# European Year of Skills
*Sabrina Ferraz Guarino  (DG EMPL unit B.2.)*

Neth-ER | Netherlands house for Education and Research

EUROPEAN YEAR OF SKILLS 2023

EUROPEAN YEAR OF SKILLS

Photo © Gettyimages

# Today's presentation

> **European Year of Skills: Context**

> **EYS and Lifelong learning**

> **EU Skills Policy: Networks, Tools and Funding**

> **Your Involvement**

Photo © Gettyimages

**EUROPEAN YEAR OF SKILLS**

# What is a European Year?

- Since 1983 European Years raise **awareness** across the EU about a particular topic:

- Events and projects are organised to encourage **debate, generate momentum inspire future initiatives.**

- **During the 2022 State of the Union the President announced that 2023 would be the European Year of Skills**

# Why a European Year of Skills?

The Year would promote a mindset of **reskilling and upskilling**

> boosting **competitiveness** of companies (in particular SMEs), **counteracting labour and skills shortages**

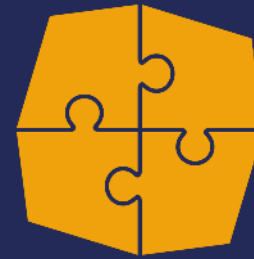> realising the **digital and green transitions** in a socially fair, inclusive and just manner

**Investment**
Increased, more effective and inclusive investment

**Skills relevance**
Strengthening skills relevance by close cooperation with companies and social partners

**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

EUROPEAN YEAR OF SKILLS

# European Pillar of Social Rights

**2021** ⟶ **2023**

**At least**

**78%** of the population aged 20 to 64 should **be in employment by 2030** Current level: 73.1% (2019)

**60%** of all adults should **participate in training** every year by 2030 Current level: 37.4% (2016)

**15 million** **fewer people at risk of poverty or social exclusion** by 2030

Current level: 91 million persons (2019)

**EUROPEAN YEAR OF SKILLS**

# Who will be involved in the Year?

## European Institutions

- European Parliament
- European Commission: DG EMPL and other DGs: initiatives, support with communication and engagement
- EU policy agencies, such as CEDEFOP ELA and ETF
- Commission Representations and EP Information Offices
- CoR, EESC, EIB...

## Member States

- Strong involvement of Member States.
- Appointment of **national coordinators** to raise awareness, shape the Year, coordinate actions.
- Close cooperation with the Presidencies.
- Implementing bodies such as ESF+ managing authorities

## Existing platforms and networks

- 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

**EUROPEAN YEAR OF SKILLS**

# WHAT'S NEXT?

EUROPEAN YEAR OF SKILLS

# State of play

- **Inter -institutional negotiations and adoption**

- **Coordination**: MS National Coordinators

- **Communication**: European Year of Skills webpage with interactive map and toolkit

- **Social media**: **#EuropeanYearOfSkills**.

- **Programme of the Year**: flagship events and initiatives from the commission and from stakeholders

Photo © Gettyimages

EUROPEAN YEAR OF SKILLS

# Major events planned 📅

- 9 May:
**European Year of Skills 'festival'**

- 8 - 9 June:
**Making Skills Count'** event

- 23 - 27 October:
The **VET week**

- 15 - 16 November:
The **Employment and Social Rights Forum**

- Beginning of 2024:
The **concluding event**

Photo © Gettyimages

EUROPEAN
YEAR OF
SKILLS

# Major political flagship initiatives of the Commission

**17 January 2023**                    **Q2**                    **Q3**

•Commission Communication on "**Harnessing talent in regions**"

•Commission proposal for **Council Recommendations on the enabling factors for successful digital education**

•Commission proposal for a **Council Recommendation on improving the provision of digital skills in education and training**

•Launch of the pilot for the **European Digital Skills Certificate**

•**Reinforced Quality Framework for Traineeships**

•    **Launch of the Cybersecurity Skills Academy**

•Package on **recognition of qualifications of third country nationals**

•Commission proposal for a **Council Recommendation on updated learning mobility framework**

**EUROPEAN YEAR OF SKILLS**

# EUROPEAN YEAR OF SKILLS AND LIFE LONG LEARNING:

**PACT FOR SKILLS
INDIVIDUAL LEARNING ACCOUNTS
MICRO-CREDENTIALS
UPSKILLING PATHWAYS**

# 14 Large Scale Skills Partnerships now launched

Together, committed to provide **up- and reskilling opportunities to close to 6 million people** in the coming years.

**Most recent partnerships:** Retail: November 2022; Health: December 2022

**In preparation:** Onshore: March 2023; Long-term Care: April 2023; Space: Q2 2023; Energy Efficiency: May 2023; Energy Intensive Industries: Q2 2023; Digitalisation of the Energy Value Chain: Q4 2023.

**More than 1,000 joined the Pact** from all Member States and sectors.

Now **focus on** developing **the regional dimension** of the Pact and, in particular, promoting the establishment of **new regional skills partnerships**. First one launched in December 2022: the Lombardy Regional Partnership.

PACT for SKILLS

EUROPEAN YEAR OF SKILLS

# Council Recommendation on **individual learning accounts** *(link here)*

**Objectives**

**Financial and non-financial support**

**Way forward**

1. Support *all working-age adults in accessing* training

2. Increase their *incentives & motivation to seek* training

Personal accounts

Registry of eligible opportunities

Guidance & validation

Paid training leave

EU funding

Monitoring implementation

Mutual learning

# Mutual learning programme

### Objectives

- Support implementation in MS

- Facilitating exchange across and within MS

### Format

- 6 countries (BG, FR, HR, IT, PL, RO)

- Country delegations of 8 persons

- 2 seminars in Brussels, 1 online

- Activities in the home country

### Where are we now?

- Country experts to work with delegations on a baseline report

- Preparations for first seminar in Brussels, on 25-26 April

EUROPEAN YEAR OF SKILLS

# Council Recommendation on a **European approach to micro-credentials** for lifelong learning and employability
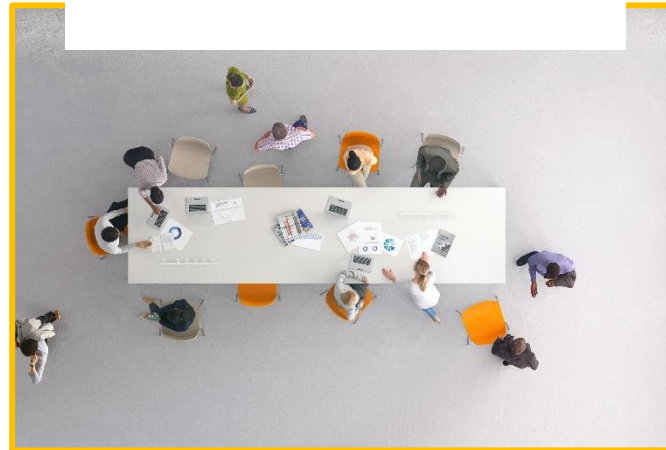
### 'Building Blocks'



Common Definition of micro-credentials

Standard Elements

Principles for the design and Issuance of micro-credentials
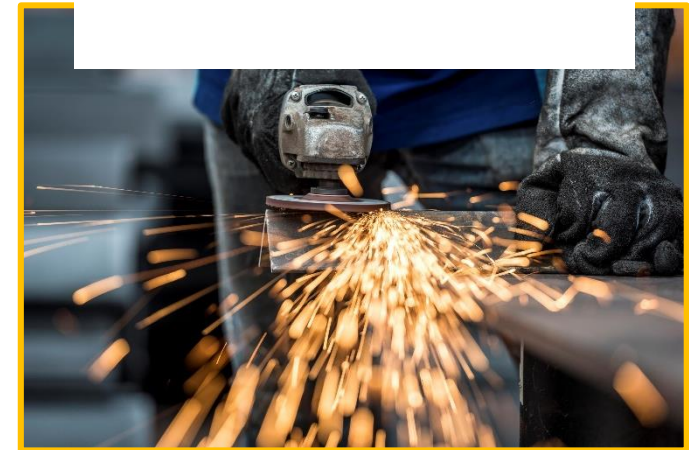
### Key areas for action



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

European Commission

# Commission Support

Adapt existing EU tools



Technical implementation through Europass

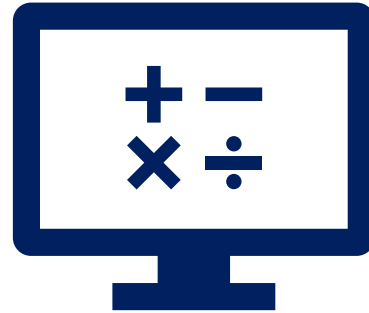Support co-operation between Member States and stakeholders



Research and Data Collection

European Commission

# Focus on basic skills and inclusion – 2016
# **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

# Evaluation of the **Council Recommendation on Upskilling Pathways**



- **Aim:** To look into implementation in Member States, and assess progress made
- Reference period: 2016 - 2021
- **Scope:** EU 27
- **Publication planned**: approx. Q2 2023
- **External supporting study** already available here: Publications catalogue - Employment, Social Affairs & Inclusion - European Commission (europa.eu)

| Public consultation | → | Targeted consultations | → | Supporting study | → | Commission Staff Working Document/ Report from the Commission to the Council |

# EU SKILLS POLICY:
## NETWORKS, TOOLS AND FUNDING

EUROPEAN YEAR OF SKILLS

# EU Networks and mutual learning

> European Alliance for Apprenticeships



> Digital Skills & Jobs Platform



> Pact for Skills



> EPALE



> Working Group on VET & adult learning

> Network of National Coordinators for adult learning

Photo © Gettyimages

# EU Tools to support skills policy

> Europass



> ESCO



> Europen Qualifications Framework



> SkillsOvate



> Eures



> DigComp



Photo © Gettyimages

EUROPEAN YEAR OF SKILLS

# Funding instruments to support skills policy

> European Social Fund+



> Recovery and Resilience Facility



> Digital Europe Programme



> Erasmus +



> InvestEU



Photo © Gettyimages

EUROPEAN YEAR OF SKILLS

# YOUR INVOLVEMENT

EUROPEAN YEAR OF SKILLS
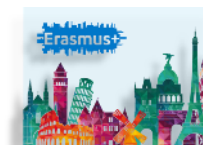
# How can you get involved?

