



CEDEFOP

European Centre
for the Development
of Vocational Training



European Economic and Social Committee

**A VISION
FOR THE FUTURE**

SECOND POLICY LEARNING FORUM

on upskilling pathways

20-21 May 2019

EESC | JDE building | Rue Belliard 99, Brussels



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Analytical framework for developing upskilling pathways for adults

- Support stakeholders to develop **strategic** and **coordinated** approaches to upskilling pathways for adults
- Ongoing basis for discussion and a tool for countries to identify **key areas for action**.
- It will be refined, enriched and revised on the basis of the outcomes of the meeting and your feedback.



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Methodology

- Extensive literature review and good practice analysis aimed at identifying important **systemic features** for developing a coordinated and coherent approach to upskilling pathways for adults
- Features are organised around **10 key areas** of the policy process



Decision-making level

- Integrated approach to upskilling pathways for adults
- Identification of target groups
- Governance (Multilevel/Multi-stakeholder)
- Monitoring evaluation

Support level

- Financial and non-financial support
- Outreach
- Lifelong guidance system

Implementation level

- Skills assessment
- (A) Tailored learning offer leading to a formal qualification
- (B) Tailored learning offer with work-based learning
- Validation and recognition of skills and competences



KEY AREA 1: Integrated approach to upskilling pathways for adults




Nationally **agreed vision** based on **lifelong learning** and joined-up **accessible** and **flexible learning pathway**



Multiple relevant policies included in a **holistic** manner



Earmarked **funding** and high **stakeholder commitment**



Flexible and responsive to changes, **promoted** and rightly **communicated**



KEY AREA 2: Identification of target groups



Based on **comprehensive** and **integrated** information



Adaptable and **flexible** to the different needs and context



High stakeholder engagement: **shared responsibility**



KEY AREA 3: Governance




Proactive vertical and horizontal **coordination**



Umbrella framework/strategy building on existing strengths and complementary efforts




Strategic leadership: one or more **coordinating** bodies + strategic role of **local/community** level




Strengthened **stakeholder** and **institutional capacity** and **accountability**




KEY AREA 4: Monitoring and evaluation




Overarching monitoring and evaluation approach informed by a **comprehensive and integrated data collection** system linked with quality assurance



On-going and ex-post evaluations providing data and information on both social and economic impacts



Indicators for the evaluation and monitoring system **inform** the design stage of upskilling policies



Communication strategy is in place to inform and engage in evaluation those involved in the implementation of policies



KEY AREA 5: Financial and non-financial support

Appropriate level of funding, based on cost-sharing.

Important role of governments. Best use of EU funds while avoiding over-reliance on EU funding.


Suitable financing instruments, designed carefully (eligibility criteria, level of subsidy) to target effectively diverse groups of low-skilled adults.

Financing instruments combined with **non-financial support**, e.g. information, guidance.

Special support for SMEs, e.g. promoting partnerships, administrative support.



KEY AREA 6 – Outreach




Local implementation with community embeddedness -
central oversight and support



Wave barriers to access for vulnerable groups



Tracking, contacting and engaging – **records and active service**



Holistic, adapted service with tailored guidance and learning



Key area 7 – Lifelong guidance




Individualised, tailored and **professionalised**



Multi-channel delivery with escalation of provision



Geared towards **lifelong** acquisition of **career management skills**



Coordinated with outreach, validation, flexible learning and labour demand




KEY AREA 8: Skills assessment



A systematic feature **embedded** and coordinated within the system



Adapted to the individual needs and context



Includes **all learning** and identifies existing knowledge, skills and competences and gaps



Trusted and transferable by adequate, reliable methods



KEY AREA 9A: Tailored learning



Supported by **multiple paths** and linked to formal qualifications



Focused on **three levels of tailoring**: knowledge base, knowledge gaps and constraints



Dependent on **capacity** of providers and **partnerships** with support services




Reinforced by **specific pedagogies** and **final assessment**




KEY AREA 9B: Tailored learning with WBL



Diverse WBL forms support pedagogies; apprenticeships are clearly distinct and regulated



Apprenticeships need to be **open to adults** and foresee mechanism to support their participation



Companies, esp. SMEs, need to be stimulated and prepared (incl. staff)



Basic training is essential **before** integration in the workplace



KEY AREA 10: Validation and recognition of skills and competences




Clear **purpose** and outcome communicated



Coherent and coordinated with other services



Trusted across sectors – Provides currency



Adequate **tools** encompassing formal, non-formal and informal learning and in-line with skills assessment