



EU Adult skills policies

Konferencija Algebrinog Zavoda za kvalitetu obrazovanja pod nazivom
“Osiguravanje kvalitete u obrazovanju”

A photograph of the European Union flag, which is blue with twelve gold stars arranged in a circle. The flag is being held up by two hands, and it is waving in the wind. The background is a blurred green landscape with trees.

*Klara ENGELS-PERENYI
European Commission “Skills Agenda” unit
19 January 2023*

Our context – Changing labour markets



Atypical forms of work



More frequent professional transitions



Shifting employment between sectors



Shifting skills needs



Demographic changes



*European companies are grappling with a **shortage of staff** [...] Both low-end and high-end. We need everyone on board.*

*We need much **more focus in our investment** on professional education and upskilling.*

*We need **better cooperation with the companies**, because they know best what they need.*

*And we need to **match these needs with people's aspirations**.*

*But we also have to **attract the right skills to our continent**, skills that help companies and strengthen Europe's growth [...] we need to speed up and facilitate the recognition of qualifications also of third country nationals [...]*

***This is why I am proposing to make 2023
the European Year of Skills.***

European Year of Skills

The Year would promote a mindset of reskilling and upskilling, boosting competitiveness of companies (in particular SMEs), realising the digital and green transitions in a socially fair, inclusive and just manner.



Investment

Increased, more effective and inclusive investment



Skills relevance

Strengthening skills relevance by close cooperation



Matching aspirations

Matching people's aspirations and skills-set with labour market opportunities



Attracting people

Attracting people from third countries with the skills needed by the Union

Who will be involved in the Year of Skills?

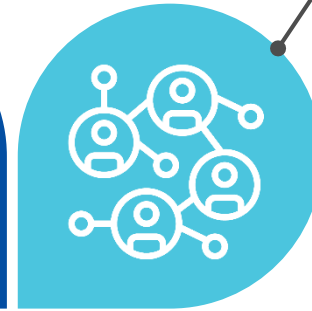
The Commission and its Agencies

- DG EMPL
- Other DGs: initiatives, support with communication and engagement
- European Commission's Agencies



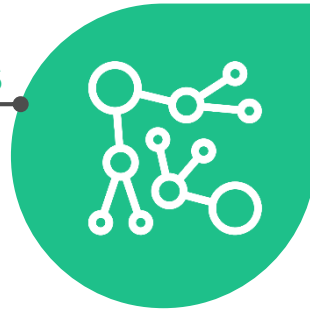
Member States

- Strong involvement of **Member States**.
- Appointment of **national coordinators** to raise awareness, shape the Year, coordinate actions.
- Close cooperation with the **Presidencies**.



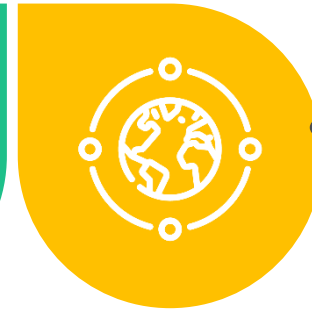
Existing platforms and networks

- Engaging a **wide range of stakeholders**
- Social partners
- Individuals, companies, chambers of commerce and industry, public authorities, education and training providers

