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Upskilling pathways for adults in a global and local perspective

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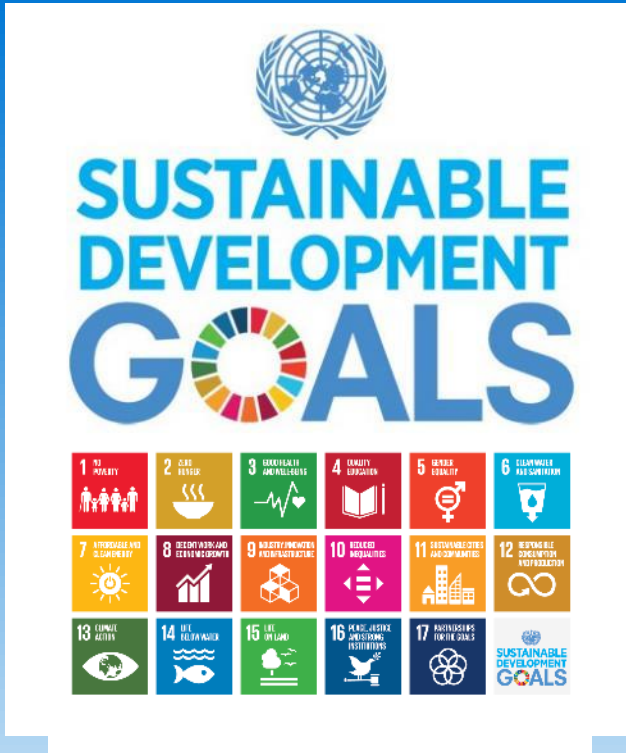
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Policy Learning Forum on Upskilling Pathways

Cedefop and EESC, Brussels

8 February 2018

Transforming our world: 2030 Agenda for Sustainable Development



SDGs

- Agenda universal, to be implemented by all countries
- ED at the heart of the SDGs
- UNESCO mandated to lead and coordinate SDG4-ED 2030



2000

Millennium Development Goals (MDGs)

2015

Sustainable Development Goals (SDGs)

2030

and Education For All (EFA) Goals

Education 2030: Incheon Declaration and 2030 Framework for Action



The 2030 Agenda for
Sustainable Development
**Goal 4: Ensure inclusive and
equitable quality education and
promote lifelong learning
opportunities for all.**

Lifelong Learning
reaffirmed as an
**organising and guiding
principle** for the new
education agenda.

all ages

all contexts

all modalities

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Targets

4.1 Quality primary & secondary education

4.2 Early childhood & pre-primary education

4.3 Equal access to TVET & higher education

4.4 Relevant skills for work

4.5 Gender equality & equal access for all

4.6 Youth and adult literacy

4.7 Global Citizenship Education

4.a Learning environments

4.b Scholarships for higher education

4.c Teachers

**4 QUALITY
EDUCATION**



Principles

- Human right and a public good
- Universally-relevant
- Transformative, leaving no one behind

Scope

- Expanded access to all levels of education
- Holistic and lifelong learning approach