- **By making use of EU funding opportunities, tools and networks** to support your actions and liaise with other stakeholders.

- By **organising events** at national, regional and local levels related to skills policy.

- By **sharing events and best practices** on the EYS website

- Contact your country's **National Coordinator**

- **Communication** is key to European Years: spread the word and share updates on social media under the hashtag **#EuropeanYearOfSkills**.

EUROPEAN YEAR OF SKILLS

# Thank you for your interest!

**We look forward to collaborating with you to make the European Year of Skills a success!**

Useful link: <u>European Year of Skills webpage</u>
**#EuropeanYearOfSkills**

EUROPEAN
YEAR OF
SKILLS

# National Pilot Microcredentials
*Bart Lamboo*

Neth-ER | Netherlands house for Education and Research

# What are Microcredentials?

'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 standards. Courses 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 standalone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity.

# Why a pilot and what are we working towards?

*Collaborating on the creation of a system in which micro-credentials have a recognized and recognizable value*

# Where are we now?

*Can't see the forest for the trees*

# What do we need to build towards a system in which micro-credentials have a recognized and recognizable value?

*Common language and standard elements*

*Quality agreements and assurance*

*Meeting needs of learners and employers*

*Time and opportunity to learn (together)*

# What challenges do we see for the future of micro-credentials in the Netherlands?



*Quality agreements and assurance*

- The system within which micro-credentials have recognizable and acknowledgeable value is broader than higher education institutions only, how do we ensure this connection and a level playing field?
- The quality standard for micro-credentials must be clear and regulated for all parties involved in the Netherlands.
- How do we ensure (external) a manageble form of quality assurance on micro-credentials and who is responsible?
- Who is nationally responsible for the registration and storage of these certificates?

# What challenges do we see for the future of micro-credentials in the Netherlands?



*Common language and standard elements*

- Some elements of the European directive are less suited to the Dutch context, including a 'type of learning activity' or 'type of assessment' seems somewhat old-fashioned.

- Indicating the EQF level creates a challenge with the new NLQF law in the Netherlands, which makes NCP-NLQF responsible. this is organizationally difficult and may have a delaying effect.

# What challenges do we see for the future of micro-credentials in the Netherlands?



*Meeting needs of learners and employers*

- The institutions for higher education are less familiar with the development of 'commercial' LLO educational offerings.

- We see a great collaboration opportunity with LLO catalyst in this area.

# What challenges do we see for the future of micro-credentials in the Netherlands?



*Time and opportunity to learn (together)*

- How do we scale up this development within educational institutions in which the primary process is always leading?

# Let's stay in touch

More information can be found on
[the website of our pilot](#) (new website t.b.a.)

Email us – [microcredentials@surf.nl](mailto:microcredentials@surf.nl)

Project lead – Bart Lamboo

Email – [bart.lamboo@surf.nl](mailto:bart.lamboo@surf.nl)

# National LLL Catalyst
*Wieger Bakker & Scilla van Cuijlenborg*

**Neth-ER** | Netherlands house for Education and Research

# NATIONAL LLL CATALYST

## FIT FOR WORK NOW AND IN THE FUTURE

By the LLL Catalyst programme team

# AN INITIATIVE FROM

# NATIONAL GROWTH FUND

## THREE CORNERSTONES



INFRASTRUCTURE (UNTIL 2022)

These were infrastructure projects in a broad sense. For example, water infrastructure, rail, digital and energy infrastructure.



CONTINUOUS KNOWLEDGE DEVELOPMENT

Opportunities to invest in education and learning skills.



RESEARCH, DEVELOPMENT & INNOVATION

This includes fundamental research, further development of new technologies or ideas.

# FOUR CHALLENGES FOR LLL

Insufficient understanding of labour demand in the future **01**

Insufficient current supply to meet demand **02**

Insufficient equipment and orientation of educational institutions on LLL **03**

The culture of learning (in the Netherlands) is not sufficiently developed **04**
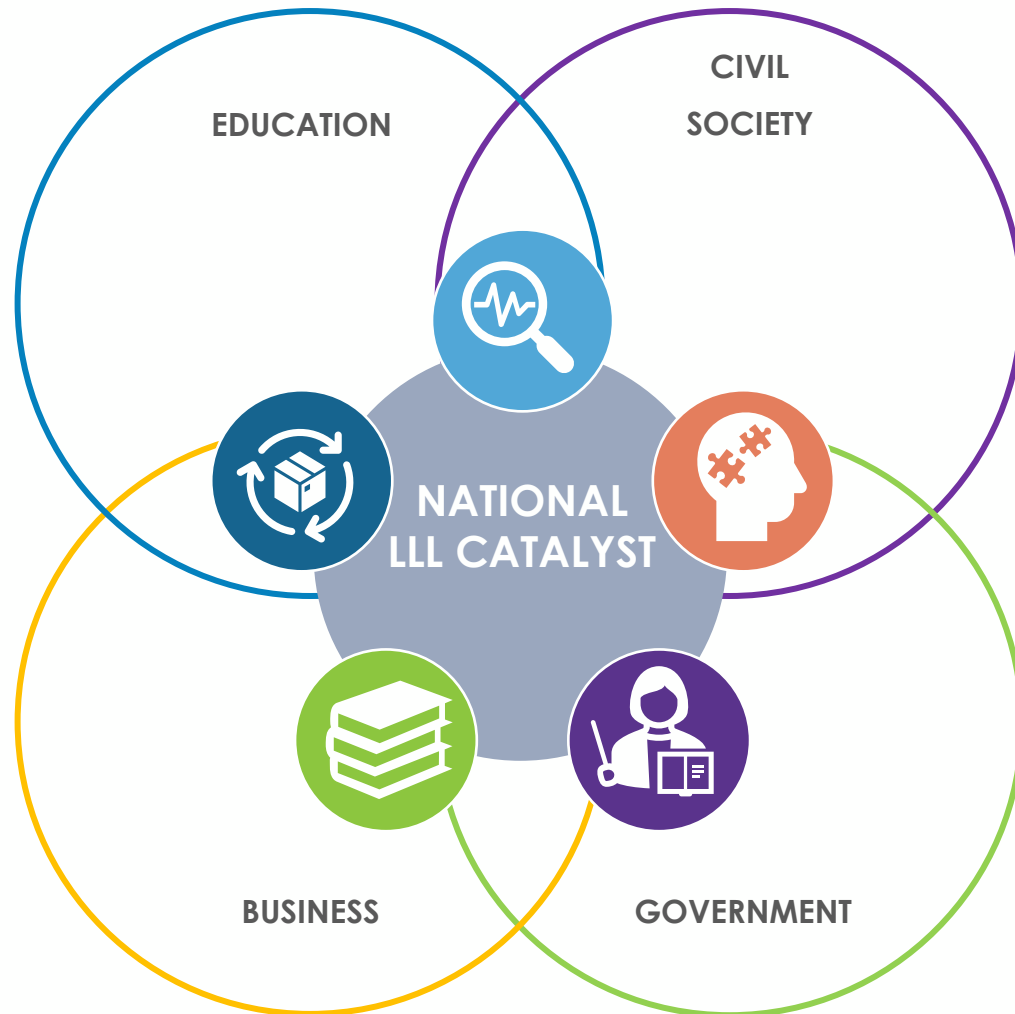
# OBJECTIVES
## AND AMBITION

⚙ Insight into impact of transitions on labour market developments

⚙ Interpreting developments into necessary training questions (knowledge, skills and competences) skills

⚙ Developing appropriate solutions

⚙ Encouraging the ongoing development of people

⚙ Work renewal

*An ecosystem that independently generates structural insight into market needs in order to develop demand-oriented products*

Continuous research into the impact of social transitions on work processes and the knowledge and skills required to do so

Structural development of organisations and citizens leads to renewal of work processes

NATIONAL
LLL CATALYST

Demand articulation from the quadruple helix to the required education(products)

