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Basic skills needed for EQF level 5... ***and for all levels***

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**Problems and answers:
how do skills (especially basic ones)
become crucial for the economic and
social development of the EU?**

Problems and challenges

Insufficient basic skills -
70 million Europeans do
not have sufficiently
developed basic skills:
reading, writing and
mathematical skills
(PIAAC)

Insufficient
participation in adult
learning (10,8%, EU
benchmark is >15%)
Decreasing early VET
leaving (11,2%, EU
benchmark <10%)

Skills mismatch
(skills shortages,
overqualification,
underqualification)

COVID-19 epidemic (may
cause significant
disruption to the
provision of education,
training)

EQF Level 5 skills

„A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems” EQF

What if someone lacks basic skills?

What are the other necessary skills for this level?

Less than 10% of tertiary-educated scored below PIAAC Level 2

Level 2 Reading literacy:
require respondents to

- make matches between the text and information
- navigate within digital texts to access and identify information from various parts of a document....

Level 2 Numeracy:
require respondents to

- simple measurement and spatial representation,
- interpretation of relatively simple data and statistics texts, tables and graphs...

What have we learned during the COVID-19 epidemic?

Online tools –
can serve
different
educational
purposes

**Connecting
educators and
learners with
each
other** when in
separate
locations

**Accessing
information
and
environments**
not usually
available in
every home or
institution

**Supporting
continued
professional
development**
of educators in
a flexible way

Essential skills to succeed in a post-COVID-19 world

Leadership

Emotional intelligence

Technology skills

Digital and coding skills

Adaptability

Creativity and innovation

Data literacy

Critical thinking

A paradigm-shift on skills (after COVID-19)



Lisbon
Strategy

Europe 2020

2021...

European Skills Agenda (2020.)

sustainable
competitiveness (GREEN
DEAL)

social fairness
(SOCIAL RIGHTS)

resilience (post
COVID)



European Skills Agenda and European Pillar of Social Rights (2017)

Everyone has the right to quality and inclusive education, training and **life-long learning** in order to maintain and acquire **skills that enable them to participate** fully in **society** and manage successfully transitions in the **labour market**.

European Pillar of Social Rights



12 actions organised around 4 building blocks (ESA)

Collective action:
- A Pact for Skills

Right skills for jobs:

- Skills intelligence
- EU support national upskilling action
- Council Recommendation on VET
- European Universities Initiative and upskilling scientists
- Support the twin transitions
- STEM graduates and fostering entrepreneurial and transversal skills
- **Skills for life**

Support people in LLL pathways:

- **individual learning accounts**
- micro-credentials
- New Europass platform

Unlock investments in skills:

- unlock Member States' and **private investments** in skills

Very ambitious plan

Indicators	Objectives for 2025	Current level (latest year available)	Percentage increase
Participation of adults aged <u>25-64</u> in learning during the last 12 month (in %)	50%	38% (2016)	+32%
Participation of low-qualified adults 25-64 in learning during the last 12 months (in %)	30%	18% (2016)	+67%
Share of unemployed adults aged 25-64 with a recent learning experience (in %)	20%	11% (2019)	+82%
Share of adults aged <u>16-74</u> having at least basic digital skills (in %)	70%	56% (2019)	+25%

Croatian Curriculum for the development of basic digital, mathematical and reading skills of adults

Sufinancirano sredstvima
programa Europske unije
Erasmus+




obrazovanje
odraslih


Ministarstvo
znanosti i obrazovanja



3 adult education modules for basic skills development (2015-2019)

Modul	Description
A	Basic level of knowledge, skills and attitudes of a particular competence. The purpose is to educate and support vulnerable groups of people for coping and active participation in personal and community life
B	The level of acquired knowledge, skills and attitudes of a particular competence that enable an individual to continue their education in adult education
R	Elements of key competencies are incorporated into other adult education programs. Eg. retraining for a particular occupation includes competence objectives and learning outcomes of digital competence from module A

Module R = Curriculum for the development of basic skills

Incorporation

- within the adult education and CVET programmes.
- modifying the program to the educational group.

Checking existing skills

- by self-assessment and initial (soft) assessments.

Providing

- min 100 hours mathematical, reading and digital skills
- interconnectedness)
- connection with professional skills

Thank you!

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