

Micro-credentials as a regional ALE Strategy: ensuring equality in the green transition?

11 October 2023

21st

9-12
October
2023

European Week of
Regions and Cities

Thriving Regions, Stronger Europe

#EURegionsWeek



Participatory lab Micro-credentials as a regional ALE strategy: ensuring equality in the green transition?

Meet the speakers



Liisa Metsola,
Development Director,
Invalidisäätiö



Òscar Palazón,
Regional Ministry of Education -
Government of Catalonia



Sylvia Liuti, Italian National Board Coordinator, EfVET and Sylvania Liuti, Gender Equality expert at FORMA.Azione



Isabel Ladrón Arroyo,
Policy Officer,
European Commission's DG EMPL, VET Unit



Introduction to the Gender Equality Task Force

Gina Ebner, Secretary General, EAEA

- The Task Force is a joint initiative of the European Association of Regional and Local Authorities for Lifelong Learning (EARLALL), the European Forum of Technical and Vocational Education and Training (EfVET) and the European Association for the Education of Adults (EAEA)
- We're interested in initiatives that encourage discussion on EU policies and strategies related to gender equality in lifelong learning.
- The Task Force shares best practices in dedicated roundtables, seminars and other events, to open a dialogue around gender inequalities with relevant stakeholders, and to translate the discussions into actionable items where possible
- Our past and upcoming events:
 - Gender Disparities in the Education and Training sector (online event, January 2023)
 - Guidance policies with a gendered dimension (online event, March 2023)
 - Safe Spaces for Learning (online event, 17 November 2023)

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Sylvia Liuti, Italian National Board Coordinator, EfVET and Sylvia Liuti, Gender Equality expert at FORMA.Azione



1997, Sylvia is one of the three owners of FORMA.Azione srl, a private company that operates as a consulting company in applying for public funds, mainly addressing the education and training sector as well as being an accredited training centre that specifically accesses ESF funds. She also deepened strategic areas of knowledge and work: first of all, Gender Equality, being assigned as a GE expert in the National Inclusion Group of AIDP (Italian People Management Association); Quality assurance systems, in particular through the European peer review methodology; Validation of non-formal and informal learning – being also professionally certified as a “Validator”; Media and Information Literacy.

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Why are there issues for Gender going into the green transition?

Sylvia Liuti – EfVET, FORMA.Azione - Italy

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Gender Equality always matters, in going green even more

- **Gender Mainstreaming** is still lacking despite its relevance and capacity to inform decision makers on the different impact policies related to twin transition, skills, labour market, innovation etc. have on women and men.
- **EIGE's #3steps forward**: gender mainstreaming, including women during the green and digital transitions, produce relevant data, scenarios with a gender perspective, fight against stereotypes.

Gender Equality always matters, in going green even more

- A study from University of Urbino “[...] *Findings suggest that female leadership contributes to the promotion and implementation of environmental and social practices through several characteristics intrinsic to their nature, such as the ability to emphasize and listen and the predisposition to sharing and collaboration*”.

LIMITS —→ **Only 5 Italian Companies**

- Data about Green Jobs:
 - skills needs analysis to establish skills required by men and women to equally participate and benefit from opportunities created in the green job sectors (i.e. Energy sector)

Energy and Gender

A critical issue in energy sector employment and access to energy

Innovative solutions require a diverse and equitable energy sector



Focus on VET and Labour Market

- What skills are needed to go green?
 - Transversal skills are strategic for innovation: why women who have more opportunities to experience it are not enough acknowledged?
 - STEM are critical to drive the twin transition. The sooner we start the more girls in STEM we have.
 - Policy-making based on integrated gender and environmental evaluation framework (GREENA project)
 - Underrepresentation of women in Companies Board, Politics, Parliaments, etc.

Consequences?

- Risk that the policies, programmes, actions are not addressing the right problems and/or not adopting the appropriate/needed solutions
- Replication of gender inequalities, thus not progressing, innovating or on the contrary, expanding the negative effects
- Waste of talent and investments: having women outperforming in tertiary education, but less employed than men

..... many more...

