



# **EU skills agenda: Helping individuals and businesses develop more and better skills**

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# Our context - Changing labour markets



**Atypical forms  
of work**



**More frequent  
professional transitions**



**Shifting employment  
between sectors**



**Shifting skills  
needs**

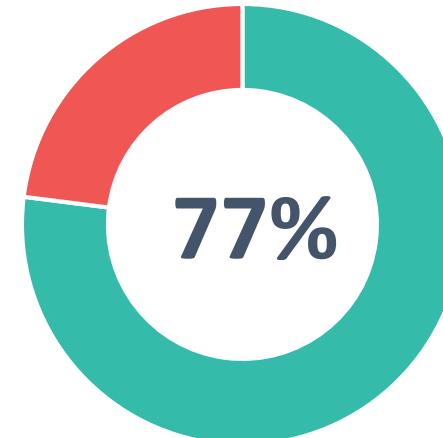


**Demographic  
changes**

# Policy Challenge

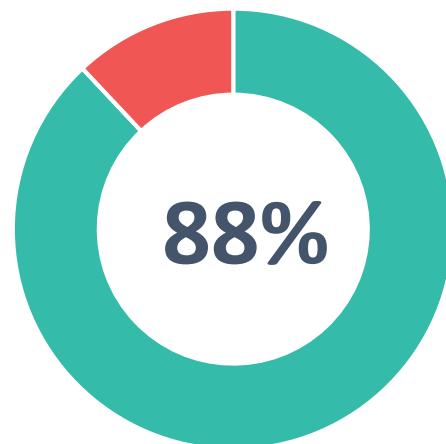
## Low adult learning participation

21 Member States did not reach the EU adult learning target for 2020



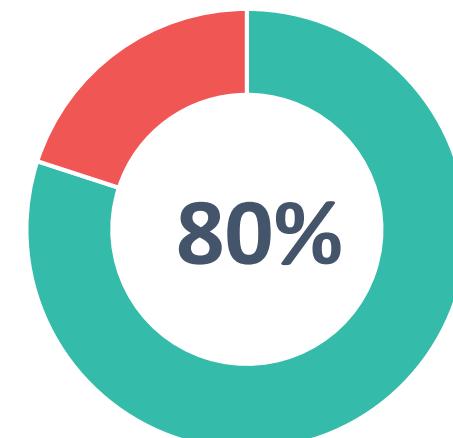
## Skills shortages in a context of accelerating digital and green transitions