Encouraging structural development (learning) by organisations and citizens

Develop attractive LLL products throughout the channel

# APPROACH
## INTEGRAL AND WITH THE PLAYERS IN THE QUADRUPLE HELIX



EDUCATION

CIVIL SOCIETY

NATIONAL LLL CATALYST

BUSINESS

GOVERNMENT

AREA

# FOUR BUILDING BLOCKS



Facilitating request articulation

Professionalising LLL implementing organisations

Encouraging learning culture

Driving development and deployment of LLL solutions
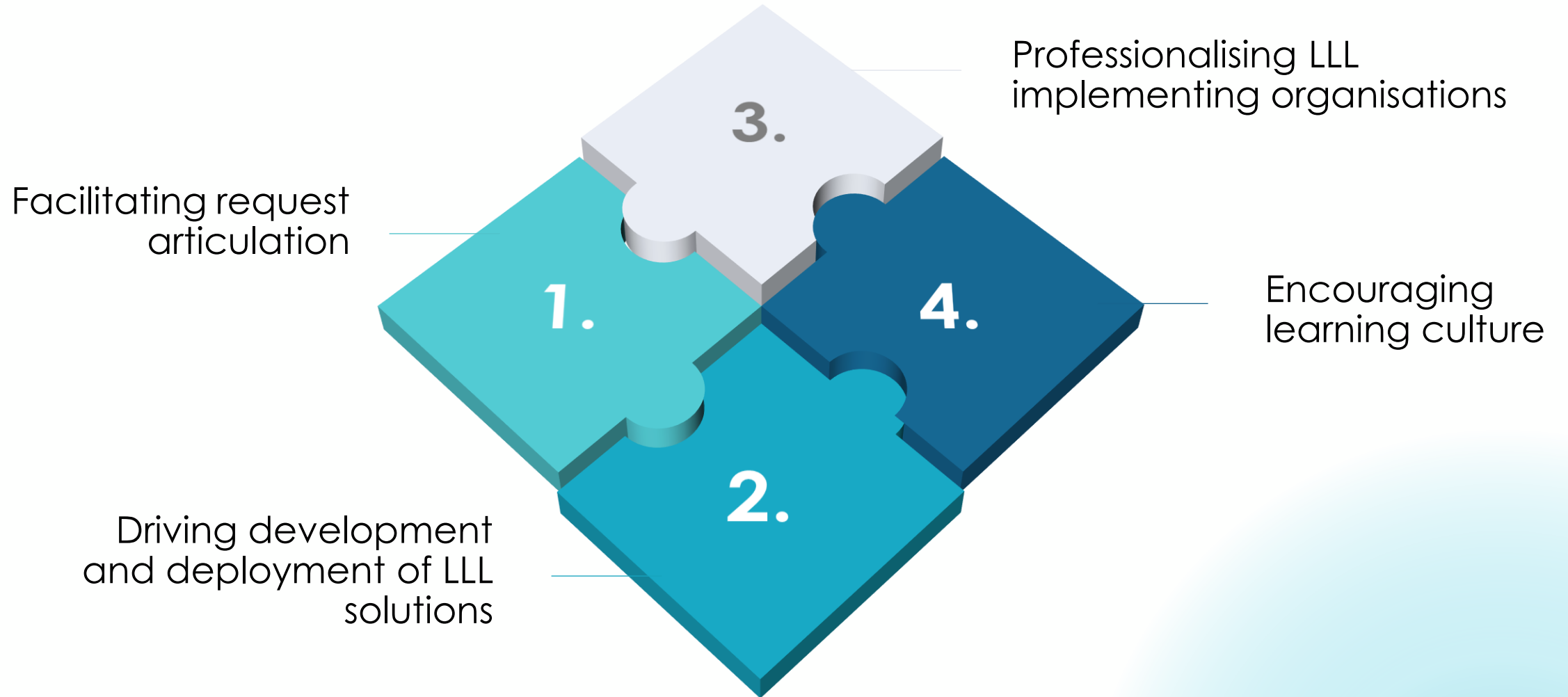
# BUILDING BLOCK 1
## FACILITATION OF QUESTION ARTICULATION

**1.**

- Skills as a relevant basis for LLL-Radar.

- Understanding the resulting demand for LLL supply.

- The LLL-Radar builds on existing research and knowledge available, such as visibility among industries on the impact of trends on future labour.

- Facilitate regional cooperation structures to engage in dialogue on the insights from the LLL Radar to set strategic priorities.

# BUILDING BLOCK 2

## DRIVING DEVELOPMENT AND DEPLOYMENT OF LLL SOLUTIONS

**2.**

- In co-creation labs, regions work on deepening skills demand, designing and deploying LLL solutions.

- The National LLL Catalyst supports the formation of these co-creation labs with guidance and practical tools.

- Through regional transition deals, the building, conversion, refurbishment, testing and deployment of solutions in practice is funded as well as targeted training.

- A national hub will coordinate the development of solutions in co-creation labs and facilitate the sharing of knowledge gained and successful offerings.

# BUILDING BLOCK 3

## PROFESSIONALISATION OF LLL IMPLEMENTING ORGANISATIONS

3.
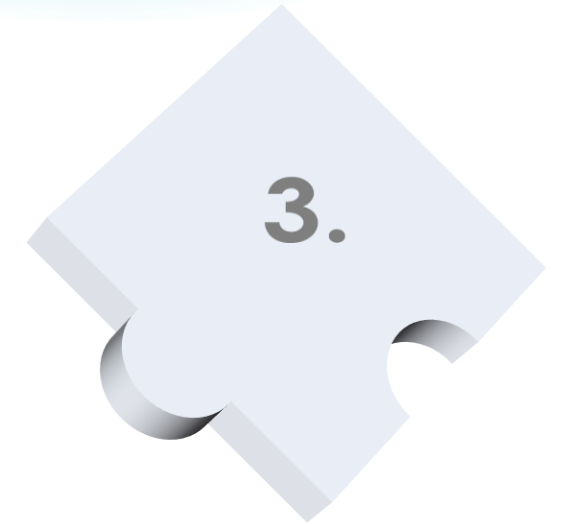
- Educational institutions are supported to provide successful, demand-driven offerings that are scalable, affordable, high-quality and accessible.

- This is done through facilitating professionalization of educational institutions with start monitoring, funding, targeted research and sharing of knowledge.

- This includes a special focus on human development.

# BUILDING BLOCK 4
## FOSTERING THE LEARNING CULTURE

**4.**

- The labour force is kept informed, interested, motivated and energised to develop over a lifetime.

- This is done through the use of targeted communication and marketing tools, among other things.

- Working with students and education providers, it supports SMEs to develop professionalism and encourage employee learning and development.

# PROCESS

2022 2023 2024 2025 2026 2027 2028
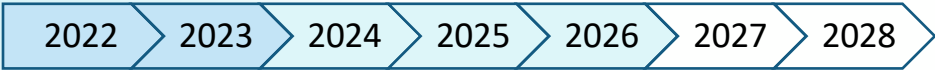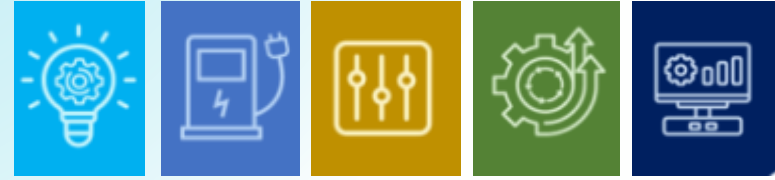
## INSTITUTIONS

### GETTING STARTED IN THE REGION

## LLL CATALYST PROGRAMME TEAM
## CREATE FRAMEWORKS AND PRECONDITIONS FOR INSTITUTIONS
*(SHARING KNOWLEDGE, INSPIRING)*

**CLEAR CRITERIA AND APPLICATION PROCEDURE**

**SECOND WORKING SESSION**

**NATIONAL EXECUTIVE BODY**

**QUARTERMASTERS ASSIGNMENT ACTIVE**

**KICK-OFF WITH ALL STAKEHOLDERS**

**FIRST CALL OPEN AROUND SUMMER**

February  March  April  May  June  July  August  September  October

# TIMELINE

**2022**

PREPARING PROGRAMME
GOVERNANCE
START-UP TRANCHE-1

**2023**

NATIONAL CONNECTION
POINT LAUNCHES PILOT
ENERGY
AND RAW MATERIALS
TRANSITION
CALL 1 BUILDING BLOCK 2 + 3

**2024**

REGIONAL INITIATIVES AT WORK
LEARN, ADJUST AND SCALE UP CALL 2 + CALL 3
PATHWAYS AROUND BUILDING BLOCK 1 AND 4

**2025**

LEARN, ADJUST AND SCALE UP
SETTING UP TRANCHE-2

**2026**

LEARN, ADJUST AND SCALE UP
START OF TRANCHE-2 WITH OTHER
PILOTS

**2027**

FURTHER DEVELOPMENT, SUSTAINABILITY
AND SCALE UP
LEARNING CAPABILITY FOR SYSTEM
INNOVATION

**2028**

FURTHER SUSTAINABILITY AND RELEASE
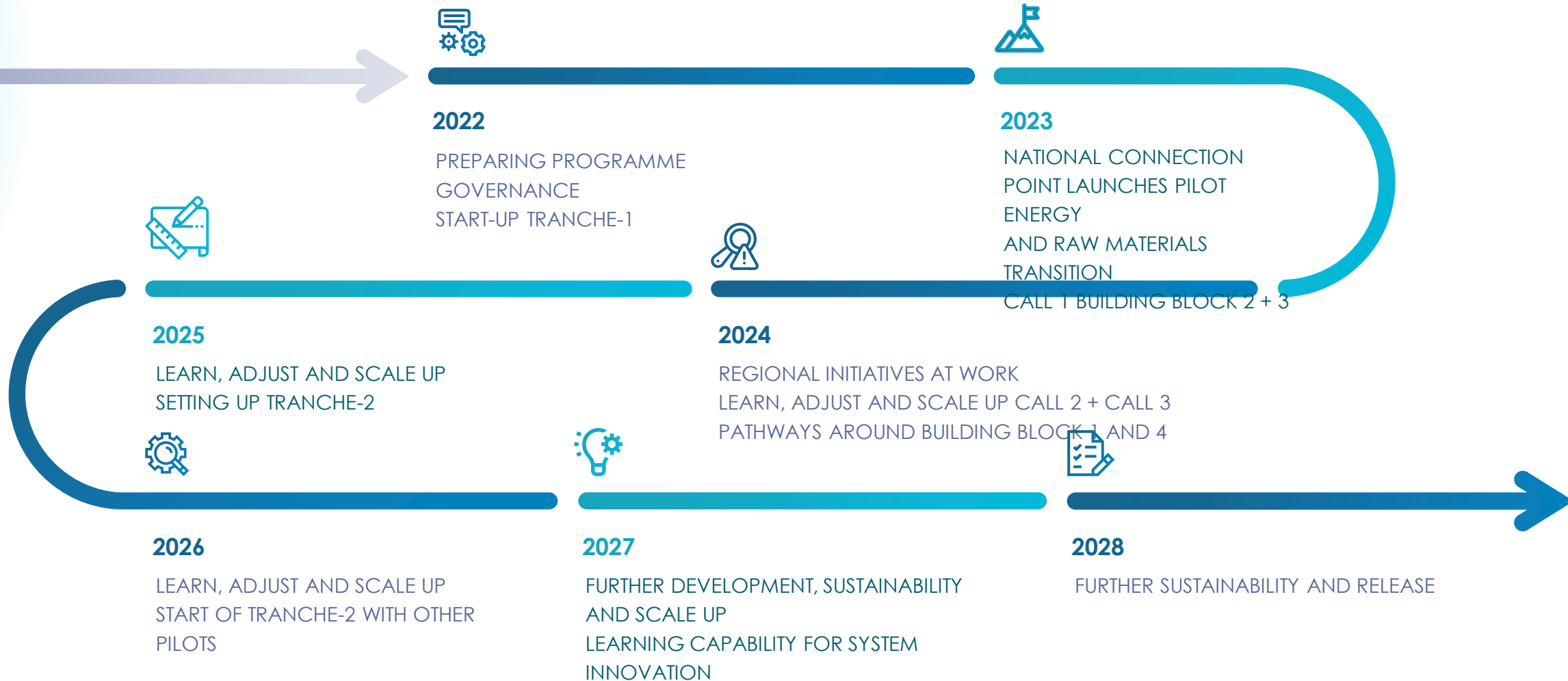
# LLL OBSTACLES
## FROM PANTEIA RESEARCH

**1** It is important to keep developing: only then can a person achieve personal goals, grow, stay up to date, be successful, be useful to others and be appreciated

