# Policies and practices promoting '*One Step Up*': A European Perspective

**Helen Keogh**

**13th December 2012**

# *'One Step Up'* - **Terminology**

'Improving your education / training no matter what level you are at'

- **Raising qualifications levels** (**vertical**)

- **Upskilling** (**vertical**) – **raising skills levels** – core / basic competences (literacy; numeracy; ICTs); other key competences, including vocational skills

- **Reskilling** (**horizontal**) – **getting new**, **mainly vocational, skills** – at same, higher or lower level

# 'One Step Up' – 7 driving forces to 2020

- **Economic & financial crises**
  - **EU 2012**: an **average of 23%** of **15 - 24 year olds** in the EU (5.5m) **unemployed**; closer to 50 % in some countries

- **Labour market trend towards more skills-intensive jobs**
  - Share of **highly qualified jobs** expected to increase by **almost 16 m**, from **29 %** (2010) to **35 % of all jobs** requiring **tertiary qualifications in 2020**
  - **2012: 2m vacancies** that cannot be filled. . .

- **International competition from BRIC - creativity** & **entrepreneurship** skills

- **Climate change -** low carbon **'smart' economy** skills

- **Demographic trends** -  top down / bottom up ageing – older workforce /general  population  need **upskilling**
  - **2010:  30% of all managers** in Europe are aged 50 - 64
  - **those aged 50+:**   represent **1/5 of the workforce** AND  rising
  - **those aged 50 - 55:  31% experience skills obsolescence**

- **Education / training levels of adult population**
  - c. **80m low-skilled workers**
  - **2011:  46% of people aged 55 - 74 have never used a computer**, compared to 13% of 25 -54 year-olds
  - **employers generally invest less** in training workers aged 45+
  - **2011:  EU-27 average participation rate in LLL =  4.3%** for those aged **55-64**

- **Growing pluralism -**   challenges  societies / individuals to learn how to **live/work together**

# European benchmarks for 2020

| Benchmark | Situation / Trend | 2020 Target | |
|---|---|---|---|
| **Share of 18-24 year olds who have left E & T prematurely** | **2012** – 14% | **<10%** | |
| **Participation in lifelong learning by adults aged 25 - 64** | **Downward** trend<br>**2011** - **8.9%**<br>**2010 - 9.1%; 2009 - 9.8%**<br>- in decline since 2005<br>**2011: DK - 32.3%**<br>**Lowest: 1.2%** | **15%** | |
| **Share of 30-34-year olds with tertiary education** | **2010** - **33.6%**<br>**DK second highest** (47.6%) | **at least 40%** | |

# Policy Context for 'One Step Up'

- **2007 - *Action Plan*** on adult learning - **Priority Action 3**
  - Increase the possibilities for adults to go **'one step up'**

- ***2008 - New skills for new jobs***
  - **a need to increase skills at all levels** … not just any skills: **address the mismatches** between E & T supply & labour market demand

- **2010 - *Europe 2020*** – 'a strategy for smart, sustainable and inclusive growth'
  - relies heavily on **E & T as key dimensions** of many of the strategy's seven flagship initiatives

- **2010 - *Council Decision on Guidelines for the employment policies of the Member States***
  - 'ensuring every adult the chance to retrain or to move **one step up** in their qualification'

- **Strategic Framework – *ET 2020*** -  for all sectors

        2. **Improve the quality & efficiency of provision & outcomes -  key competences** for **all**

        3. **Promote equity, social cohesion & active citizenship -  job-specific skills & key competences** for employability, further learning, active citizenship & intercultural dialogue

        4. **Enhance innovation and creativity, including entrepreneurship - partnership** between enterprises and E & T

**Joint Report**  on *ET2020* (2012) -  **a mixed picture of progress** in the first period (2009 – 2011)

# *ET2020* Priorities 2012 –2014 –  for all sectors

- **Raise levels of basic skills** (literacy, mathematics, science and technology), languages

- **Transversal key competences**, entrepreneurship education, e-literacy, media literacy, innovative learning environments  - **acquisition by all**

