



Ministerie van Onderwijs, Cultuur en
Wetenschap

Country workshop, the Netherlands

Policy Learning Forum
**Upskilling pathways: a vision
for the future**

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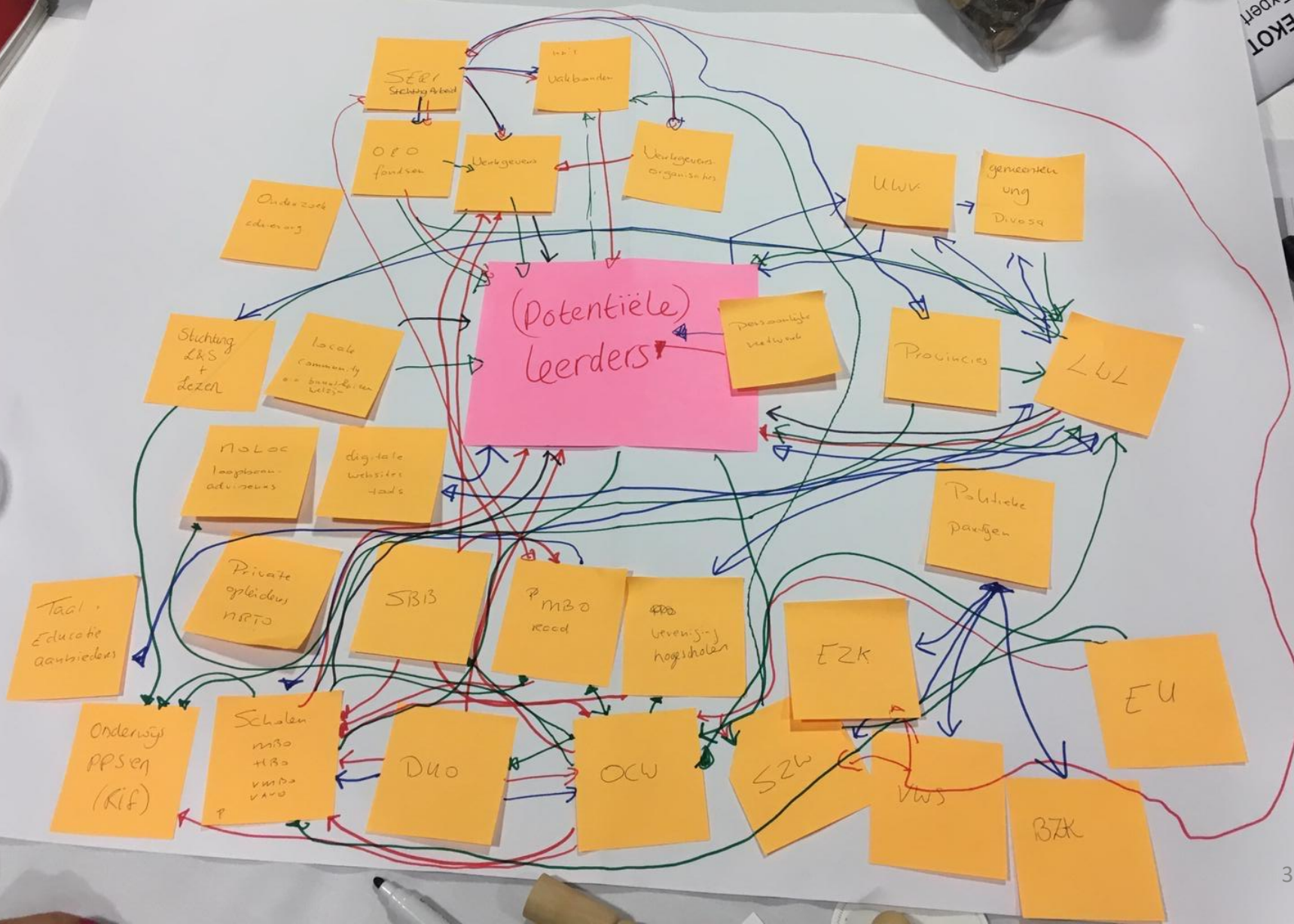
*Ministry of Education, Culture and science,
department of Vocational Education and
Training*





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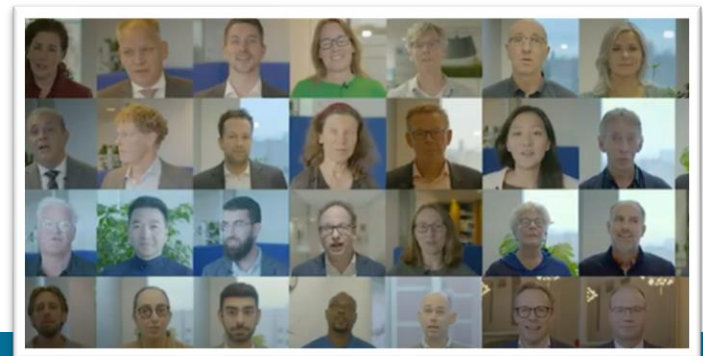
1. Decision-making level (governance)
2. Support level (outreach)
3. Looking ahead: lessons learned and challenges
4. Q&A





Decision-making level

- A decentralised system, with many levels of governance and numerous stakeholders.
- No project department, but structural cooperation and coordination between ministries and other stakeholders.
- Examples:
 - Action programme on basic skills.
 - Inter-ministerial programme on adult learning.
 - National conference on adult learning, including talking head video.
- Important driving factors: involvement of stakeholders and putting the learner centre stage.





Loket

WERK

ONDERWIJNSTELLINGEN

FAMILIE

VERBODEN

LEERWERK

Start

UNIEK

Ik durf
steeds
meer mens
te zijn

nu gaat er iets
heel bijzonders gebeuren,



Outreach

- Putting the learner at the centre: the Adult Learning Labs (2018-2019):
 - Over 100 participants, including low-skilled and low-educated adults.
 - Meetings across the country, facilitated by experts.
 - National meet-up to present the results.
 - Funds were made available for follow-up.



Looking ahead: lessons learned & challenges

Lessons Learned

- There is an important role for **government** in ensuring the accessibility of adult learning, especially for low-educated and low-skilled adults.
- Taking the **perspective of the learner and practice** as a starting point in our thinking, instead of policies and instruments, fosters cooperation and coordination.
- Enabling and stimulating adult learning is something of the **long haul**. Continuous commitment is essential.

Challenges

- Addressing the impact of the **COVID-19 pandemic**.
- Ensuring continuous **political commitment**.
- Ensuring a **strong regional infrastructure** where supply meets demand.
- Ensuring solid and accessible **guidance** for all adults.
- Realising a **flexible learning offer** for adults in a system that has traditionally been designed for young students.
- **Outreach** to, and **mobilisation** of specific target groups, especially low-skilled and low-educated adults.
- Ensuring solid **monitoring and evaluation**.



Questions?