**2** Many people do not have a positive image of education because of their own previous experience.

**3** Urgent matters in everyday life

**4** It should be easier for adults to continue educating and developing.

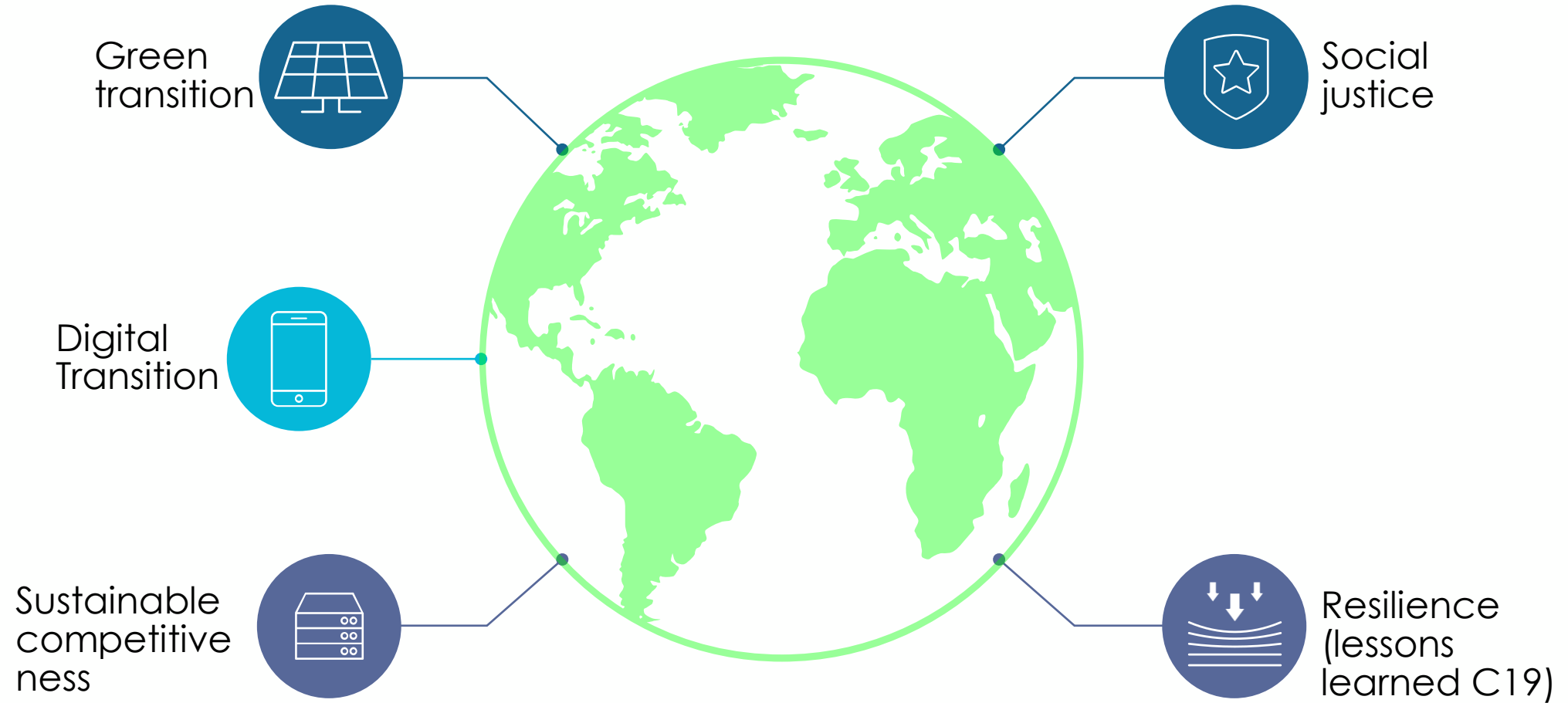**5** Learning should be customised

**6** What is helpful: Role models, when you see a colleague or friend taking a course and achieving success as a result, you are more likely to take action yourself.
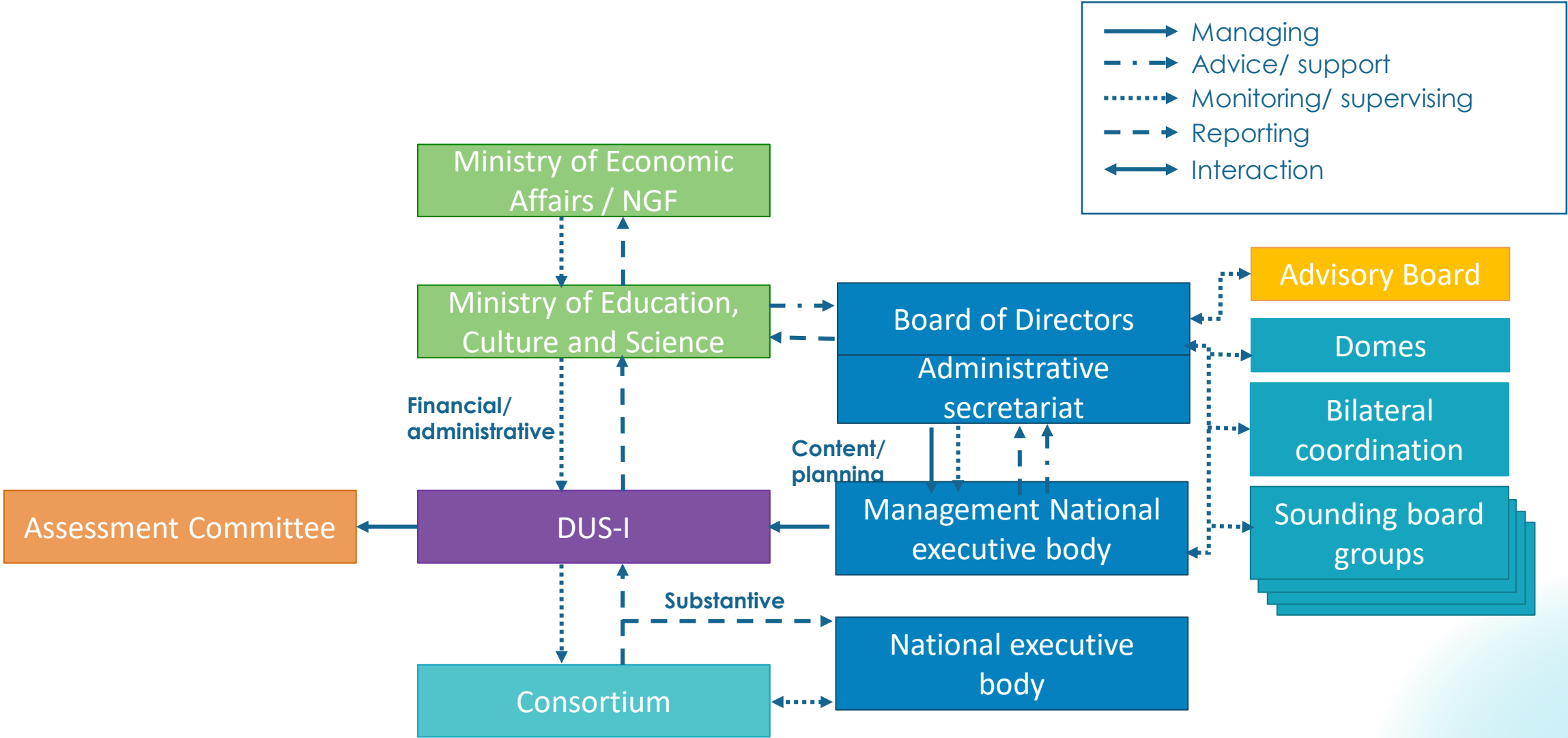
**7** Personal guidance and an independent career coach are important because of their own previous experience.

