

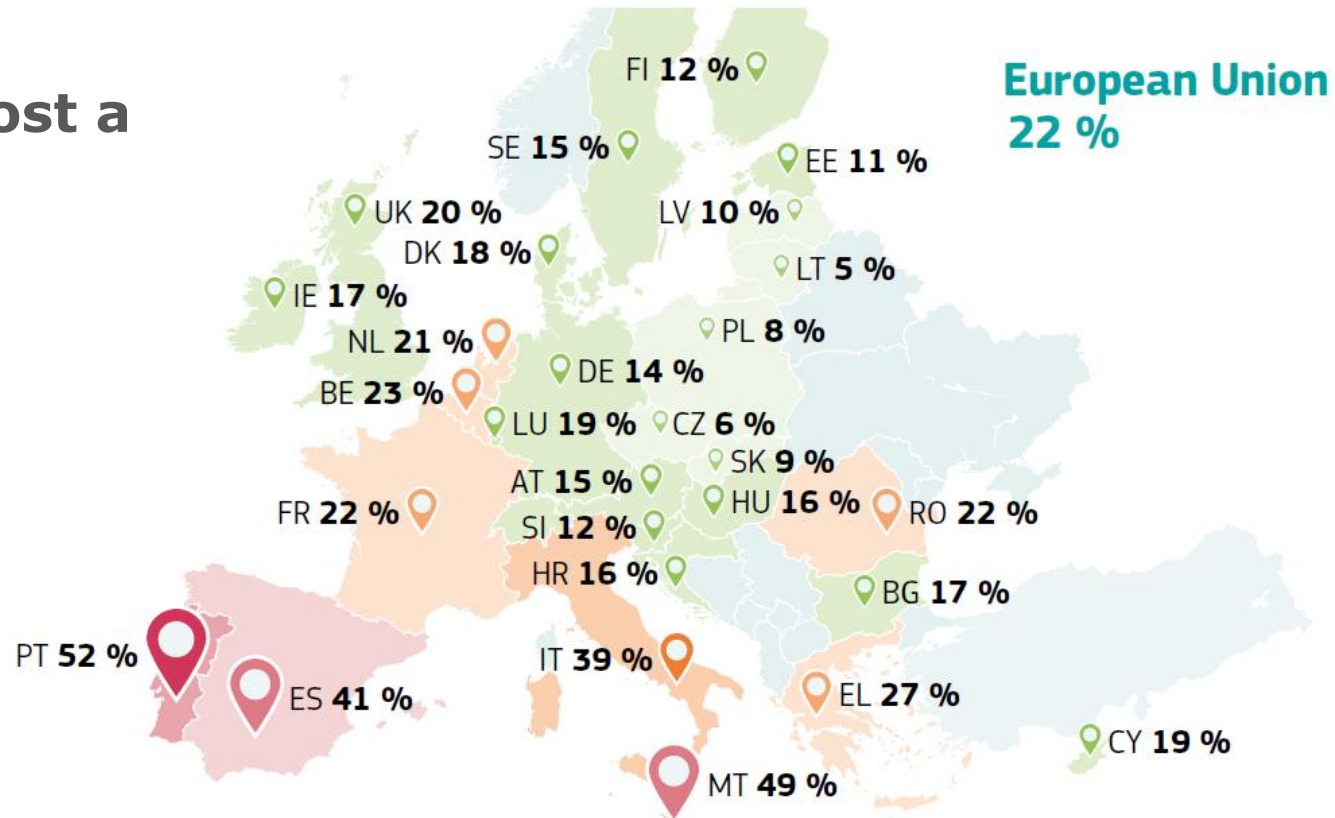
Implementing **Upskilling Pathways,** building capacity

Paul Holdsworth

Team Leader - Skills for Adults
European Commission,
Directorate General for Employment, Social
Affairs and Inclusion