of companies report difficulties finding employees with right skills



## Uneven support

of job-related training sponsored by the current employer



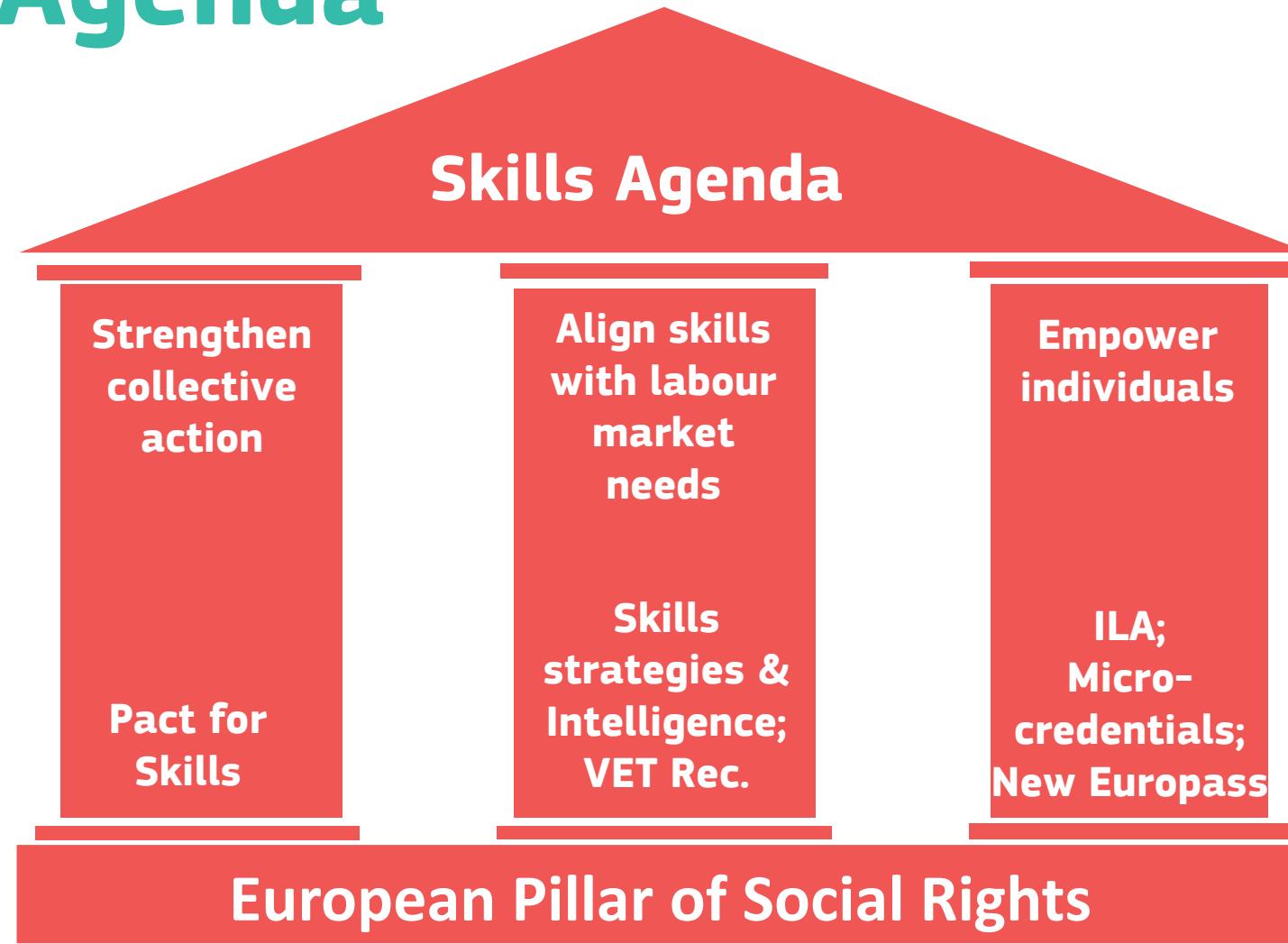
## Insufficiently attractive supply

of non-learners in the past year *“did not want”* to learn

# Increasing policy attention



# Skills Agenda



# Pact for Skills



# Who?

## Large scale partnerships

- Major players in industrial ecosystems
- Partnerships based on Blueprints
- Public authorities

Concrete investments in upskilling opportunities for employees in the company and in a whole value or supply chain

## National, regional or local partnerships

- Employers
- Public authorities
- Stakeholders e.g. VET providers, PES, social partners

Building on the work of Eurocities and Intelligence Cities Challenge, Centres of Vocational Excellence, Clusters

## Individual commitments

- Companies
- Stakeholders



Commit to provide quality upskilling opportunities

## Sector Skills Alliance and Blueprint

- Sectoral cooperation
- Design of VET
- In Erasmus+ open to all industrial ecosystems

## EAfA pledges

- New commitments for digital and green apprenticeships

## Social Partners Arrangements

- Tripartite agreements focus on upskilling and reskilling

# What do I commit to?

**Promoting a culture of lifelong learning for all**

**Working against discrimination, for gender equality and equal opportunities**

**Building strong skills partnerships with relevant stakeholders**

**Monitoring skills supply/demand and anticipating skills needs**

## **Joining the Pact in practice**

1. Sign up to the **Charter** and its key principles
2. Translate engagement into concrete commitments
3. Monitor commitments

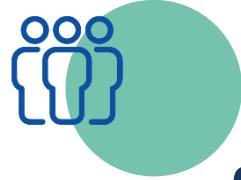
Apply  
<https://ec.europa.eu/social/PactforSkills>



# Already with the Pact for Skills

- **Over 500 signatories** of the Charter, including close to 200 with concrete commitments.
- **All MS** have now stakeholders committed to the Pact.
- **Very different types of stakeholders**: from big multinational, to local training providers, with chambers of commerce, SMEs, regional authorities, sectoral clusters, large-scale partnerships in key ecosystems, national authorities and diverse kinds of networks and associations.
- **100 of them are training providers**.