# THE WORLD IS CHANGING

Green transition

Digital Transition

Sustainable competitive ness

Social justice

Resilience (lessons learned C19)

European commission: Bold policy on **skills** for jobs needs context of **lifelong development**

# GOVERNANCE

# STRUCTURE
## OF THE PROGRAMME

Initiatives from within the country (region, sector, institution, etc)

**NATIONAL EXECUTIVE BODY**

Regional Transition Deals

Question Articulation

Developing LLL solutions

Professionalization of institutions and staff

Monitoring

Lessons learned

Sharing knowledge

Encouraging change
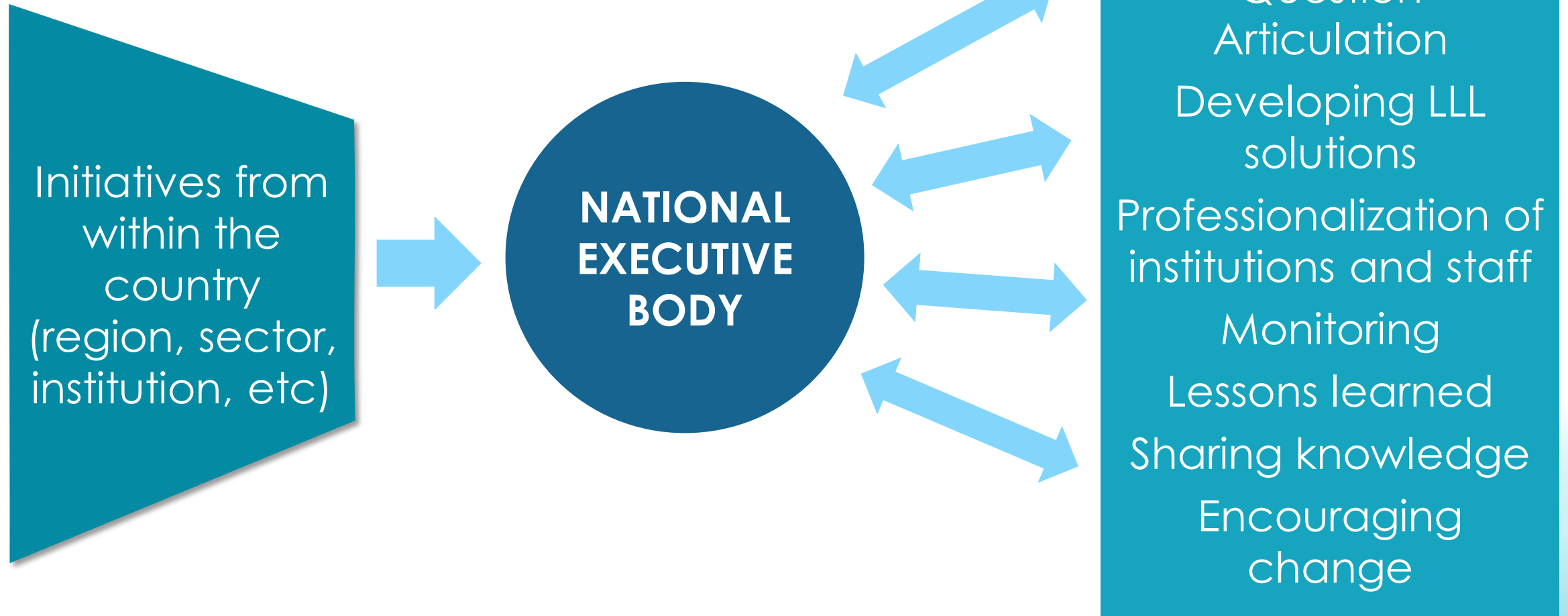
# ENHANCING THE LLL SYSTEM

## CONTRIBUTING TO MAINTAINING AND GROWING THE KNOWLEDGE ECONOMY

- ⚙ **Strengthen demand articulation** for future labour market (by skills).

- ⚙ Developing relevant propositions for major **societal transitions**.

- ⚙ Develop **existing (regional) ecosystems** that have proven value, strengthening coherence between systems.

- ⚙ Boosting **innovation**.

- ⚙ Joint approach by education as a **system innovation** alongside the existing education system.

- ⚙ **Professionalization of** schools and companies.

- ⚙ Education carries out **simpler and more effective quality** LLL activities.

- ⚙ Make full use of and expand the **knowledge infrastructure** in the education channel and towards companies and employees.

- ⚙ Increase absorption of LLL in the **short term**.

- ⚙ People in the labour market have access to **affordable, relevant and high-quality LLL** activities.

**Accelerate**, **connect**, **align**

# CompetentNL
*Joost van Genabeek*

Neth-ER | Netherlands house for
Education and Research

# COMPETENTNL
## DEVELOPING A DUTCH SKILLS LANGUAGE BASED ON HYBRID AI

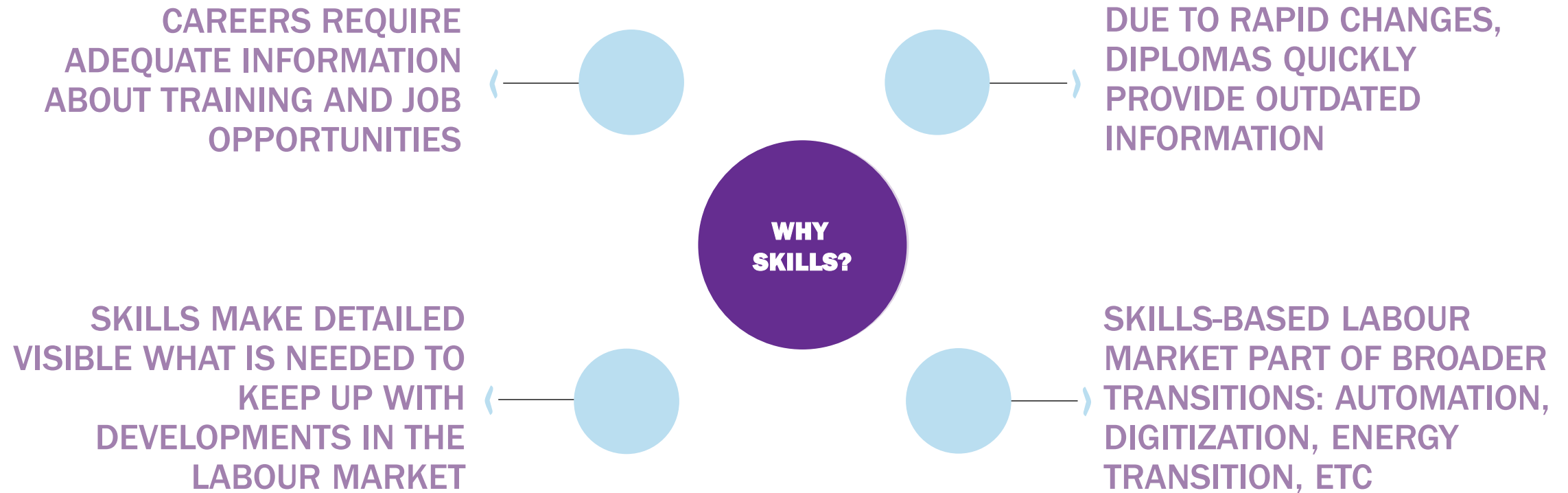**Brussels, Year of Skills: Life Long Learning Event Neth-ER, May 10, 2023**
**Joost van Genabeek, TNO**

**TNO** innovation for life

# WHY SKILLS?

SKILLS AS THE CURRENCY OF THE LABOUR MARKET (WEF, 2019)