Equity

- Renewed focus on inclusion, equity and gender equality

Quality and reaching relevant and effective learning outcomes, with a focus on

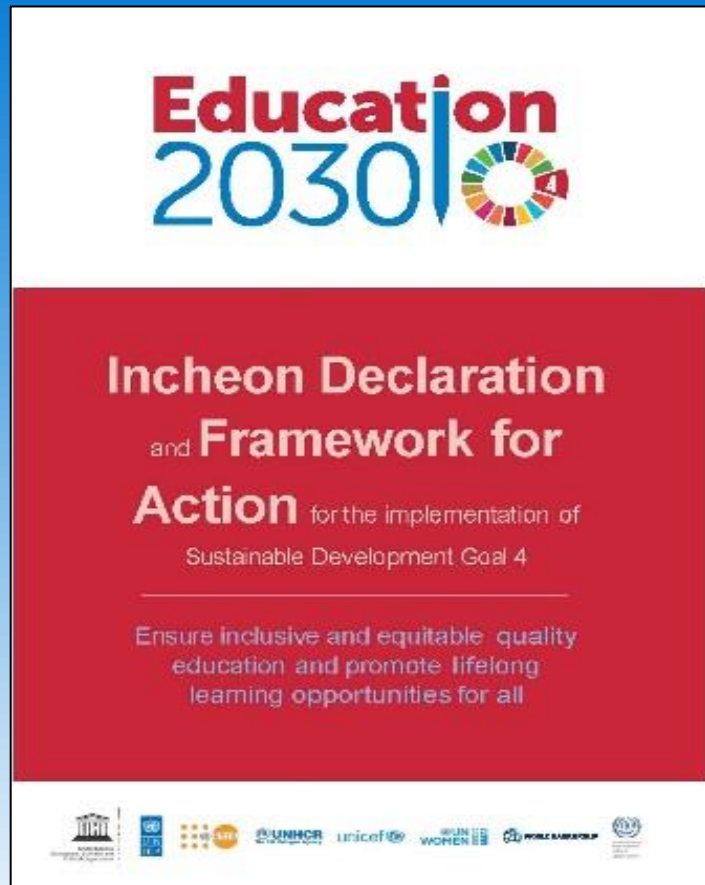
- Effective acquisition of basic knowledge and skills
- Relevant skills and competencies for decent work
- Relevance of learning for social and civic life



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SDG 4.4 – Increase number of youth and adults who have relevant skills, including technical and vocational skills for employment, decent work and entrepreneurship



Increase and diversify learning opportunities, using a wide range of education and training modalities to address rapidly changing skills needs

Develop strategies to better link TVET to the world of work, improve its status

Build learning pathways between different education streams and provide multiple entry and re-entry points at all ages and all educational levels

Recognize skills acquired through experience or in non-formal and in-formal setting, including at the workplace and through the internet through RVAs

Beyond work-related skills, develop high-level cognitive and non-cognitive/transferable skills

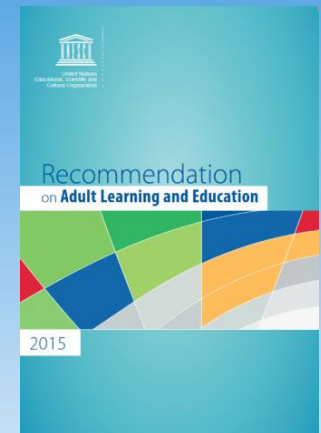
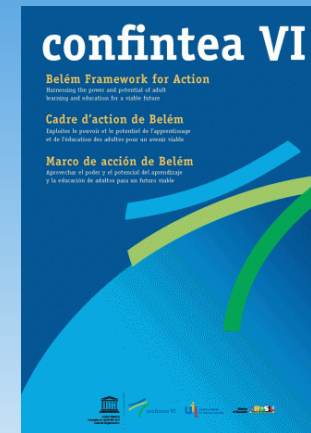
Provide opportunities to update skills continuously through LLL

International debates framing Adult Learning and Education (ALE)

1. Process: CONFINTEA
2. Standard Setting Instrument: Recommendation on Adult Learning (RALE 2015)
3. Monitoring: Global Report on Monitoring Adult Learning

RALE emphasises three fields of learning:

- Literacy and basic skills
- Professional development and vocational skills
- Active citizenship skills



Implementation

- SDGs – global commitment, principles, global goals and targets
- Implementation at the national and local levels
- Recommendation on upskilling directly supports implementation of SDGs
- Spurs action at national and local level
- Requires legal frameworks, strategies, governance and partnerships, relevant quality programmes, funding, M&E



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How to reach them? Lessons learnt from good practices

Decentralized level:

1. Mobilisation and engagement of local members of society as principal agents of community development activities; info campaigns.
2. Identification of learners:
Peers, families, community leaders, employers/artisans, social services, NGOs
3. Assessment: Identify levels of socio-economic vulnerability, competencies, level of education and interest. Recognize existing skills (also through VPL).
4. Recruitment: Informing about programmes, certification, incentives, support.