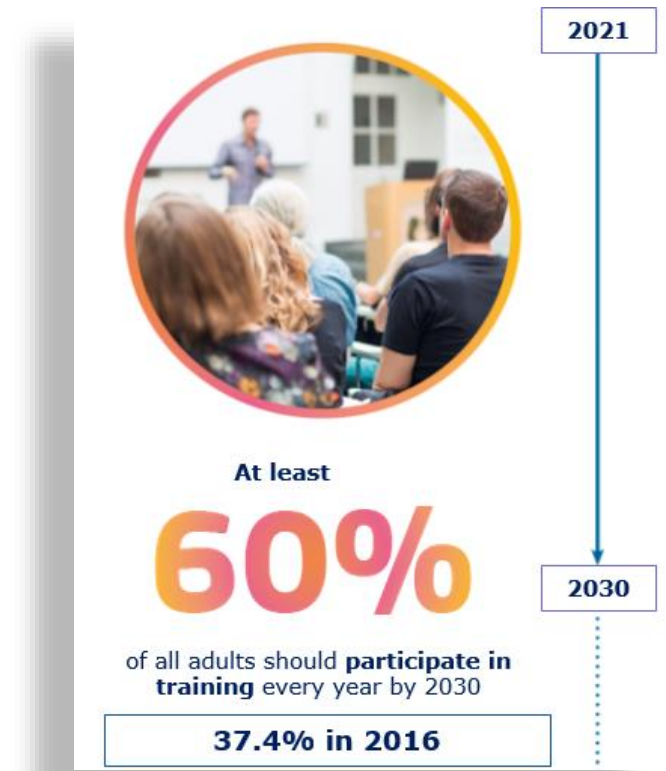
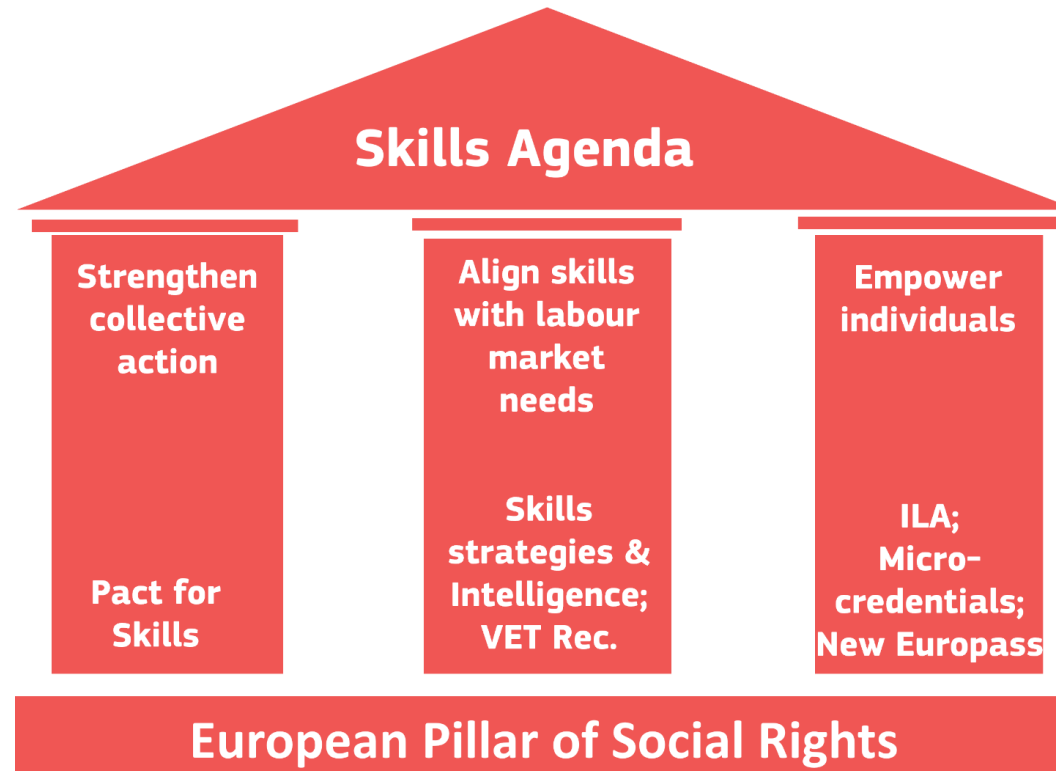


International actors

- **OECD, UNESCO, ILO**
- Cooperation with **third countries**, in particular partner countries



Adult skills development in policy focus



Council Recommendation on individual learning accounts [\(link here\)](#)