**CAREERS REQUIRE ADEQUATE INFORMATION ABOUT TRAINING AND JOB OPPORTUNITIES**

**DUE TO RAPID CHANGES, DIPLOMAS QUICKLY PROVIDE OUTDATED INFORMATION**

**WHY SKILLS?**

**SKILLS MAKE DETAILED VISIBLE WHAT IS NEEDED TO KEEP UP WITH DEVELOPMENTS IN THE LABOUR MARKET**

**SKILLS-BASED LABOUR MARKET PART OF BROADER TRANSITIONS: AUTOMATION, DIGITIZATION, ENERGY TRANSITION, ETC**

# LIFE LONG LEARNING OF SKILLS

**Working**

Starts working

**Course**

Learning skills by taking a course

**01**

**03**

**05**

**Education**

Learning skills during education

**Learning**

Learning skills on the job

**Change**

Changes job

**02**

**04**
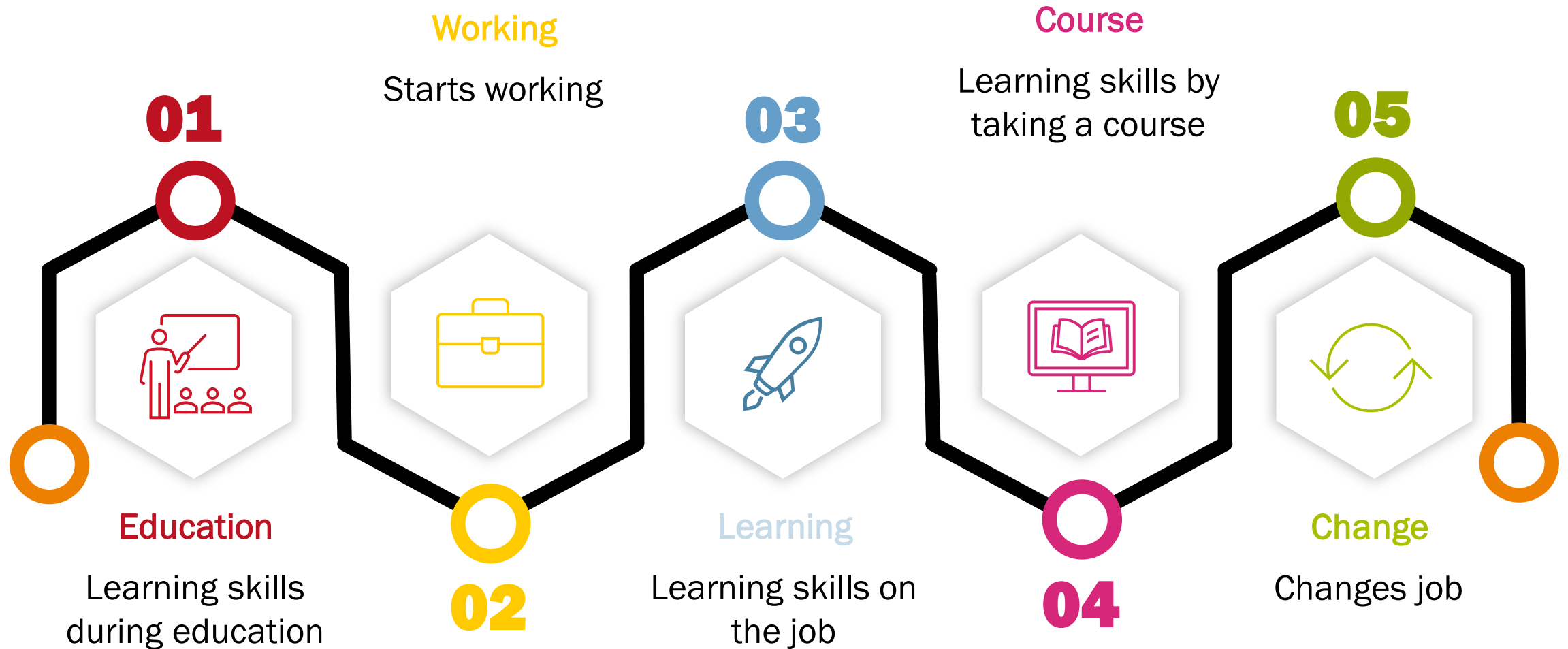
# WHY A SKILLS LANGUAGE?
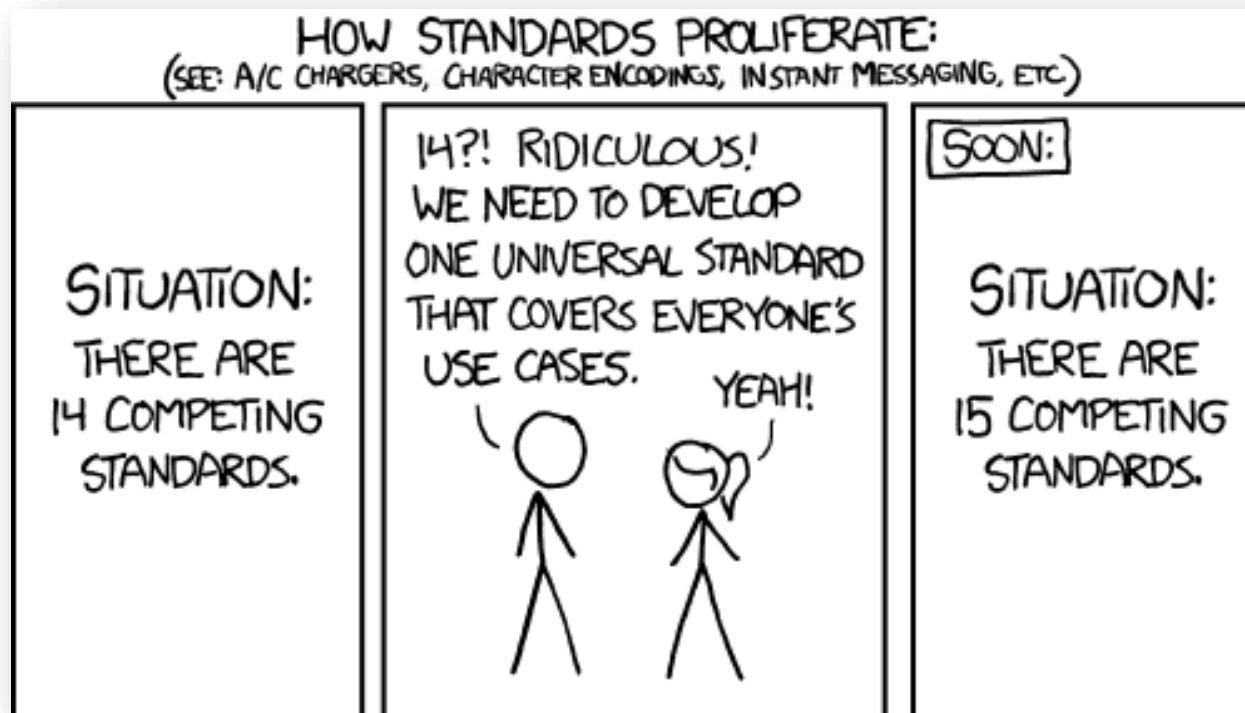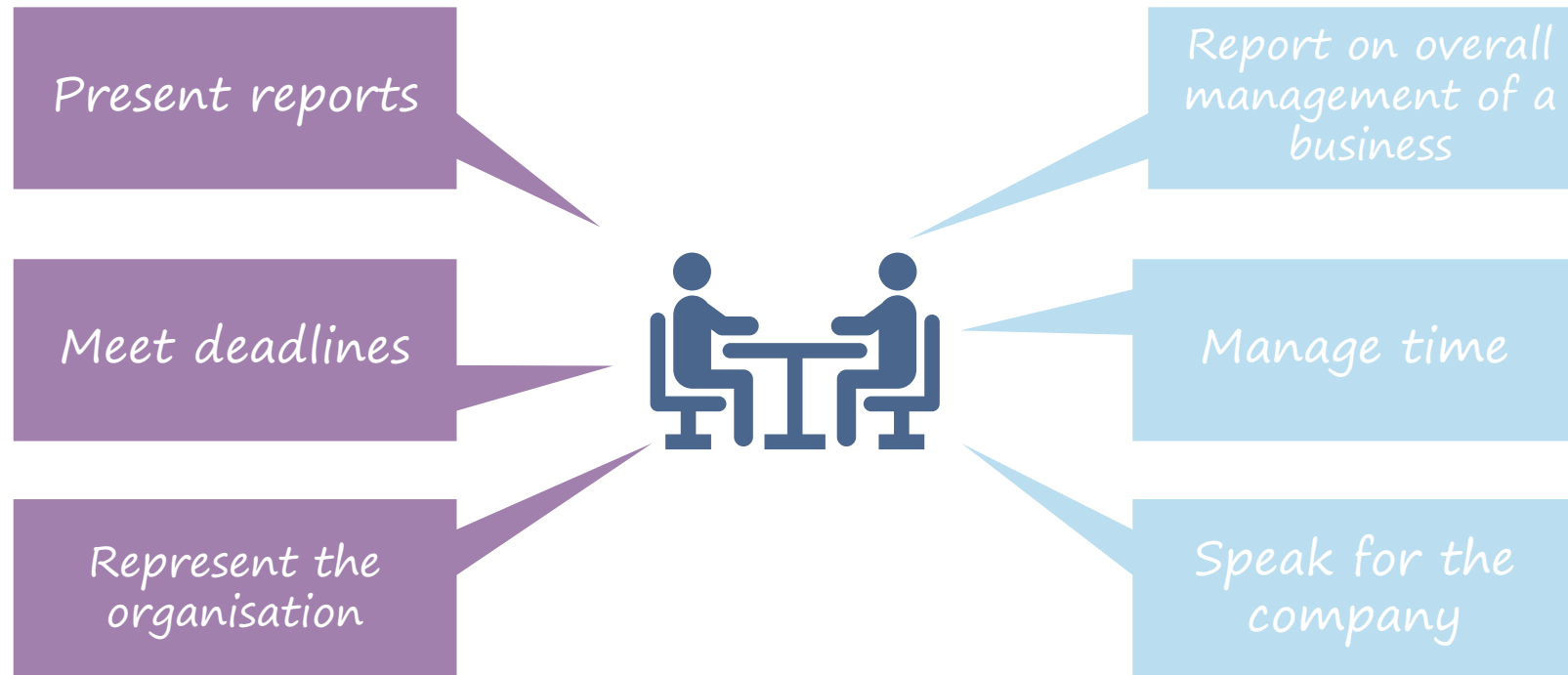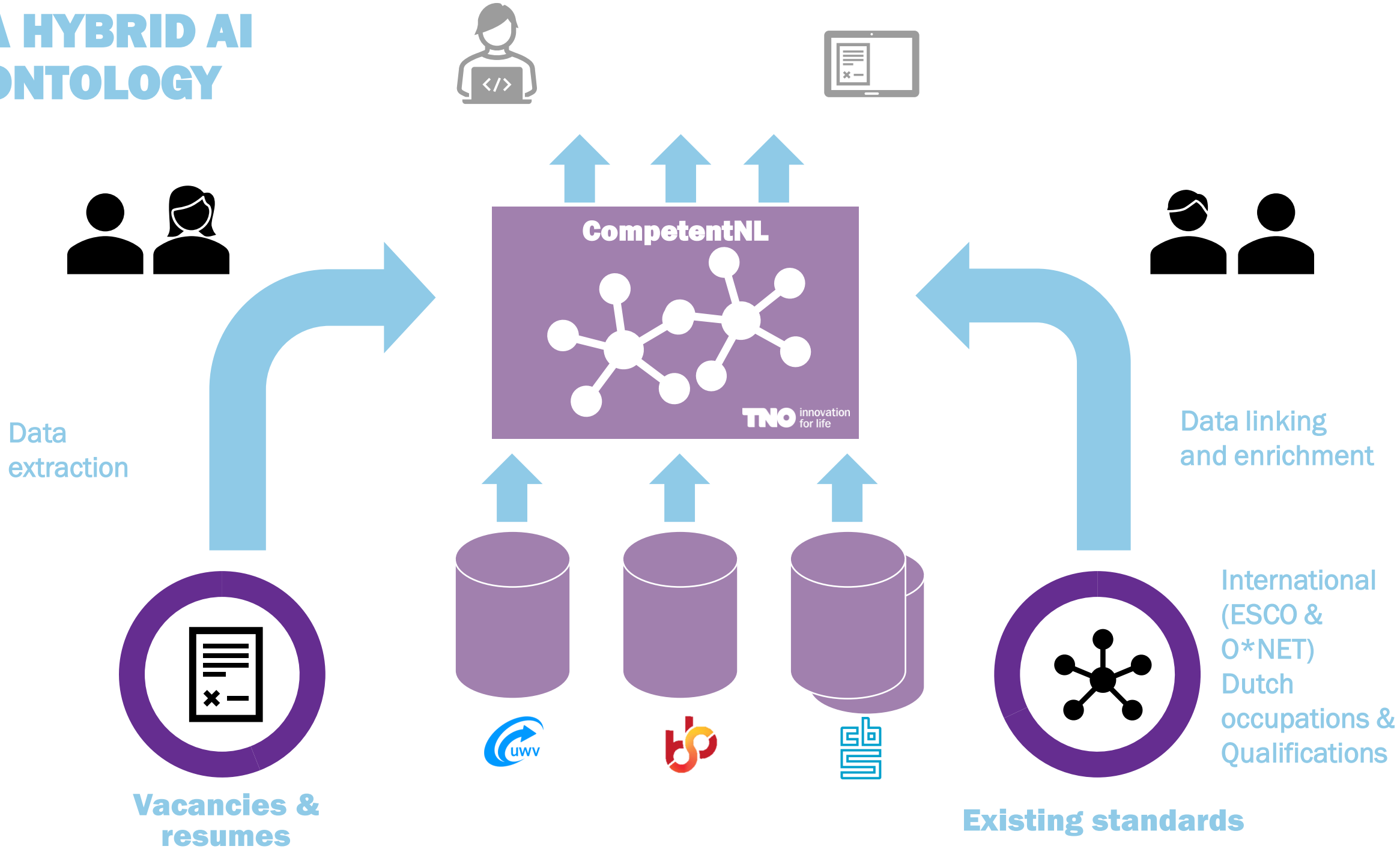
# WHAT ARE SKILLS?
## AND WHY IS WORKING SKILLS BASED DIFFICULT?