Thank you!
liuti@azione.com

<https://www.linkedin.com/in/sylvia-liuti/>



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Micro-credentials, continuous education and under-represented groups

Meet the speakers



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Liisa Metsola, Development Director,
Live Foundation



Ms. Liisa Metsola has over 30 years of experience in VET including continuous education. She holds an MA - English/Language Arts Teacher Education qualification from the University of Jyväskylä in 1991.

She completed a Special needs teacher degree in 1994. She has an MBA in Educational Leadership from the University of Jyväskylä. She is also a Specialist in competence-based qualifications.

As an avid lifelong learning advocate, now she is studying for her MBA in Future-oriented Project Management.

At the moment she is working as a development director at Live Foundation and Vocational College Live.

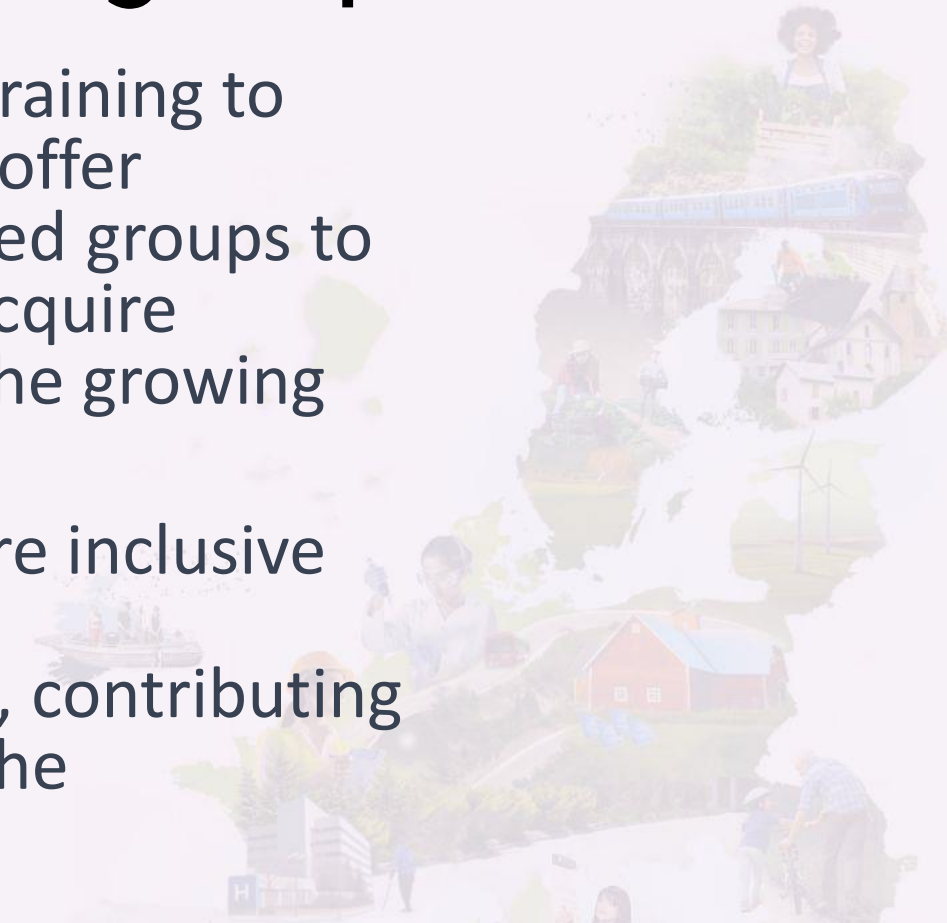
She has been closely involved with microcredentials through both national and European projects for the last two years.

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Micro-credentials, continuous education and under-represented groups

- Microcredentials and green skills training to contribute to the green transition offer opportunities for under-represented groups to overcome barriers to education, acquire valuable skills, and participate in the growing green economy.
- These programs can provide a more inclusive and accessible path to careers in environmentally sustainable fields, contributing to greater diversity and equity in the workforce.



