

Adult learning and work-based **Ockham** learning: how to engage with employers

Budapest, December 2017

Simon Broek

EPALE



My involvement in adult learning

- Numerous studies on adult learning in Europe
 - Adult Learning Professionals in Europe (ALPINE)
 - Key competences for adult learning professionals
 - Reforms in adult learning
 - Quality in adult learning
 - Adult learning in Europe 2017
- Thematic coordinator of EPALE
 - For instance Podcast on:
 - VET can re-engage adults in learning to gain competences and skills relevant for society and working life; how to ensure that VET is relevant for adult learning?
 - What is the role of different types of stakeholders (e.g., the government, PES, public and private providers, employers?
 - <u>https://ec.europa.eu/epale/en/blog/epale-podcast-vocational-education-and-training-adults-2017</u>
- Accompanying the ET2020 Working group on adult learning
 - Mandate: explore and develop policy guidance on adult learning policies in order to promote higher and more relevant skills for all
 - Meetings, research and Peer learning activities (Manchester, Reims and Warsaw)
 - Hearing on professional career-long learning during Vocational Skills week (November 2017)



Join us

We have over **30,000** members



Why WBL for adults?



Share of jobs at significant risk (50-70%) and of high risk (>70%) of automation, by country, percentage



However, many jobs will experience significant change

Why WBL for adults?



Low-skilled adults are less likely to participate in training

Percentage of adults who participated in adult education and training during year prior to the survey, by level of literacy proficiency



Workers in SME Sitave also atess diferent in the survey, by firm size



Source: OECD Survey of Adult Skills (PIAAC)

What do we mean with WBL for a **Utkham** Where does it take place?

'work-based learning' and 'learning at the workplace' are taken as broad concepts, and do **not denote any specific orientation** in learning.

- It can refer to adult learning *for* the workplace: i.e. adults obtain the skills and competences in order to successfully obtain and keep jobs and progress in their professional careers.
- It can refer to adult learning *in* the workplace: i.e. the learning of adults that takes place while working, or while being present at work.

Four policy fields

- PES policies and programmes offered to job seekers
- Government policies and programmes on basic skills learning at the workplace
- Policies and programmes related to non-formal VET (incl. employerdriven programmes)
- Policies and programmes related to the education system

Issue is coordination of policies

S		PES policies and programmes offered to job seekers	Government policies and programme on basic skills learning at the workplace	programme related to non-formal VET (incl. employer- driven programmes)	Policies and programme related to the formal VET system
٦	AT	Yes it is covered	No it is not covered	Yes it is covered	Yes it is covered
	BE(fl)	Yes it is covered	Yes it is covered	Yes it is covered	Yes it is covered
	BE(fr)	Yes it is covered	Yes it is covered	Yes it is covered	Yes it is covered
	BG	Yes it is covered	No it is not covered	Yes it is covered	Yes it is covered
	СН	Yes it is covered	No information available	Yes it is covered	Yes it is covered
	СҮ	Yes it is covered	Yes it is covered	Yes it is covered	Yes it is covered
	cz	Yes it is covered	No it is not covered	Yes it is covered	Yes it is covered
	DE	Yes it is covered	Yes it is covered	Yes it is covered	Yes it is covered
	DK	Yes it is covered	Yes it is covered	Yes it is covered	Yes it is covered
	EE	Yes it is covered	No information available	Yes it is covered	Yes it is covered
	ES	Yes it is covered	Yes it is covered	Yes it is covered	Yes it is covered
	FI	Yes it is covered	No it is not covered	Yes it is covered	Yes it is covered
	FR	Yes it is covered	Yes it is covered	Yes it is covered	Yes it is covered
[HR	Yes it is covered	No it is not covered	Yes it is covered	Yes it is covered
	HU	Yes it is covered	Yes it is covered	Yes it is covered	Yes it is covered
	IE	Yes it is covered	Yes it is covered	Yes it is covered	Yes it is covered
[IS	Yes it is covered	No it is not covered	Yes it is covered	Yes it is covered
ſ	п	Yes it is covered	Yes it is covered	Yes it is covered	Yes it is covered
[LT	Yes it is covered	No it is not covered	Yes it is covered	Yes it is covered
[LU	Yes it is covered	No it is not covered	Yes it is covered	Yes it is covered
	LV	No it is not covered	Yes it is covered	Yes it is covered	Yes it is covered
[МК	Yes it is covered	Yes it is covered	Yes it is covered	Yes it is covered
	MT	Yes it is covered	Yes it is covered	Yes it is covered	Yes it is covered
	NL	Yes it is covered	Yes it is covered	Yes it is covered	Yes it is covered
	NO	Yes it is covered	Yes it is covered	Yes it is covered	Yes it is covered
	PL	Yes it is covered	Yes it is covered	Yes it is covered	Yes it is covered
	РТ	Yes it is covered	No information available	Yes it is covered	Yes it is covered
ſ	RO	Yes it is covered	Yes it is covered	Yes it is covered	Yes it is covered
ſ	RS	Yes it is covered	Yes it is covered	No information available	Yes it is covered
	SE	Yes it is covered	No information available	No information available	Yes it is covered
Ī	SI	Yes it is covered	No information available	Yes it is covered	Yes it is covered
Ī	SK	Yes it is covered	No information available	Yes it is covered	Yes it is covered
Ī	UK	Yes it is covered	Yes it is covered	Yes it is covered	Yes it is covered
	33	97%	58%	94%	100%