**Skills = competences, talent, knowledge, abilities, attitudes, needed for performance of tasks/work**

Present reports

Meet deadlines

Represent the organisation

Report on overall management of a business

Manage time

Speak for the company

A HYBRID AI ONTOLOGY

Data extraction

Data linking and enrichment

CompetentNL

TNO innovation for life

Vacancies & resumes

International (ESCO & O*NET) Dutch occupations & Qualifications

Existing standards
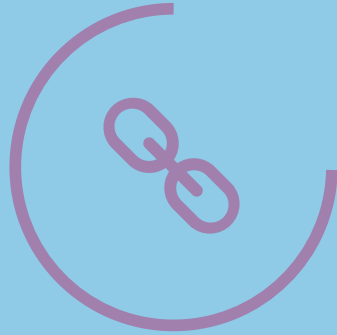
# WHAT ARE DISTINGUISHING FEATURES OF COMPETENTNL?

COMPETENTNL IS FREE TO USE

COMPETENTNL CONNECTS LABOUR MARKET & EDUCATION

COMPETENTNL IS DYNAMIC AND VALIDATED

COMPETENTNL SPEAKS EVERYONE'S LANGUAGE

# Cyanotypes
*David Crombie*

# WE ARE ALL CYANOTYPES

We are all works in progress, blueprints that are continuously being revised and updated.

Co-funded by
the European Union

# ALLIANCES FOR INNOVATION

## PACT FOR SKILLS

The first is the Pact for Skills and the main objective is to mobilise all relevant stakeholders to take concrete actions for the upskilling and reskilling of the workforce, by pooling efforts and setting up partnerships, also at EU level addressing the needs of the labour market, supporting green and digital transitions as well as national, regional and local skills and growth strategies.

## BLUEPRINT FOR SKILLS

The second component is the Alliance for Sectoral Cooperation on Skills, and this is referred to as the Blueprint. This approach has been adopted and refined in several industrial sectors and for the first time this approach will now be applied to the CCSI. Drawing on evidence regarding skills needs with regard to occupational profiles, Blueprint alliances support the design and delivery of transnational education & training content, as well as teaching and training methodologies, for quick take-up at regional and local level and for new occupations that are emerging.

# WE ARE A COMMUNITY OF CHANGE

**CYANOTYPES is a pan-European project which addresses the CCI sector's needs and skills gaps. We ask what innovative multidisciplinary structures, strategic interventions and concrete skills development solutions can be adopted across the European CCI ecosystem?**

# WE ANTICIPATE CREATIVE FUTURES

**CYANOTYPES adopts anticipatory strategies to develop and test a methodological framework that will empower creators to imagine multiple futures, making processes they are involved in today more sustainable, more resilient, and more dynamic.**

# PARTNERS AND NETWORKS

**ELIA (European League of Institutes of the Arts)**
**- 260+ Higher Arts Education institutions in 47 countries**

**ECBN (European Creative Business Network)**
152 Creative Businesses in 41 countries

**ECHN (European. Creative Hub Network)**
**200+ Creative Hubs in 25 countries**

**EFVET (European Forum of Vocational & Educational Training)**
**240 VET providers in 34 countries**

**ALLDIGITAL**
70+ members, Digital Skills Centres reaching out to 1,5 million people

A **further 15 partners** representing the different stakeholder groups

And **26 associated partners** from the CCI sector



CYANOTYPE

Co-funded by
the European Union

# THE COMMUNITY IS THE CURRICULUM

## BOTH VET & HIGHER EDUCATION

Several earlier projects have indicated that efforts for advancing vocational education programs or schemes should follow the guiding principle that the "*Community is the Curriculum*", moving on from the idea of a wholly centralised, institutional approach to learning and better reflecting the diverse needs of the CCI sector itself.

## ACTIVE INVOLVEMENT OF DIFFERENT STAKEHOLDERS

This requires a deeper understanding of emerging societal, economic, cultural, technological and environmental issues combined with the active participation of many diverse stakeholder groups across Europe, actively participating in the cooperation, co-creation and validation processes during the entire project life-cycle. Stakeholder types include:

## MODULAR APPROACH

The recent 2022 Recommendation seeks to support the development, implementation and recognition of micro-credentials across institutions, businesses, sectors and borders.

JOIN OUR ONLINE WORKSHOPS AND CO-CREATION EVENTS IN 2023

*Tell us what you think are the skills for the future that will be needed*

February - July 2023

CYANOTYPES

Co-funded by the European Union

# VISION BACKCASTING
## How to Design Transformational Education

THE ART & CRAFT OF FACILITATING LEARNING SPACES
Learning experience & strategy design
Education Master Class

WHO'S IT FOR?

HOW DO YOU CHOOSE?

WHAT MUST THEY HAVE / NEED

STUDENTS

TEAM

formal requirements

researchers / global & social network
local / ambassadors / alumni
external faculty / partners / clients / stakeholders

COMMUNITY?

NICE TO HAVE

Applicants will have a positive attitude for the following ...

THE CURRICULUM - STRUCTURE, CONTENT, LEARNING OBJECTIVES

| PROGRAMME MISSION/GOAL | PROGRAMME OBJECTIVES | PROGRAMME STRUCTURE |
|---|---|---|

CORE DISCIPLINES

COMPONENT TITLES

COMPONENT AIMS

CORE KNOWLEDGE

CORE SKILLS

ONLINE / VIRTUAL ?
LEARNING / COLLABORATION / DISTANCE

EXECUTE ?

MEASURE ?

TOP 5 ATTITUDES / COMPETENCIES

THE HIDDEN CURRICULUM - PERSONAL DEVELOPMENT / MINDSET

INTRA-PERSONAL

Be responsible for (maximise) own learning & outcomes

HOW - think individually and team learning ?

CYANOTYPE

# TRAIN THE TRAINER FRAMEWORK

## LEARNING FRAMEWORK

The training programme will embed a 'train the trainer' approach within the design and roll-out with an open and iterative prototyping method to ensure that the programme is piloted within different sectoral, cross-sectoral and geographic communities.

## REGIONAL PILOTS

In the first six months of the third year, the team will develop **five cross-sector train-the-trainer pilots**, each accompanied by up to two trainers from the partners and in the second half of the year **eight cross-sectoral and eight sectoral end-user pilots** will be tested. An open call fo regional pilots will follow.

JOIN OUR ONLINE WORKSHOPS AND CO-CREATION EVENTS IN 2023

*Tell us what you think are the skills for the future that will be needed*

February - July 2023

CYANOTYPES

Co-funded by
the European Union

# UPCOMING EVENTS

## URGENT SKILLS WORKSHOPS

Beginning in April, we are running three physical workshops on urgent skills with a different theme for each workshop, namely:

- Rethinking Urgencies, 27-28 April, Brussels
- Driving the Green Transition, 5-6 June, Berlin
- Activating Collective Intelligence, 6-7 July, Brussels

## FUTURE SKILLS SCENARIOS

Beginning in April, we are running four hybrid workshops on future skills with a different theme for each workshop, namely:

- Building an Ecosystem View, 02 May, ALLDIGITAL Week
- Integrating Triple Loop Learning, 10 May, ELIA Conference, Evora
- Co-Working with Generative Systems, 23 May, Helsingborg
- Regenerative Economies, 26 May, Malmo

EU SKILLS YEAR
10-05-2023 NETHER

JOIN OUR ONLINE WORKSHOPS AND CO-CREATION EVENTS IN 2023

*Tell us what you think are the skills for the future that will be needed*

February - July 2023

CYANOTYPES

Co-funded by
the European Union

# NEXT EVENTS

## INTEGRATE TRIPLE LOOP LEARNING

*Evora – Portugal*
*10 May 2023*

→

## ADAPTING ESCO FOR THE NEEDS OF THE CCSI

*Helsingborg – Sweden*
*23 May 2023*

→

## GREEN ECONOMIES

*Malmö – Sweden*
*26 May 2023*

→

## DRIVING THE GREEN TRANSITION

*Berlin – Germany*
*6-7 June 2023*

→

## ACTIVATING COLLECTIVE INTELLIGENCE

*Brussels – Belgium*
*6-7 July 2023*

→

CYA NOT YPE S

# CREATIVE SKILLS WEEK

# CREATIVE SKILLS WEEK
# JOIN US

**Expert workshops, co-creation workshops on urgent skills, online workshops considering future skills, curriculum co-design activities, regional testbeds, seminars and conferences etc**

**CREATIVE SKILLS WEEK
10-13 OCTOBER '23, VIENNA**

**INFO@CYANOTYPES.WEBSITE**


anticipating creative futures

CYANOTYPES

# Make IT Work
*Ronald Kleijn*


Neth-ER | Netherlands house for Education and Research

# Life Long Learning – Make IT Work

Ronald Kleijn

Amsterdam University of Applied Sciences

May 10th 2023

**Amsterdam University of Applied Sciences**

# External developments

- <u>Human Capital Agendas:</u> current and future demand for professionals

- <u>Skills Based Labour Market:</u> mobility between sectors and jobs

- <u>Life Long Learning:</u> employablity and job mobility

- <u>Personal Learning Paths:</u> Individualized and personalized learning

- <u>Flexible:</u> demand driven development

- <u>Micro-credentials:</u> validation of skills

- <u>Reorganized Processes and Support:</u> different way of organizing and support

- <u>National Funds:</u> e.g. GroenvermogenNL, LLL Catalyst, AiNed, Upscaling PPP, ...