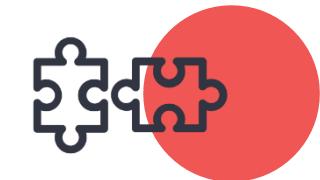
# Individual learning accounts



**Universal but differentiated support**



**Use it in transitions** from job to job or in times of **unemployment**



**Accumulation & transferability** of entitlements

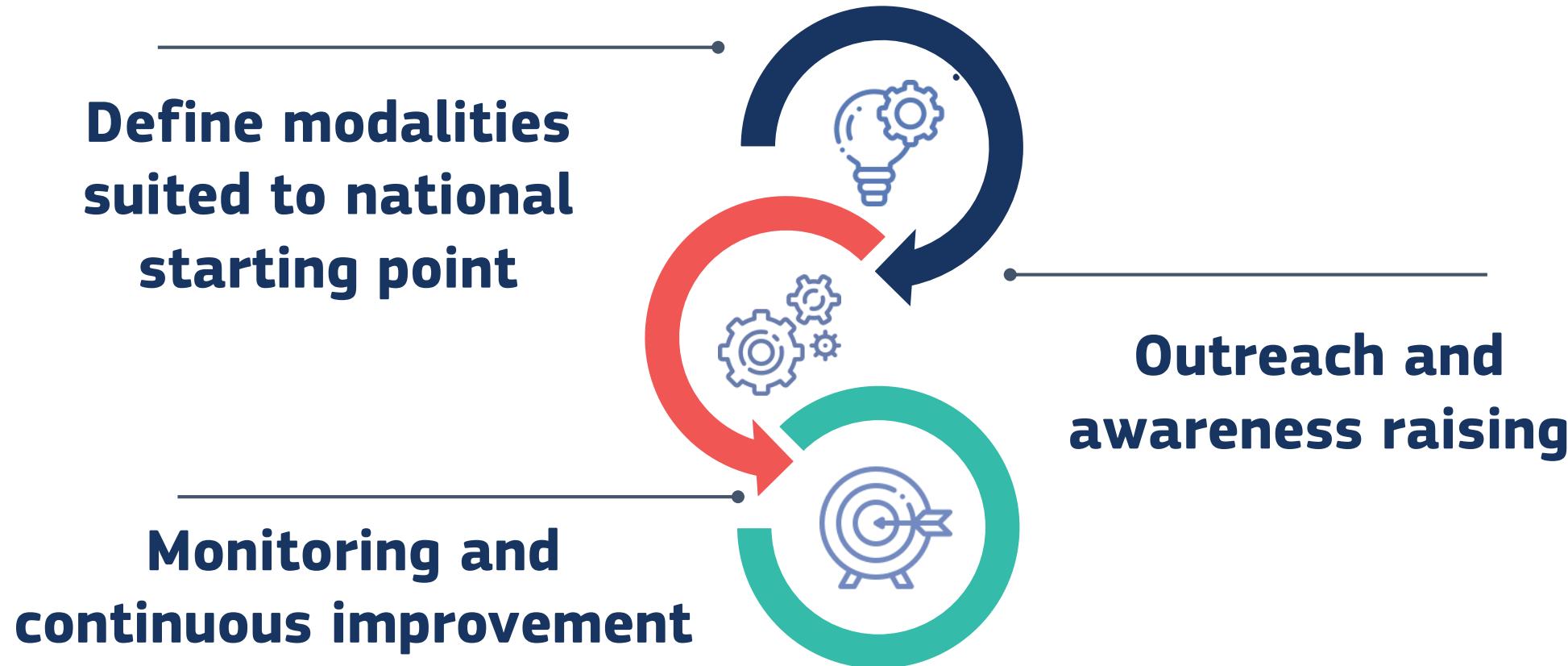


Keep it **while temporarily abroad** and even use it from there

# The enabling framework



# Outreach, awareness raising, monitoring



# EU support (Art. 27)

## Funding

- Recovery and Resilience Facility
- European Social Fund Plus
- European Regional Development Fund
- Just Transition Fund
- Technical Support Instrument