- **Modernise higher education** and **increase tertiary attainment levels**

- **Partnerships** with **business, research, civil society**

# Renewed Agenda for Adult Learning, 2011- Priority areas 2012-14

1. **Making lifelong learning and mobility a reality**
   - **workplace learning,** with a view to **developing both job-specific skills & broader skills**
   - **flexible learning pathways,** including broader **access to HE**
   - **Validation** of non-formal & informal learning

**3. Promoting equity, social cohesion & active citizenship through adult learning**
   - improving **adult literacy** and **numeracy skills**
   - **increasing the supply of / participation in, adult learning**
   - learning opportunities for **older adults**

**4. Enhancing the creativity and innovation of adults & their learning environments**

**Member States were invited to:**

- **strengthen policies** to **enable the low-skilled**, **unemployed adults** and, as appropriate, **citizens with a migrant** background **to gain a qualification or take their skills a step further ("one step up")**

- promote measures to ensure that **all have access to basic skills & key competences**

**NOTE:** *One Step Up***:**  European Agenda for Adult Learning Launch Conference, February 2012

# Report of the High Level Literacy Group 2012

"A wake-up call to the literacy crisis that affects every country in Europe" (Report)

**Three  overarching recommendations** for all age groups:
- create **a more literate environment**
- **raise the level of literacy teaching**
- **increase participation** and **inclusion** – address gaps: socio-economic; migrant; gender;  digital

**Each age group has its own, distinct challenges  – adults**:
- establish systems to **monitor adult literacy levels /practices**
- **communicate widely** about the **need for literacy development**
- strengthen the **profession of adult literacy teachers**
- ensure **access** to learning opportunities

# *Rethinking Education* Strategy, November 2012

- **a much stronger focus** on **transversal skills & basic skills at all levels,** especially **entrepreneurial and IT skills**

- **investment** to build world-class **VET systems** and **increase work-based learning**

- **improvement in the recognition of qualifications & skills**

- **exploitation of technology,** including **open educational resources (OER)**

- need for **well-trained, motivated & entrepreneurial teachers**

- **targeted funding** to maximise return on investment

- a **partnership approach** - **public & private funding** needed to boost **innovation** and increase **cross-fertilisation**

# Challenges to 'One Step Up'

- **Dispositional / situational – adult learner**
  - **'Matthew effect'** – in general, adults with a **high level of education** are:
    - more than **6 times** more likely to participate than low-skilled AND
    - **3 times** more likely to participate if they have **at least upper secondary education**
    - MS with **high participation rates** - relatively **narrow gaps**; MS with **low participation rates** - **wider gaps**
  - **age** - participation **decreases** significantly with **age**
  - **life circumstances . . .**

- **Structural / institutional / informational**
  - **limited learning opportunities –** ideologies; policies; funding
  - **offers inadequately tailored** to needs of individuals
  - **lack of accessible information /** support systems

