



Funded by  
the European Union

Erasmus+

Enriching lives, opening minds.

# empower

## EPALE Resource Kit



# empower

## EPALE Resource Kit

**Reskilling and Upskilling** are crucial to unlocking the potential of the European workforce and translating opportunities into action. **New skills** bring fresh opportunities for individuals and can ease their participation in both the labour market and society.

In 2023, in line with the **European Year of Skills**, EPALE decided to dedicate a full focus to these key topics.

How can we increase the ability to acquire skills that are essential for tackling labour shortages and mastering the **green and digital transitions**? What skills are most relevant to match people's aspirations with real opportunities in the job market?

**Follow the path** that we have traced in this Resource Kit, to see how the EPALE community has interpreted and discussed these crucial questions.



Photo bottom left: © European Union 2023 / PxHere  
Photo top right: © European Union 2023 / Nick Seagrave, Unsplash



### Follow the path!

1

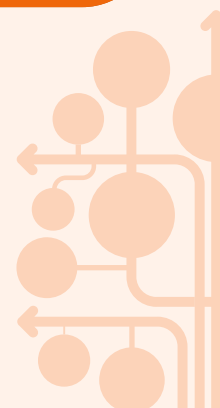
A changing labour market

2

Workplace learning

3

Empowering individuals



## 1. A changing labour market

*The twin green and digital transitions have big implications for the workforce. While experiencing significant labour market transformations, many new jobs will require fresh skills and education enhancement.*

To set the scene, let's start with some **data**: a recent [Flash Eurobarometer](#) on Skills shortages and recruitment in SMEs, and the report [European Skills Panorama](#) look, from different perspectives, at the **most relevant skills** for the present and future labour market.

Now, if you want to get some insights on how policymakers can address the problems of **skills mismatch** and the changing skills needs, read the blog post [Changing skills needs: how people can become employable?](#) You'll find out, not surprisingly, that lifelong learning can have a decisive role here.

Finally, the huge economic changes we are currently experiencing also require us to reflect thoroughly on **professional transitions**, and how to accompany them through upskilling and reskilling. A good way to do so is by reading [this interview](#) with Vincent Donne, head of the professional training and skills project at France Stratégie.

## 2. Workplace learning

*The workplace should become, more and more, a learning place, to strengthen skills and acquire new ones. Only in this way, can workers unleash their full potential.*

First of all, how can and should learning be promoted in the workplace? [This blog post](#) provides some ideas to foster a workplace **learning culture**.

Putting in place **collaborative methods** is key, if we want learning processes to succeed.

- Read the blog post [Learning communities at the workplace: a community of practice](#), to see learning as a **constructive** process.
- Then have a look at [this one](#), which highlights how **group mentoring** offers a holistic learning experience.

**New technologies** can also come at hand, to make learning experiences more engaging:

- The project [Time4IT](#) developed an **immersive platform** with training program modules allowing learners to train in an authentic environment.
- [LifeX](#) uses **virtual reality** to support the development of life skills in the workplace.

To make sure that all employees, including the most disadvantaged ones, are valued at their full potential, the **recognition of prior learning** is essential. [This blog post](#) provides an overview of the challenges and opportunities involved in this process.

### 3. Empowering individuals

*If we want to enhance learners' labour market participation and outcomes, we need to empower them, and facilitate their upskilling and reskilling possibilities. Flexible and learner-centred forms of education can have a strategic value.*

**Micro-credentials** are increasingly prominent in discussions around education, training and labour market policy.

- The **OECD**'s publication [Micro-credentials for lifelong learning and employability](#) sheds light on their potentials, as well as on their limitations.
- The policy paper [Short courses, micro-credentials, and flexible learning pathways](#), from the International Institute for Educational Planning – **UNESCO**, offers a blueprint for micro-credentials policy development and explores the topic in detail.

Key policies on micro-credentials and individual learning accounts can also help adults with **basic skills** challenges find their way back to learning and their place in the labour market. Listen to [this podcast](#) to have a closer look at relevant initiatives addressing social inclusion, employment, and skills to see how they can empower adults with low-, (or no) qualifications.

Finally, to get to know some of the many practical applications of these concepts, check out [these reflections](#) stemming from the **MIC4VET project**, an initiative aiming to develop a system for validating micro-credentials across EU countries, focusing on life-skills.