## Implementation

- Facilitate mutual learning
- Develop relevant guidance material
- Further develop the Europass platform to support the recognition of ILA-funded training

# Micro-credentials

- Micro-credentials can be used to **complement & enhance** education, training, lifelong learning and employability ecosystems
- Proposal **does not seek to replace or disrupt existing systems or qualifications**
- The proposal establishes a **common European approach to the ongoing and emerging provision** of micro-credentials

# Micro-credentials - Outline of the proposal

## ‘Building Blocks’

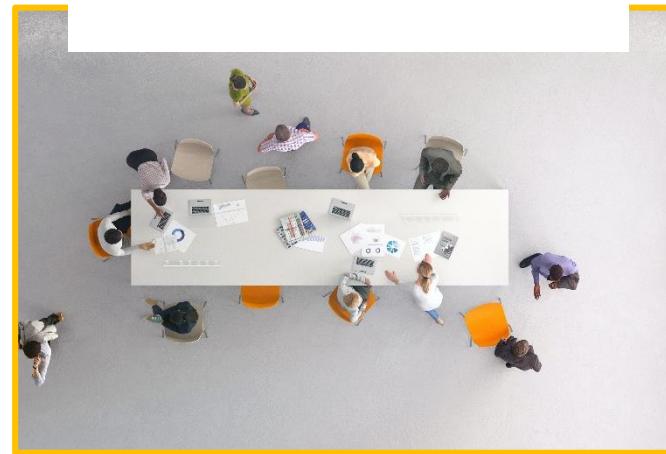