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Financial levers for employers

- Profit tax deduction (France, Italy, Poland)
- Payroll tax exemption (operate a levy only to be paid where a firm does not spend the agreed minimum level (France, Canada, Republic of Korea)
- Levy/grants based on payroll tax contributions (Governments collect training levies which are disbursed to eligible firms requesting training grants)



Financial incentives for trainees

- Government grants (Republic of Korea, Mexico, EU, Sweden)
- Income tax deduction (trainees offset training costs – USA and EU)
- Individual learning accounts (bank account for ED and training, partly funded by Government and individual (Scotland, USA, Canada, Spain))



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How to properly train them? Lessons from good practices

- Properly? Refer to NQFs, skills demands of labour market, reaching set proficiency/competency levels?
- Flexible tailor-made programmes
(linguistic, cultural, social circumstances)
- Integrated holistic programmes: 1. basic literacy, numeracy and digital skills;
2. vocational skills; 3. transversal/transferable skills
(e.g. India, Mexico, Uruguay, Ethiopia, Uganda, Indonesia)

<http://litbase.uil.unesco.org/>



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How to properly train them? Lessons from good practices

- Address psycho-social needs
- Use adequate pedagogical approaches
- Career guidance and counseling services
- Modalities: Work-based training, distance education: e-learning, OERs, etc.



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Potential of learning cities and communities



- The city of Suwon, Republic of Korea, has developed a comprehensive learning ecosystem across the city.
- Suwon is providing adapted learning opportunities for all which range from adult literacy classes, supporting marginalized young people who want to re-enter education and training, to courses for senior citizens.
- Learning facilities, freely available to its citizens are within five minutes' walk and at almost any hour.
- An online lifelong learning portal ensures that citizens can readily acquire information about learning opportunities through Lifelong Learning e-Classes (a system of Massive Open Online Courses).

Recognition of Prior Learning and Recognition, Validation and Accreditation of non-formal and informal learning

RPL and RVA crucial for Upskilling

1. Recognition of Prior Learning:

Based on qualification frameworks? Standardized curriculum, contents and levels? Entry placement test/interviews? Portfolio (individualized) approach?

2. Recognition, Validation and Accreditation of non-formal and informal learning: RVAs for adult basic education and for vocational training

Based on NQFs

e.g. South Africa, India, Brazil, Chile, Namibia, Bangladesh, Mauritius



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Lifelong Learning Monitoring

Lifelong Learning Index

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Learning to Know

Whilst this refers mostly to formal learning that is often linked to qualifications, it is also about mastering learning tools for the growth of future knowledge.

Learning to Do

This refers to learning that is closely linked to vocational and professional needs. However, it is also about equipping people with the capability of innovation and adaptation of learning to future work environments.

Learning to Live Together

Learning can provide a strong basis for community development linking individual competence and resilience to societal issues such as inequality, charitable activities and social inclusion.

Learning to Be

This dimension links learning to personal growth that is not necessarily defined by economic gains. It is about personal development, fulfilment, career building and intellectual development.