Share of adults with at most a lower secondary qualification



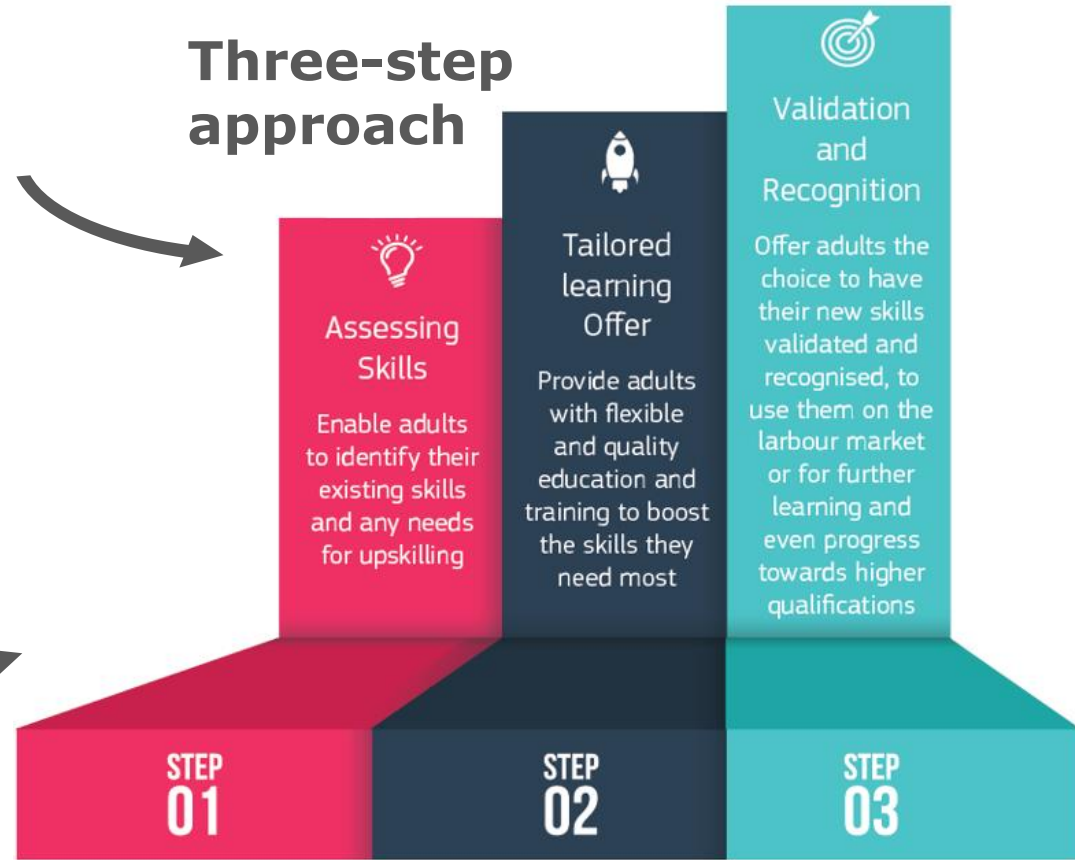
Upskilling Pathways



Enablers



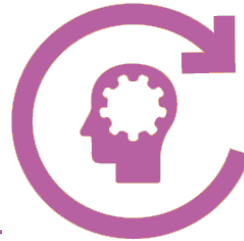
Three-step approach



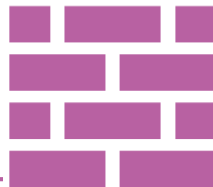
Overview of implementation plans



Plans embedded into wider strategies



Dedicated pilot projects and initiatives

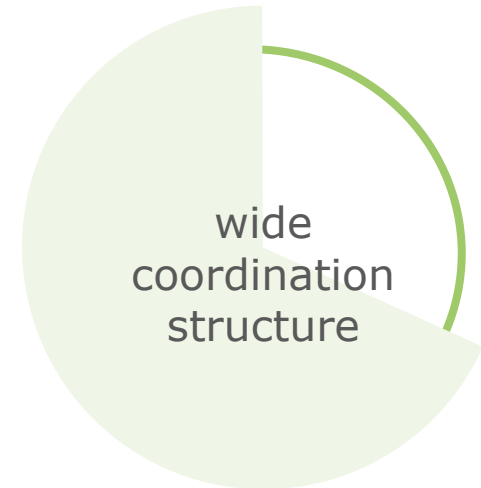
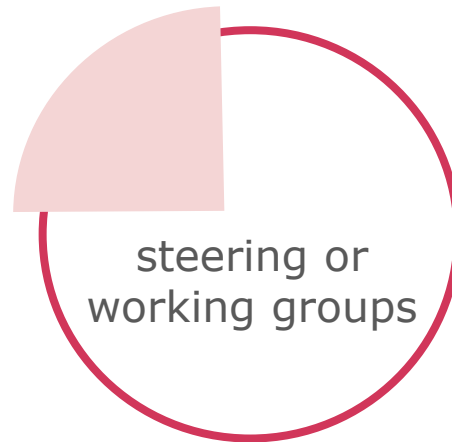


Building on measures already in force



Setting new ambitious agendas

Coordination of implementation measures



3-step approach

Skills assessment

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

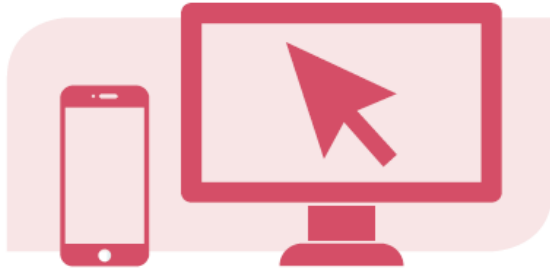
Tailored learning offer

- a set of parallel measures
- improving flexibility of system
- modularisation of programmes

Validation and recognition

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

Skills addressed



Digital skills
















Vocational skills



Literacy and numeracy

Target groups

-  young adult NEETs
-  all adults who lack basic skills
-  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
-  Employees, self-employed
-  Citizens at large
-  people not actively seeking employment
-  prisoners
-  Roma people
-  women
-  people with disabilities