Common Definition of  
micro-credentials

Standard Elements

Principles for the design  
and Issuance of micro-  
credentials

## Recommendations

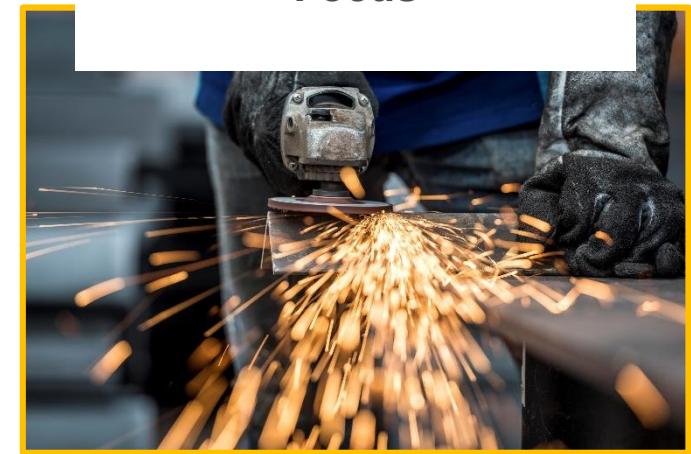


Development of  
ecosystems for micro-  
credentials

Deliver on the potential of  
micro-credentials

Commission Support

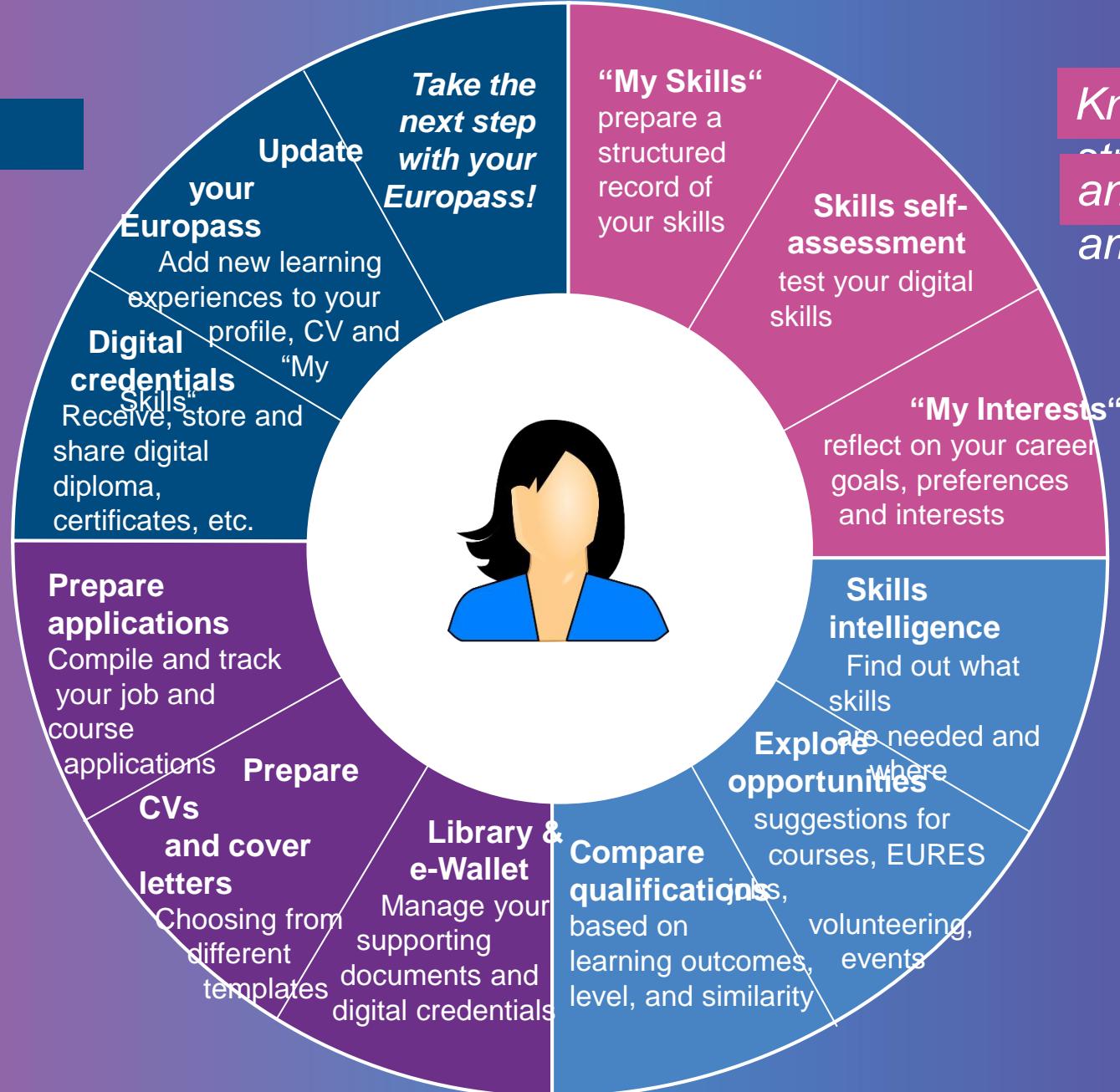
## Focus



Education, training and  
skills policies

Active Labour Market  
Policies

*Record your learning*



*Take action*

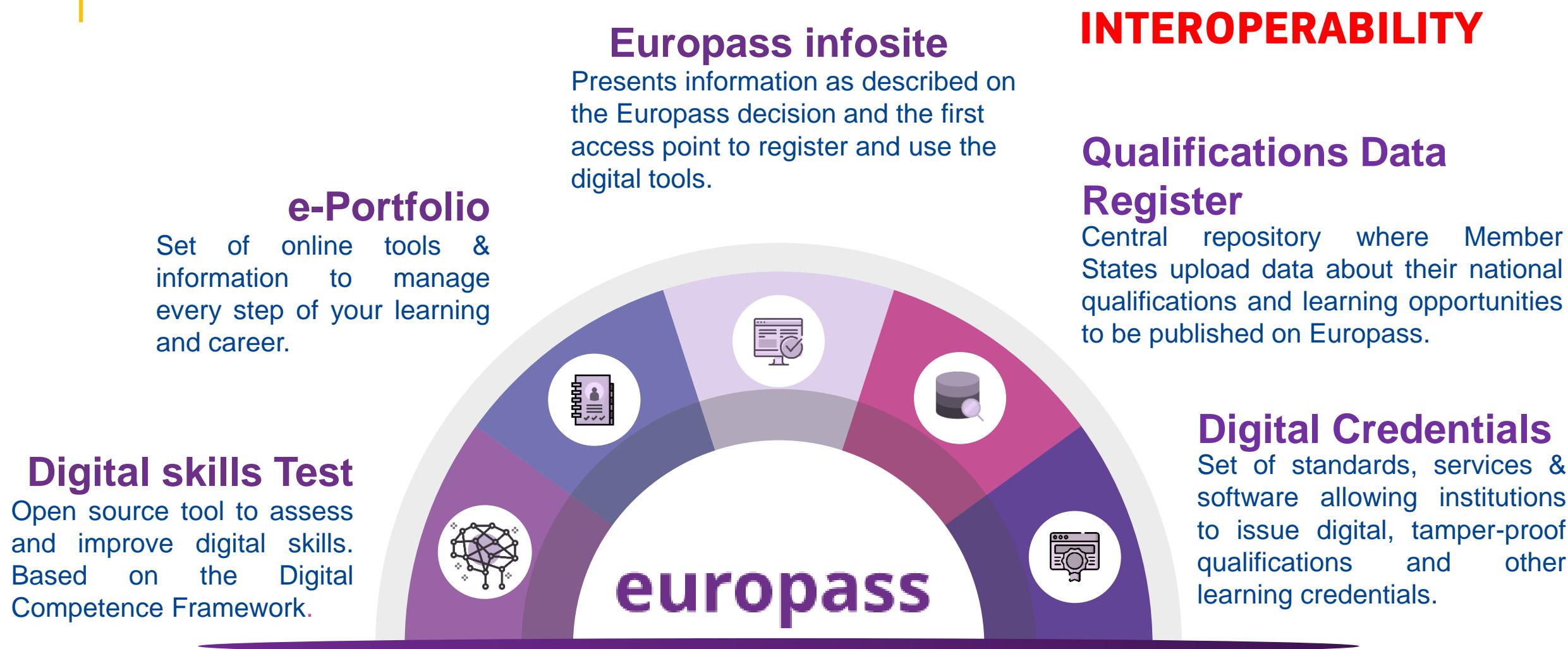
*Know your skills, strengths and ambitions*

*Explore your options*