Objectives



1. Support all working-age adults in accessing training
2. Increase their incentives & motivation to seek training

Financial and non-financial support



Personal accounts

Registry of eligible opportunities

Guidance & validation

Paid training leave

Way forward

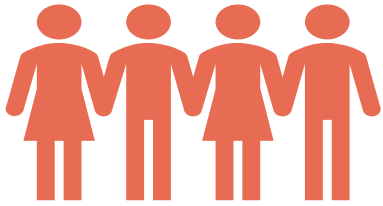


EU funding

Monitoring in EMCO

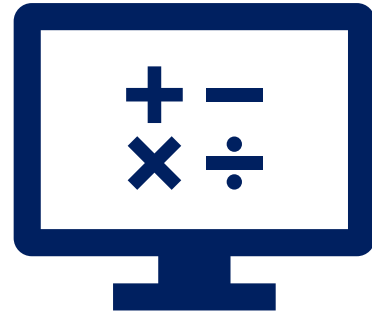
Mutual learning

Focus on basic skills and inclusion – Council Recommendation on Upskilling Pathways



Target group

low skilled adults



Objective

Provide them with **opportunity to acquire:**

- minimum level of **literacy, numeracy and digital competence**
- and/or a wider set of skills
- and/or encourage them to make a **progress towards a qualification**



Rationale

Three-step personalised support

- Skills assessment
- Provision of tailored and flexible learning offer
- Validation and recognition of skills
- + outreach, guidance and support measures

Council Recommendation on micro-credentials

Adoption of CR

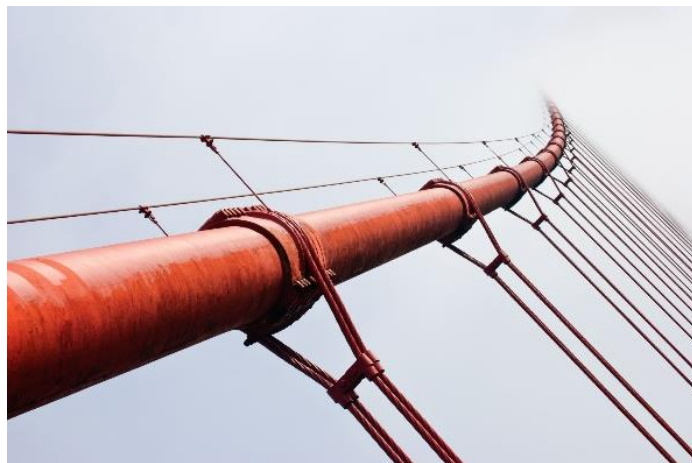
16 June 2022



Priority

Outreach and Awareness of 'Building Blocks'

Ongoing use and exploration of MCs



Commission Activities

Common definition for micro-credentials

‘Micro-credential’ means the **record** of the **learning outcomes** that a learner has acquired following a **small volume of learning**. These learning outcomes have been **assessed** against transparent and clearly defined criteria. Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs. Micro-credentials are **owned by the learner**, can be **shared and are portable**. They may be **stand-alone or combined into larger credentials**. They are **underpinned by quality assurance** following agreed standards in the relevant sector or area of activity.