Reaching out to target groups



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



Guidance, often offered by Public Employment Services



- European Social Fund
- Pilot projects
- To limited extent national resources

Timeline for implementation and regular evaluation

2020

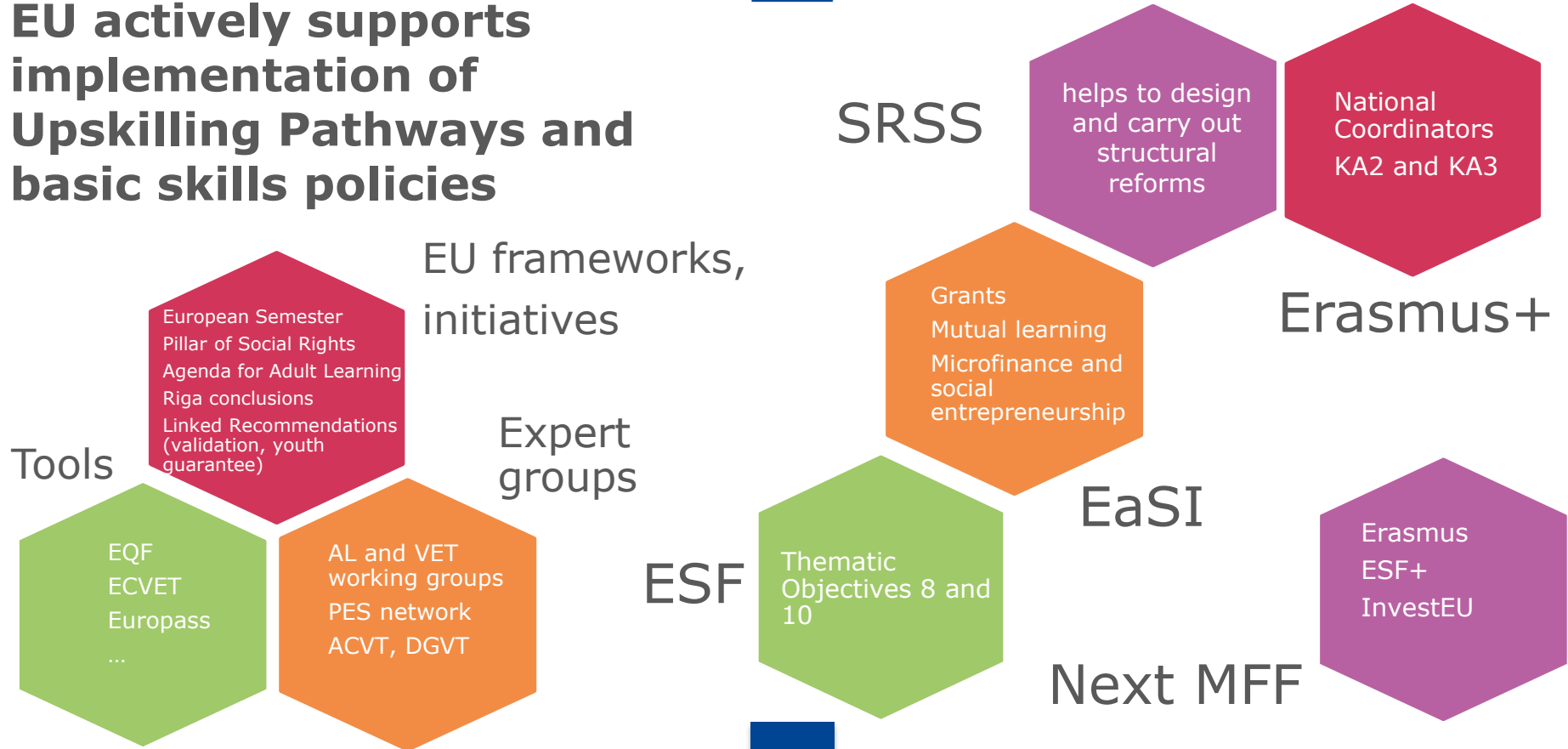


- Strong link with access to EU funding
- Short-term or pilot projects
- No obvious plans on how to sustain the measures beyond 2020



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

EU actively supports implementation of Upskilling Pathways and basic skills policies





in sum...



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 actors, including social partners from across policy areas (social, employment and education and training) to 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**, literacy, numeracy and digital competence as well as other key competences that are relevant for active participation in a sustainable society and for sustainable employment;
- (f) where appropriate, 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.



Some implications

- **Advocacy:** getting the message across to government (all tiers), and employers, unions ...
 - Member State responsibility
 - scale of challenge: 61 million
 - sustainable response: not just projects
 - *All* the basic skills: make the connections between them
 - *All the* three steps: tailored package



Some implications

- **Capacity:**
 - **Human:** educators, policymakers, guidance staff...
but also: staff in prisons, health services, local authorities, NGOs,
and: employers, trades unions...
 - **Institutional:** coordination, cooperation, partnership
(networks, committees)
civil society
 - **Provision:** Guidance and support provision
 - **Financial** [4.7% of GDP spent on education as a whole;
0.1% of GDP spent on Adult Ed. in most MSs]



Some implications

- What kinds of **capacity**?
 - knowledge
 - skills
 - reflection
 - motivation
 - agency
 - networking



**Thank you for
listening**



ec.europa.eu/social



[Socialeurope](https://www.facebook.com/Socialeurope)



[@EU_Social](https://twitter.com/EU_Social) [#UPskillEU](https://twitter.com/UPskillEU)
[#EUVocationalSkills](https://twitter.com/EUVocationalSkills)



ec.europa.eu/epale