-qualified adults;

(d) raise **employers**'– especially SMEs'– awareness of importance of upskilling and reskilling and of available support for adult skills development; encourage them to **promote and offer training opportunities** to their employees;

(e) focus specifically on helping beneficiaries acquire at least a minimum level of the **three basic skills**, as well as other key competences that are relevant for active participation in a sustainable society and for sustainable employment;

(f) ensure that such provision comprises **three steps**: skills assessment, a tailored and flexible learning offer and validation and recognition of skills, knowledge and competences

(g)   offer learning opportunities specifically **tailored to individual learning needs**, as identified by the skills assessment, and informed by intelligence on labour market opportunities;

(h)   provide **outreach, awareness-raising, guidance and support** measures, including incentives to ensure successful take-up of the initiative;

(j)   evaluate the **impact** of their actions on the progress of the target group towards achievement of the skills and qualifications set out in the Recommendation;

(k)   facilitate **cross-sectoral cooperation and coordination** at European level through links with other initiatives & EU funding programmes; **exchange of good practices** through mutual learning activities & via tools such as **EPALE** and Europass.

EU actively supports implementation of Upskilling Pathways

SRSS

helps to design and carry out structural reforms

ESF

Thematic Objectives 8 and 10

EaSI

Grants
Mutual learning
Microfinance
social and entre-preneurship axis

Next MFF

Erasmus
ESF+
InvestEU

EU initiatives

European Semester
Linked Council Recommendations
PES Network
YEI; AMFI

Erasmus+

National Coordinators
KA2 and KA3

In most MSs, developments have taken place in line with EAAL priorities:

Improving **governance,** coherence and coordination

Increasing **supply** and **take up** of provision

Extending **access** to adult learning and flexibility of provision

Quality assurance

- Policy makers' attention to adult learning has increased
- The conceptualisation of the policy area has broadened

But: inherent **fragmentation** of policy and provision: different ministries / tiers have different AL policies and approaches.

Source: ET2020 WG on AL

European Commission
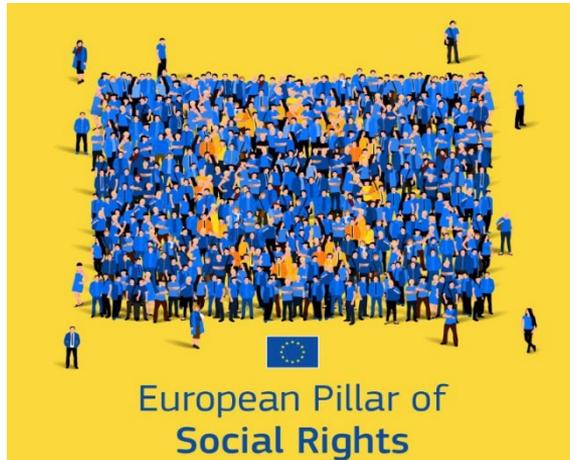
1st Principle
Education, training and life-long learning

European Pillar of
Social Rights

Everyone has the right to quality and **inclusive education, training and life-long learning** in order to maintain and acquire skills that enable them to **participate fully in society and successfully manage transitions** in the labour market.

Thank you!

Upskilling Pathway webpage
https://ec.europa.eu/social/main.jsp?catId=1224

Report – Staff Working Document
https://ec.europa.eu/info/publications/implementation-report-upskilling-pathways_en