Record

Learning Outcomes

Small volume of learning

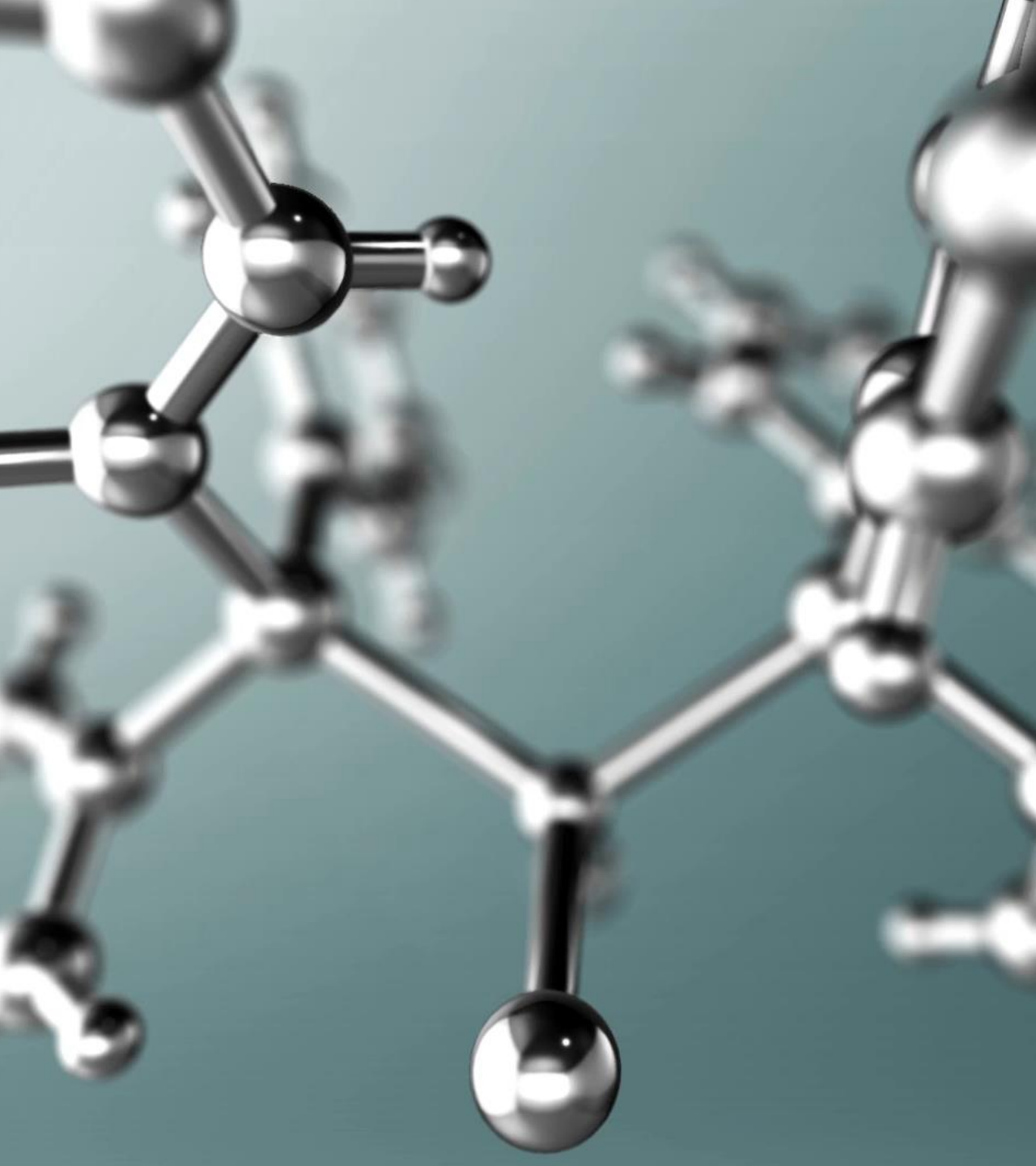
Assessed

Owned by the learner

Shared and portable

Combined into larger credentials

Underpinned by quality assurance



Principles for design and issuance of micro-credentials

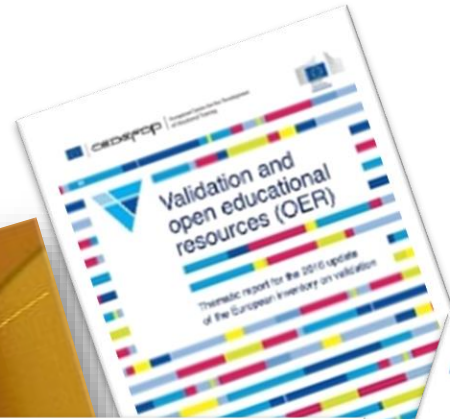
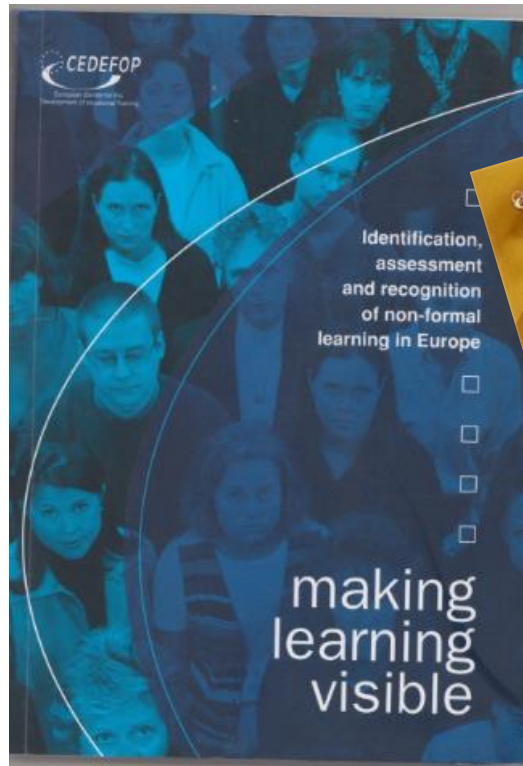
1. Quality
2. Transparency
3. Relevance
4. Valid assessment
5. Learning Pathways
6. Recognition
7. Portable
8. Learner Centred
9. Authentic
10. Information and Guidance

EU Transparency Tools for Skills and Qualifications

European Qualifications Framework

- An **8-level**, learning outcomes-based **framework for all types of qualifications** that serves as a translation tool between different national qualifications frameworks. The use of learning outcomes makes it clear what a person knows, understands and is able to do.
- Annex IV: **Quality assurance principles for qualifications** that are part of national qualifications frameworks or systems referenced to the European Qualifications Framework
- **Evaluation** of the Council recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning
 - Open public consultation on [Have your say!](#) until 22 March


Validation of skills acquired through non-formal and informal learning




Tools for skills assessment and skills communication

The EU Skills Profile Tool for Third Country Nationals in action
Here are some examples of how organisations are using the Tool across Europe to help migrants integrate in their new home country.

In the Spanish area of Malaga, Charstar International and several other civil society organisations have been using the Skills Profile Tool since the beginning of 2019. Student interns interviewed and assisted newly arrived migrants to undertake skills profiling with the help of the Tool. These profiles are added to a skills database available to employers at local and regional levels. This resulted in several successful matches on the labour market. Furthermore and in response to the COVID-19 crisis, a number of civil society organisations are implementing job creation platforms to support the re-integration of refugees and other migrants in Malaga. They are incorporating the EU Skills Profile Tool in these platforms.