**europass**

# Europass Components





## 1.1. COUNTRIES THAT PUBLISHED QUALIFICATIONS

NTT DATA

Figure 1- EQF AG -countries that published qualifications (18)



(BE (fr+nl), CZ, DE, EE, EL, FR, IE, LT, LV, MT, NL, HU, PL, PT, SI, SE, IS, TR)

Figure 2- number of countries that published qualifications: evolution since launch



52%

Of the EQF AG countries (total: 35) have published qualifications in Europass



## 1.2. COUNTRIES THAT PUBLISHED LEARNING OPPORTUNITIES

NTT DATA

Figure 3- EQF AG -countries that published learning opportunities (7)

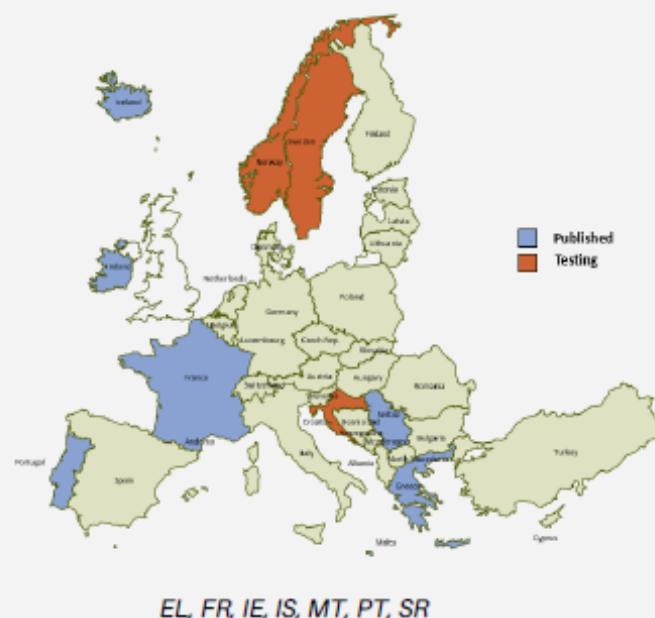
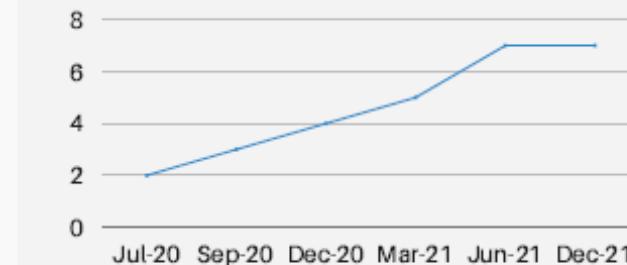