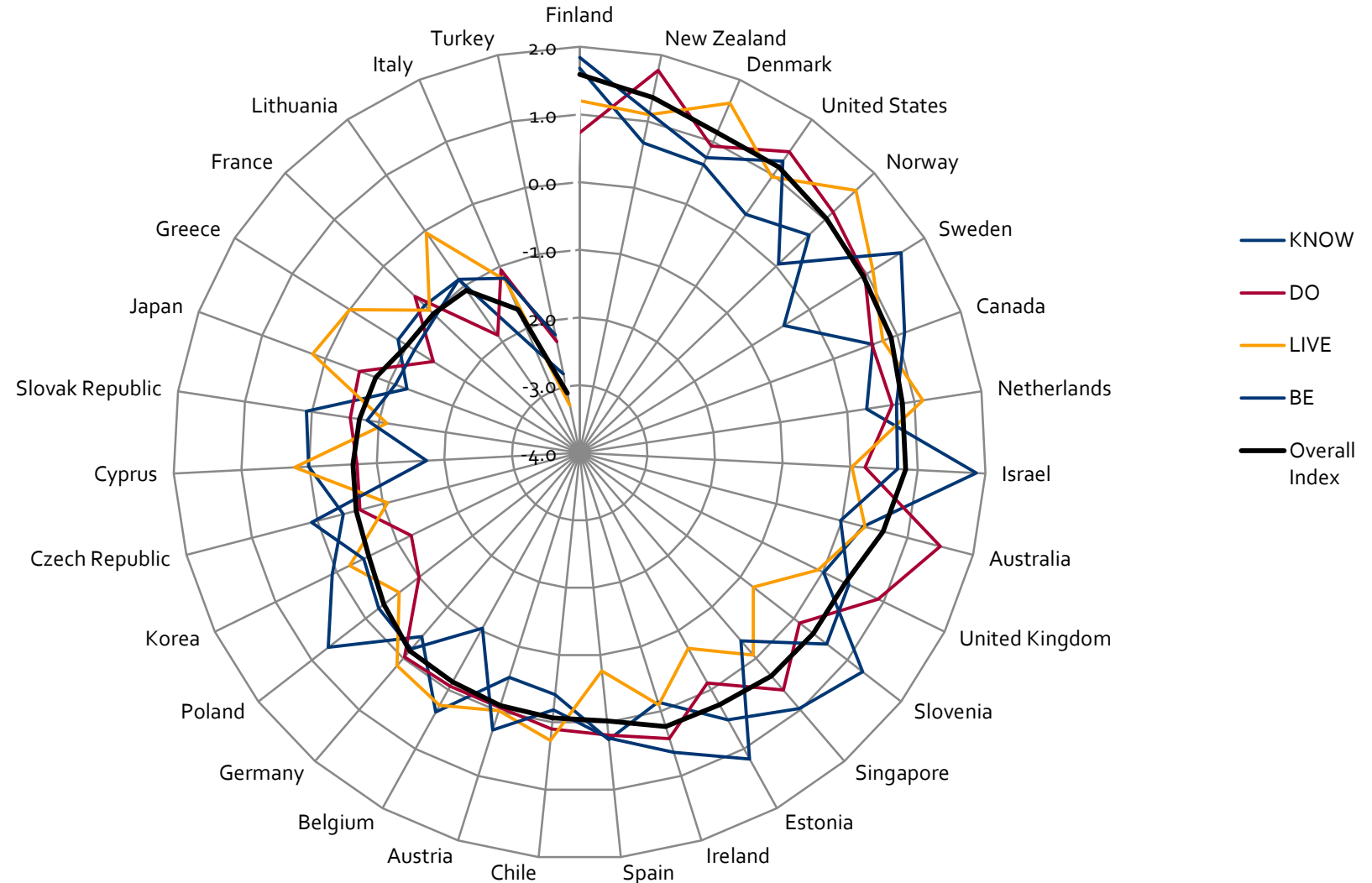


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Lifelong Learning Monitoring

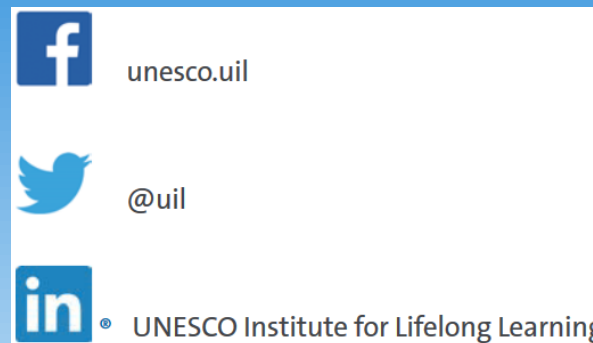
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