European Commission | English 

European Commission > EU Skills Profile Tool for Third Country Nationals

EU Skills Profile Tool for Third Country Nationals

[Configuration](#)

Interviewee's language
English (en) 

[Upload a photo](#)

[Export](#) [Send by email](#) [Clear](#)

Personal information

General information

Contact information
Migration information
Expectations
Skills identification
Overall appraisal and recommended next steps

Personal information

General information

Family name*

* The family name is required.





DIGITAL EDUCATION

ACTION PLAN

2021 - 2027

Resetting
education and training
for the digital age

Education and
Training

Work towards the European Digital Skills Certificate (EDSC)

The mandate

Action 9

“Develop a **European Digital Skills Certificate (EDSC)** that may be recognised and accepted by governments, employers and other stakeholders across Europe. This would allow Europeans to indicate their level of digital competences, corresponding to the Digital Competence Framework proficiency levels”.

EDSC Objectives (as published at DEAP Action 9 web)

- 1 Enhance the **transparency** and **mutual recognition** of digital skills certifications by governments, employers and other stakeholders across Europe, through an agreed set of **quality requirements**.
- 2 Allow people to indicate their level of digital competence corresponding to the DigComp proficiency levels and **encourage individuals to acquire new digital skills**.
- 3 Provide a scheme that is **complementary to and does not replace existing** (regional, national or international) digital skills certification schemes.
- 4 Support the ambitious **EU objectives** of 80% of 16-74 years old have at least basic digital skills by 2030.

Thank you