How to stimulate WBL for adults?

- Engage companies in establishing a learning culture within companies for fostering innovation and development
- Ensure that the policy for WBL for adults is responsive to employers', sectoral- and regional needs and contributes to company and national competitiveness and innovation.
- Ensure tailored workplace learning to the needs (both in terms of content and delivery) of adult learners, contributing to a positive learning environment in support of enhanced employability
- Enable that WBL for adults, puts learners on a learning pathway (ensuring permeability) which continues throughout their lives and career, supported by guidance systems

Steps to support the engagement of employers:

- Step 1: be able to show results (or in order to start, have a feasible storyline how the approach leads to results). Plan in advance how the approach is of benefit for the stakeholders.
- Step 2: Speak the language of the main stakeholders and apply a targeted marketing and communication strategy.
- Step 3: Through results, deepen the engagement with all main stakeholders:
 - Employees,
 - Employers,
 - Government.
- Step 4: Through engagement, establish a coherent and inclusive governance model.
- Step 5: Secure funding (through government funding, EU funding, or company contributions).
- Step 6: Monitor impact to show results.

Two examples

Skillnets Ireland

- promoting workplace learning, enhancing productivity and innovation and stimulate companies to get a strategic stance towards learning and upskilling.
- establishment of regional or sectoral networks of companies that provides training.
- Based on co-funding
- In 2016, 14 thousand firms were involved and 50 thousand trainees participated.
- External evaluation is very favourable in terms of impact reached (company sales, innovativeness, turnover).

Netherlands

- recent and very specific initiative: the 'Language-agreements'.
- The initiative is devised in a manner similar to a marketing strategy, whereby language training is aimed at solving problems the companies face







Policy makers:

- Involve all stakeholders in governance of the system, including employers
- Financial systems to support employers to engage
- Ensure that skills anticipation systems inform provision

Adult learning providers and professionals

- Speak the language of businesses
- Show how courses are beneficial for employees and employers
- Tailor provision (in terms of content and delivery) to the needs of employees and employers.
- Tackle dispositional barriers (bad experience with learning etc.)



Useful material on WBL and adult learning:

- EPALE focus: Vocational education and training for adults: <u>https://ec.europa.eu/epale/en/blog/epale-focus-vocational-education-and-training-adults</u>
- EPALE Discussion: Vocational education and training for adults what is needed and how to get it: <u>https://ec.europa.eu/epale/en/discussions/epale-discussion-vocational-</u> <u>education-and-training-adults-whats-needed-and-how-get-it</u>
- EPALE Podcast: <u>https://ec.europa.eu/epale/en/blog/epale-podcast-vocational-</u> <u>education-and-training-adults-2017</u>
- EPALE summary: November focus on vocational education and training for adults: <u>https://ec.europa.eu/epale/node/44408</u>

There are refereces to further reading.

Thank you!

Circan Dreak a hugak@eakhars inc.ul

