



CEDEFOP

European Centre
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European Economic and Social Committee



A VISION
FOR THE FUTURE

Policy Learning Forum ON UPSKILLING PATHWAYS

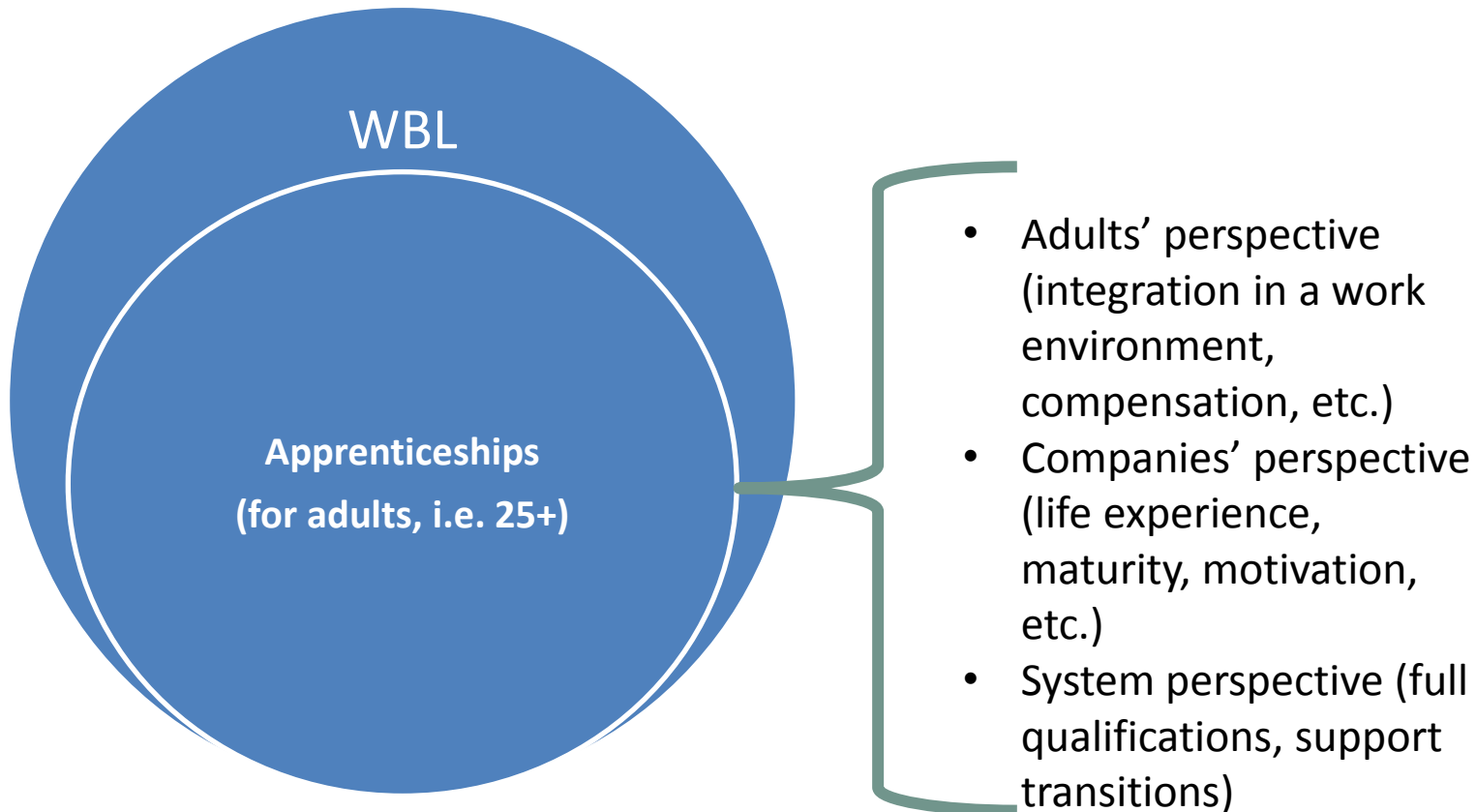
7-8 February 2018

EESC | JDE building Rooms 60, 61, 62 | Rue Belliard 99, Brussels

Upskilling adults through work- based learning

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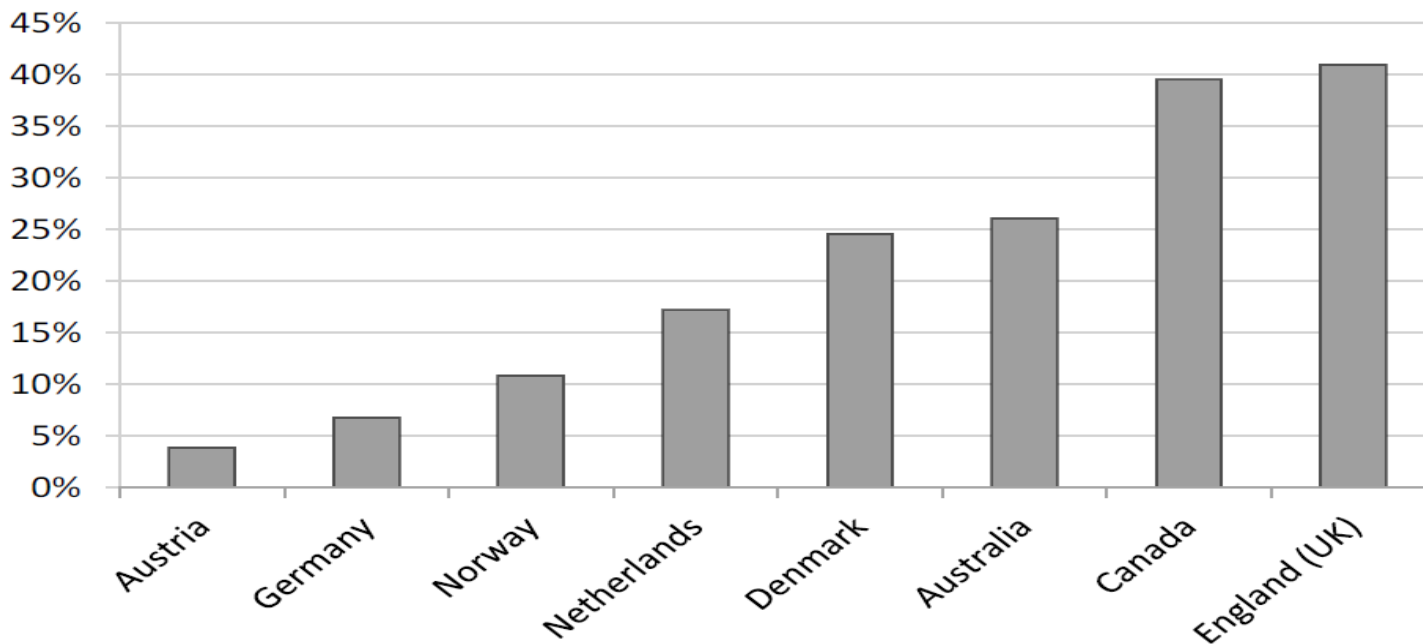


Do not tackle lack of literacy or numeracy skills – pre-apprenticeship courses (instead)



Increasing policy focus on apprenticeships for adults

Share of 25-year-olds and older among current apprentices



Sources: OECD (2016a), Survey of Adult Skills (PIAAC) (Database 2012, 2015), www.oecd.org/skills/piaac/publicdataandanalysis/. Data for England: BIS (2014), Apprenticeships Evaluation: Learner Survey 2014, Department for Business Innovation and Skills, UK Government, www.gov.uk/government/publications/apprenticeships-evaluation-learner-survey-2014



Public policy initiatives



Educational policy intervention

- No age distinction to enrolment (LM led selection, incentives, etc.)
- Separate track for adults (DK)
- Specific programmes to address skill shortages

Economic rationale



Employment policy intervention

- Education and training - active LM measures
- PES led (NGOs + education institutions)
- Adults in specific life situations (unemployed, disabled, employed who need upskilling)
- No additional financial support besides entitlements

Social rationale

Support adults in getting a full qualification