**MAKE IT WORK**

**Courses**

**Life Long Learning**

**Applied research**

**Skill Modules including Microcredentials**

**+2**

**Skill profile per job**
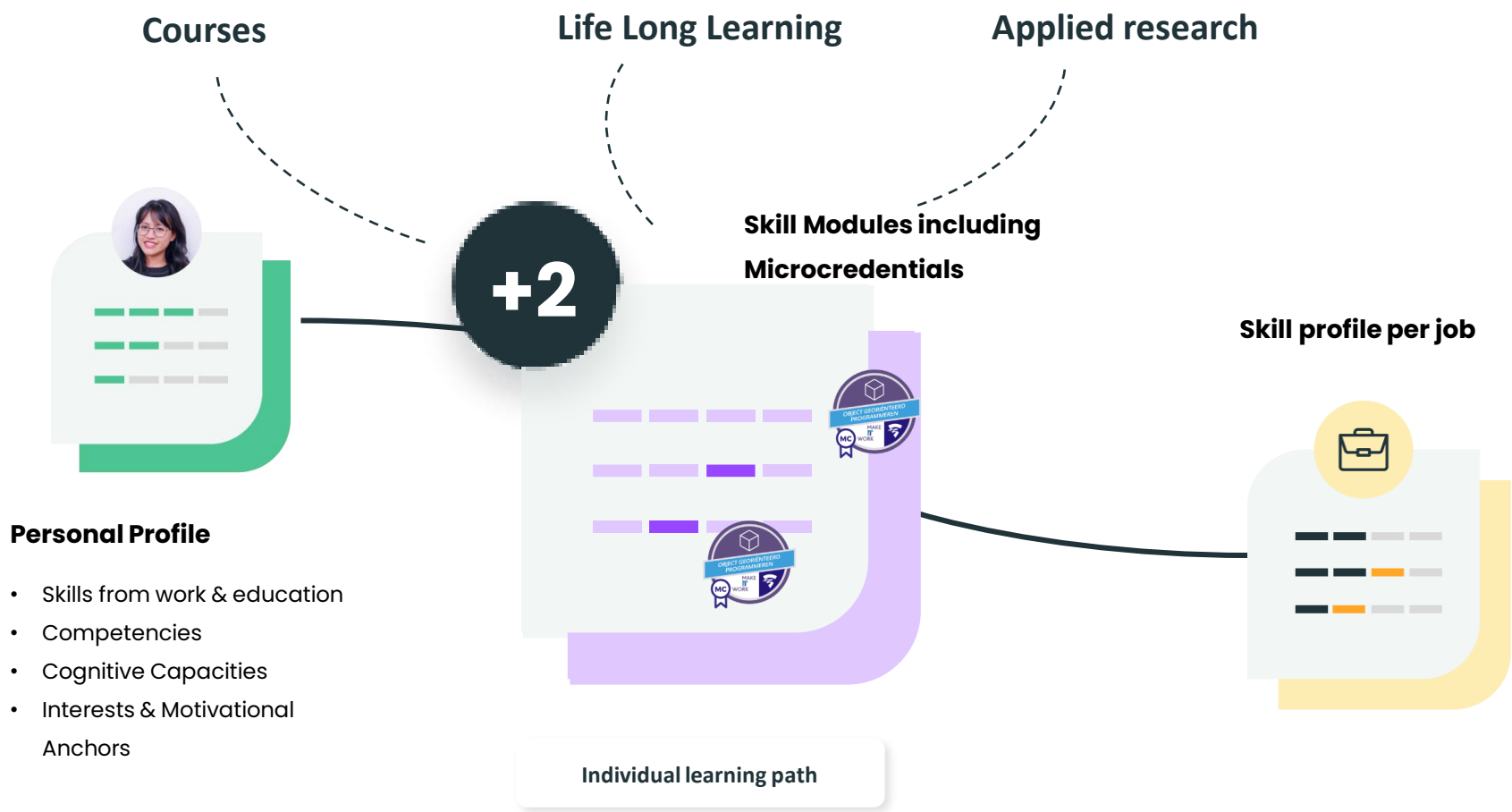
**Personal Profile**

- Skills from work & education
- Competencies
- Cognitive Capacities
- Interests & Motivational Anchors

**Individual learning path**

SaaS platform   MYLEAVES

Amsterdam University of Applied Sciences

- Human Capital Agenda's
- Skills-based Labour Market
- Life Long Learning
- Flexible and Modular Courses
- Individual Learning Paths
- Micro-credentials
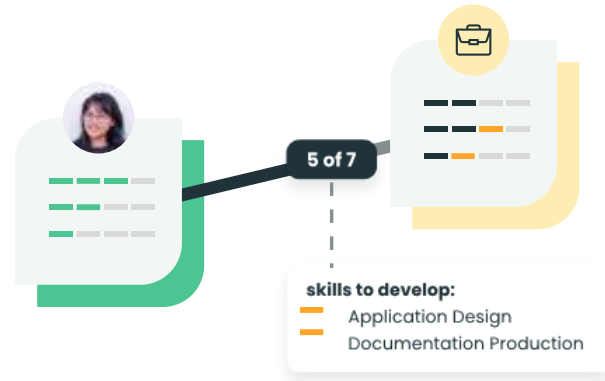- Funds: LLL Catalyst, GroenvermogenNL, AiNed, …
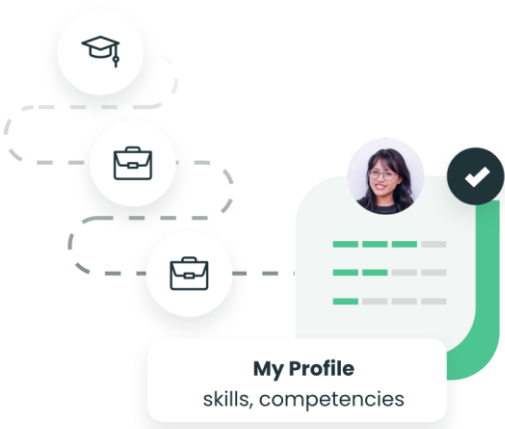
## 1. Create a Profile

Create a profile with:

- Skills from work & education
- Competencies
- Cognitive Capacities
- Interests & Motivational Anchors

## 2. Explore Possibilities

Compare who you are and which skills you have with specific job profiles. **Based on a shared skills language**
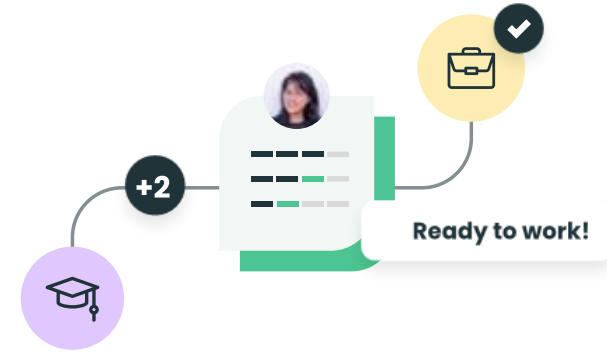
## 3. View learning paths

You'll be able to easily see **personalised learning paths** to a specific job and which skills you will still need to acquire.
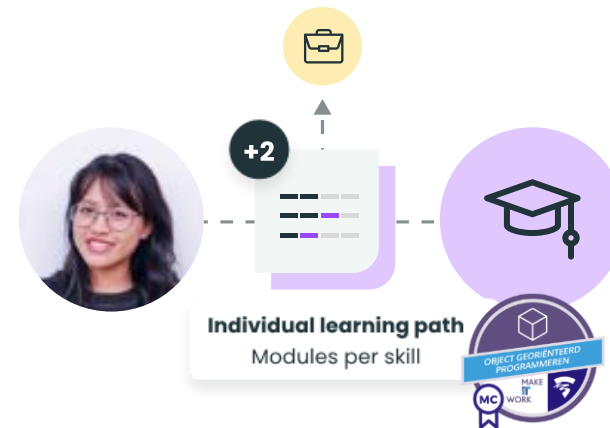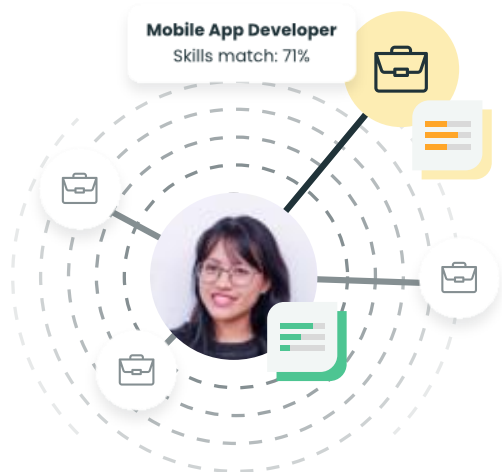
## 4. Personalised learning

Learn exactly those skills in a modulair way **and receive micro credentials** upon completion

## 5. Connect with Employers

Employers are able **to see, contact and connect** with their future employees based on this shared skill language.

**My Profile**
skills, competencies

**5 of 7**

**skills to develop:**
Application Design
Documentation Production

**Ready to work!**

**The process Step-by-step**

**Mobile App Developer**
Skills match: 71%

**Individual learning path**
Modules per skill

# Some results

- 1.100 alumni
- 400+ participating employers
- 92% success rate
- 32,9% female participants
- 6 retraining programmes in:
  - Software Development
  - Cyber Security
  - Data Analytics

# Thank you

www.hva.nl

www.it-omscholing.nl

www.myleaves.nl

MAKE iT WORK

# Thank you for joining!

Neth-ER | Netherlands house for Education and Research