# Key Enabling Factors for 'One Step Up'



**Policy/institutional framework**

**Integrative strategic approach**

**Evaluation & monitoring**

**Structural & organisational components**

**Didactical design**
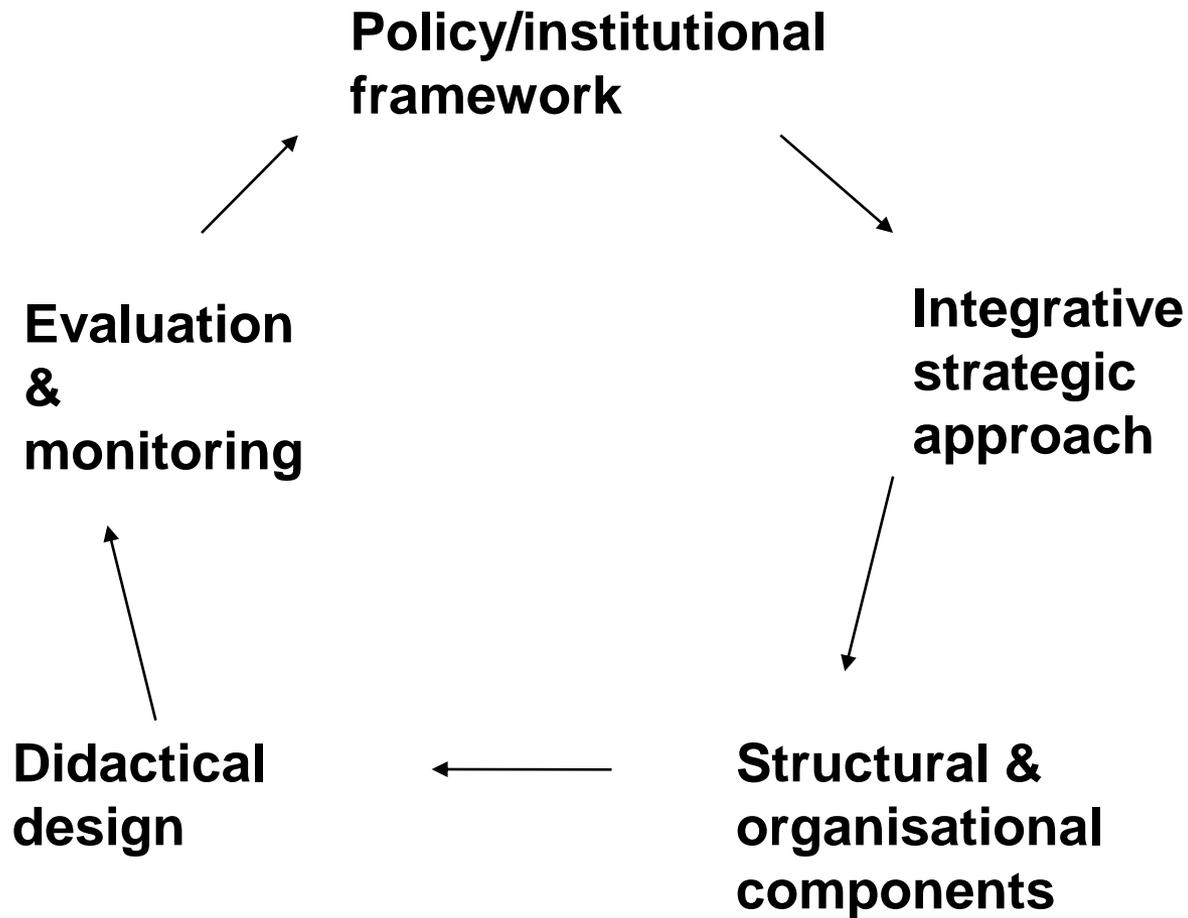
*Enabling the low-skilled to take their qualifications "One Step Up", Final Report.*

- **Policy and institutional framework** -  key institutional actors, public / private, state / enterprises have the  **policy & institutional instruments** to promote participation

- **Integrated strategic approach** -  essential to transform daily  life / work environments into **places of learning** - e.g. a job is not just the objective of learning, but **a source of learning**

- **Structural / organisational components** - programmes  must include **3 essential components**: a) **measures** capable of increasing demand;   b) **support & guidance** at all stages;  c) measures to **assure the quantity / quality** of learning

- **Didactical design** -  **new didactical forms** related to work / daily life & based on less formal & embedded methods