Figure 4- number of countries that published learning opportunities: evolution since launch

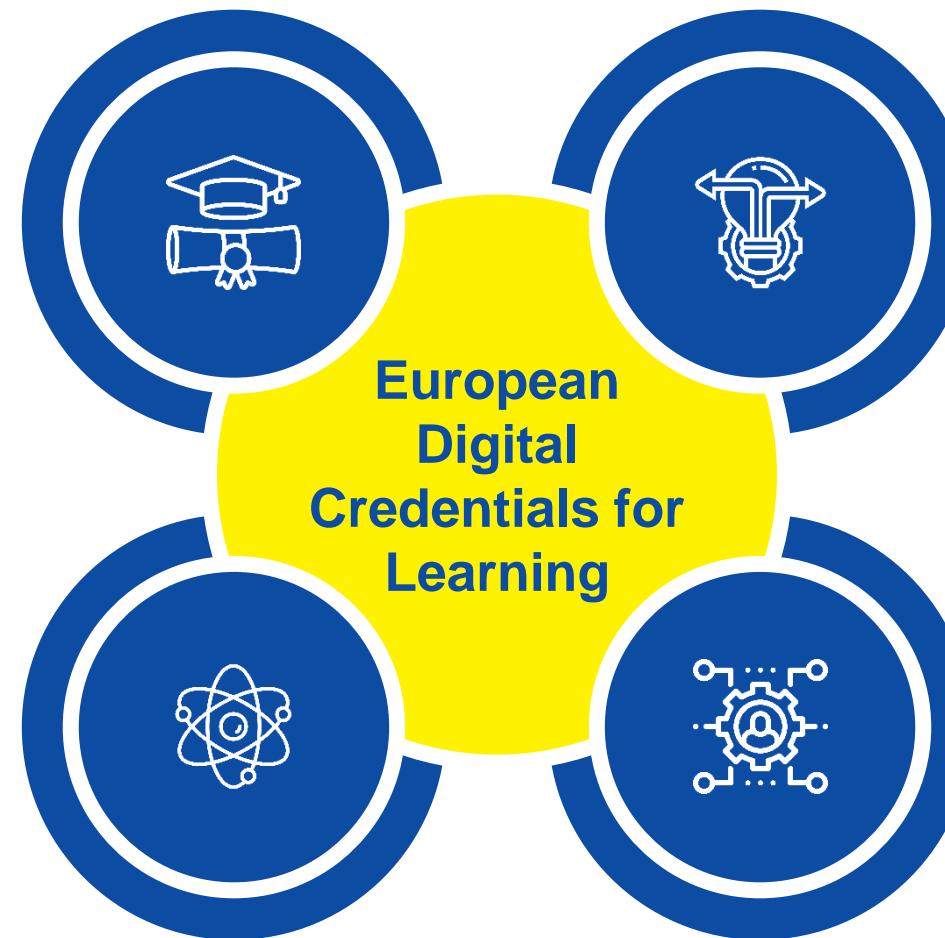


20%

Of the EQF AG countries (35) have published learning opportunities in Europass

# EDC – Central To EU's Skills Agenda

Digital Education Action Plan



Europass Decision

European Skills Agenda

European Data Strategy



# Elements of the EDCL Infrastructure

## Standards

1. European Learning Model  
(Linked to W3C VC)

## Services

1. Issuer
2. Wallet
3. Viewer
4. Accreditation DB

## Software & Support

1. eIDAS & EDCL code  
libraries
2. Playground & API library
3. Helpdesk

# European Digital Credentials for Learning

## Functions



### Identify

Learners who will be awarded the credential



### Issue

credentials and send them to their owners



### Store

credentials securely in a single online or offline wallet



### Verify

if the credential is authentic, valid and issued by an accredited organisation



### Share

the information in the credential with any other person or organisation with just a click