Private sector/business led initiatives

Barclays (UK), and public support, Bolder Apprenticeship programme

KIWI grocery chain (NO), KIWI grocery sector school,
grocery store managers

Danish Ship-owners' Association, Danish Shipping
Academy, Commercial Shipping

CZO, the Dutch Hospital Association and the Dutch
Federation of Academic Medical Centres, Specialised
nursing professions in hospitals



Tailoring

Distinction between IVET and CVET - increasingly blurred

Same qualifications – same delivery forms, curriculum or learning approaches

Duration – as a form of personalisation (length is shortened by the validation of prior learning)



Challenges affecting completion

- personal circumstances of the individual
- factors internal to the workplace, e.g. relatively poor terms and conditions of employment or working conditions
- problems related to the provision of (quality) training
- lack of financial incentives (besides entitlements)
- external labour market conditions, i.e. if there are jobs available requiring no training and paying relatively well



Upskilling pathways....food for thought

- Readiness of adults to go back to education and training
- Co-ordination between educational and employment policies
- Co-operation with sector representatives, economic actors
- Age limits to enrolment (should there be any upper age limit)
- Quality offer (tailoring yes, but no compromises to the quality of the training)
- More use of validation of prior learning as a way of shortening the duration
- Financial incentives in addition to entitlements



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