- **Evaluation & monitoring** -  need for a **results-oriented approach**

# Four policy models for the development of skills in a 'One Step Up' approach
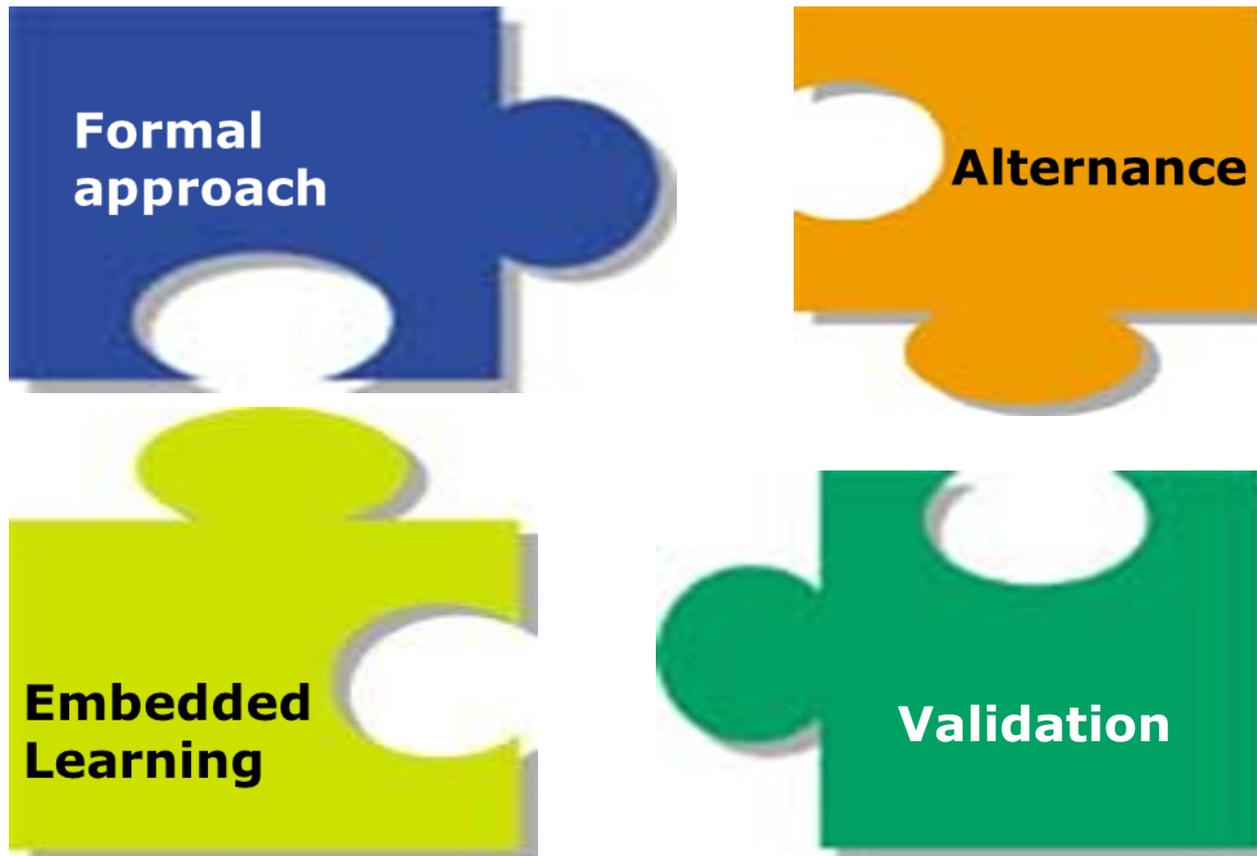


*Inventory of outreach strategies to enable people to go "one step up"*
*Final Report. Inventory of Good Practices* (2009)

- **Formal approach** - curricula / learning models adapted to adults' social life & the labour market

- **Alternance approach** - **developing public E&T institutions to serve workers' needs**. Workers enrolled by enterprise & spend up to 50% of time on E&T activities

- **Validation approach** -   **accrediting, validating and recognising learning outcomes** achieved from work / life experience & prior learning

- **Embedded learning approach** -  building **structured & incidental learning pathways while working/ volunteering / engaged with community**  to accelerate & support learning processes

# Example of good practice from the EU Inventory

**Integrating education, training and work policies**

### Danish flexicurity system:

Integration / combination of
a) **flexibility in the labour market**
b) **social security**
c) **active labour market policies** with rights and obligations
for unemployed   ("*golden triangle*")

Such an integrated system assists  low-skilled unemployed
to get involved in programmes aimed at enabling them to go
**one step up**: i.e. basic education, job training, continuing
vocational training.

Inventory of outreach strategies to enable people to go "one step up"
Final Report. Inventory of Good Practices (2009)

**The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.**

Tofler, A. (1990) Powershift: Knowledge, Wealth and Violence on the Edge of the 21st Century
Alvin Toffler