

# HOW TO MAKE UPSKILLING PATHWAYS A REALITY?

"If we look at how the strategy is implemented in my country, it seems that the Upskilling Pathways initiative is (almost) all about upskilling the workforce."

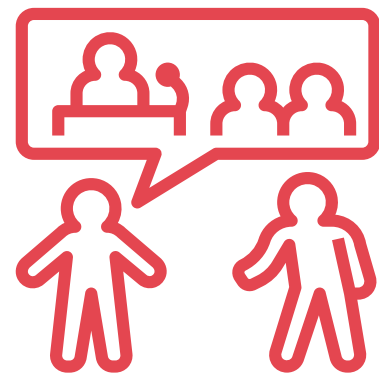


## 1. RECOGNISE THE VALUE OF NON-FORMAL ADULT LEARNING

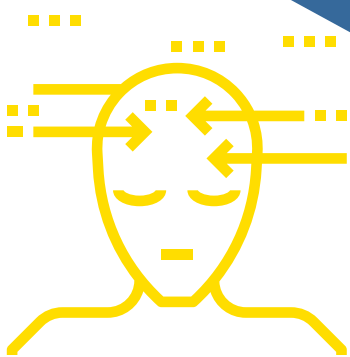
Non-formal adult learning and education promotes social cohesion, fosters basic and life skills and increases the resilience of individuals and communities. Non-formal adult education should be a priority in the political agendas of the European member states.

## 2. ASSUME POLITICAL RESPONSIBILITY AND IMPLEMENT COHERENT POLICIES

The responsibility for adult learning policy and education provision is often divided across wide range of stakeholders. Effective and coherent policies require coordination and cooperation at all levels and involvement of adult education organisations and providers.



"A focus on awareness of adults that it may not be the same as when they were in school as children, demystifying adult education pathways is important."

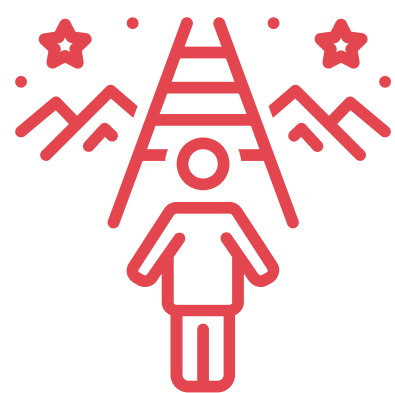


## 3. MONITOR AND ANALYSE BARRIERS FOR LEARNERS

The sometimes hidden barriers for participation need to be analysed. Research, benchmarks, and the engagement of the learners can help to design and implement inclusive policies. Based on this, targeted strategies should be conceived for outreach to different target groups.

## 4. ALLOW FLEXIBILITY AND STRENGTHEN PROXIMITY OF LEARNING

Allowing flexibility in curriculum design is critical to foster the learner-centred approach of the learning offer. It increases individuals' motivation to engage in the upskilling and reskilling paths. Making learning available in rural areas is essential to promote equal participation.

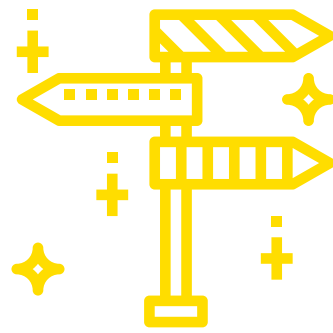


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## 5. ENSURE INFORMATION AND GUIDANCE IS AVAILABLE IN ALL PHASES

Career guidance for adults is the prerequisite for making meaningful choices and managing transitions. Information, guidance and support need to be accessible in all phases of learning. Guidance should be available before entering a specific measure, during the process as well as afterwards for making decisions about the next steps.

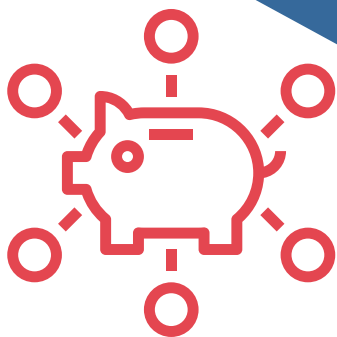
"The guidance is not based on the deficits, but on the strengths. So we work on self-esteem and self-efficacy, based on significant activities related to life, not only work life, but other dimensions of life."



"Working in collaboration is crucial: the financing of training offers should promote a logic of cooperation rather than competitiveness."

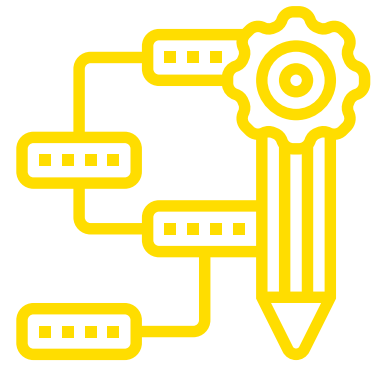
## 6. INCREASE FUNDING FOR AND ENHANCE NON-FORMAL ADULT EDUCATION

Continuous funding is crucial to ensure the sustainability of the work of adult education organisations, to adopt long-term strategies and to innovate more. It is essential that education teachers and trainers have appropriate opportunities for professional development.



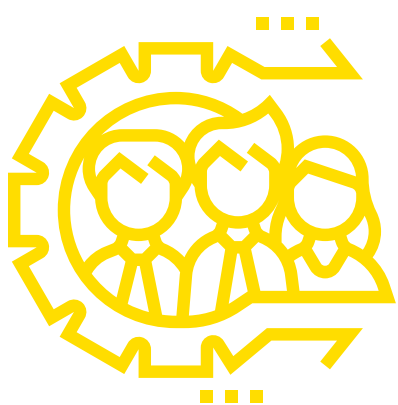
## 7. SUPPORT EDUCATION PROVIDERS' COOPERATION

Partnerships at the regional and local level play a key role in bringing information about learning opportunities directly to the learner and increasing participation rates. Cooperation is also critical in sharing best practices and supporting professionalization of adult educators.



## 8. PROMOTE THE LEARNING OFFER AND BENEFITS OF LEARNING LIFE/BASIC SKILLS

Fragmented information about adult learning opportunities is still a problem and impacts the participation of many potential learners. Awareness raising strategies are needed to reach out to potential learners and sensitise the general public about the benefits of basic/life skills.



## 9. CREATE SYNERGIES WITH THE BUSINESS SECTOR AND SOCIAL PARTNERS

Policymakers should ensure that employers invest in adult learning and encourage employees to take part in learning. Trade unions can be a precious ally in this and thus should be involved. Dialogue among adult education providers, business representatives, and trade unions should be facilitated at different levels.



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