 Ana Andromeda
 Sveučilište u Splitu
 Master of Science in Civil Engineering
 Applied mathematics course
 Applied mathematics Study visit
 Concrete structures I course
 Dynamics of structures and earthquake engineering course
 Geotechnical engineering course
 Stability of structures course
 Postgraduate doctoral study
 Civil engineer
 Recognition for credit

## Master of Science in Civil Engineering

Awarding Date: 20/09/2019 00:00 GMT +0200

Awarding Body: Fakultet Građevinarstva, Arhitekture i Geodezije

This is the overall description of the achievement of the Master of Science in Civil Engineering, that is linked to the overall credential, together with its sub-achievements.

### Proven by

Title	Grade
Overall Assessment	excellent (5)

Influenced by: Applied mathematics course, Applied mathematics Study visit, Concrete structures I course, Dynamics of structures and earthquake engineering course, Geotechnical engineering course, Stability of structures course

Entitles Owner to: Postgraduate doctoral study, Civil engineer, Recognition for credit

### Sub-Achievements

Applied mathematics, Concrete structures I, Dynamics of structures and earthquake engineering, Geotechnical engineering, Stability of structures

### Specification

Ach-Spec-ID-Scheme identifier: AchSpecID-72

#### Learning Outcomes:

##### LO1 related to applied mathematics

LOID-Scheme identifier: LOID-73a

To formulate equations of mathematical physics for engineering problems, and to solve them analytically or with numerical methods.

Type: knowledge

Reusability Level: cross-sector skills and competences

Related ESCO Skills: use mathematical tools and equipment, execute analytical mathematical calculations, geodesy

Related Skills: applied mathematics, perform engineering calculations, construct earthquake resistant structures

# European Learning Model

## includes 250 properties to describe

- Organisations
- Details of the credential owner
- Achievements (including grades and references to learning outcomes, EQF/NQF levels, ISCED-f codes, ESCO skills activities and entitlements)
- Activities (by start and end dates; format, mode and volume of learning)
- Entitlements (Entitlement to work as an attorney or enroll in further education)



## Areas of EDC adoption

- LU “digital Luxembourg” strategy (1600+ **VET** diplomas issued by Oct-21)
- HR issued its first multilingual digital **degrees** in Oct-21
- European Universities of the Seas (SEA-EU) and Digital Innovations in Credential Evaluation and the Networks (DigiNet) using EDC for **recognition**,
- MT issued 2,200+ **transcripts of records** in early 2022,
- European Student Network issues **non-formal** training certificates from within a few weeks of joining the Early Adopters Programme,
- European Consortium of Innovative Universities (ECIU) **building own solution**,
- Vendors (e.g. Moodle and Digitairy) developing own **interoperable credentialing products**

# Upskilling Pathways



- + **supporting measures** such as:
  - Motivation and outreach measures
  - Guidance and mentoring
  - Professional development of education staff

# Upskilling Pathways - evaluation

Public  
consultation

Targeted  
consultations

Supporting  
study

Commission  
staff working  
document

# Evaluation of the EQF Council Recommendation

## OBJECTIVE



The 2017 EQF Council Recommendation aims to increase transparency, comparability and portability of people's qualifications and to support lifelong learning. Point 18 calls upon the European Commission to **assess and evaluate** actions taken.

## SCOPE OF THE EVALUATION



- All **EQF countries** and the period **1 June 2017 to 1 June 2022**.
- Questions of **effectiveness, efficiency, relevance, coherence and EU added value**. For example, it will assess to what extent and in what manner the objectives were reached, such as facilitating lifelong learning, and what lessons learnt can be drawn for the future.



# Thank you!