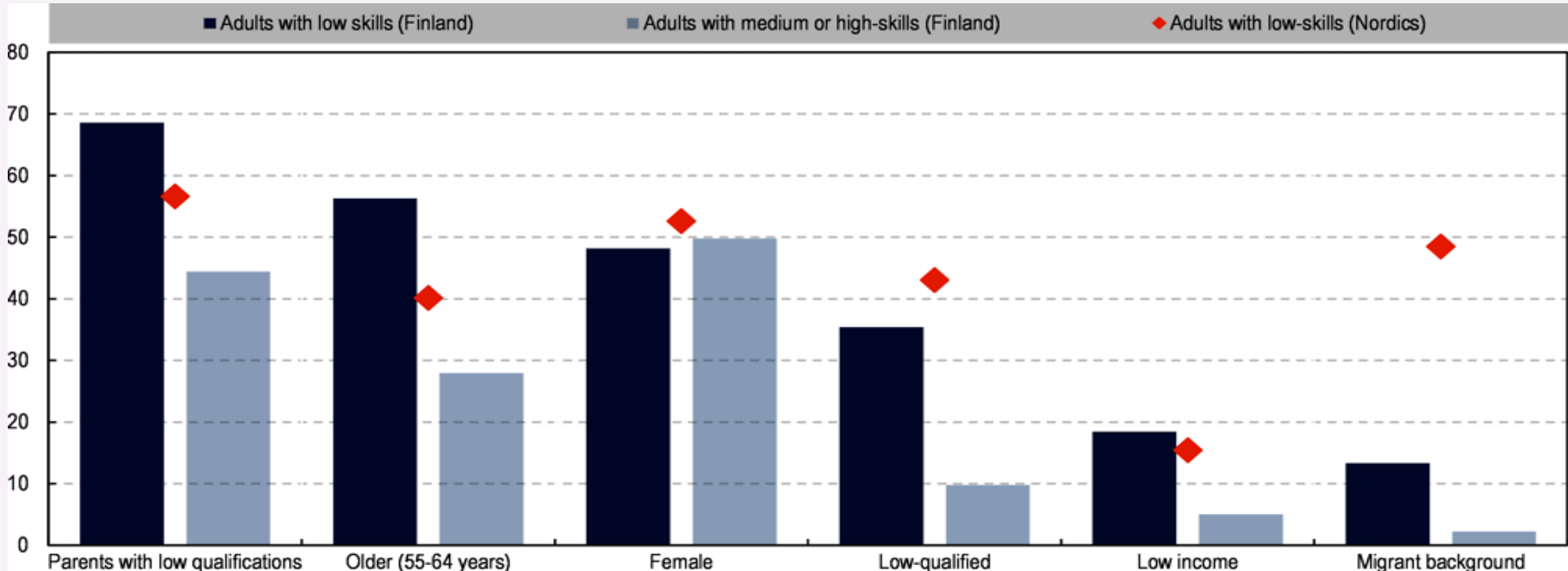
Challenges of continuous learning in Finland

- According to estimates, nearly half a million individuals will need retraining or extensive further education in the coming years.
- A particular challenge is how to encourage those who need it the most to seek out education.
- The availability of skilled labor is a hindrance to many sectors and businesses incl. green sector.
- Addressing new skill requirements requires flexibility from the education system as well as employers and opportunities for individuals to access the education they need while working and during their employment

Under-represented groups and learning disabilities

- According to a survey by Finnish SECLE (=The Service Center for Continuous Learning and Employment)
 - 11% of people of working age people have been diagnosed with a learning disability.
 - In addition, 11% feel that they have obstacles such as a learning disability.
 - Working-age people with proven or perceived learning difficulties
 - are less likely than others to be satisfied with their careers,
 - assesses the ability to work is weaker than others,
 - feel less often than others that their supervisor would support learning at work
 - say more often than others that they would have liked to have further education.*
- (Source: Survey: What working-age people think about continuous learning. Secl. 2023)

Adults with low basic skills are typically older, from low socio-economic background and/or migrants



Source: [Continuous Learning in Working Life in Finland | OECD iLibrary \(oecd-ilibrary.org\)](https://www.oecd-ilibrary.org/education/continuous-learning-in-working-life-in-finland_98989898)

Microcredentials offer several potential benefits to individuals with learning difficulties:

Customized Learning Paths

Modular Learning

Flexible Pace

Targeted Support

Credential Recognition

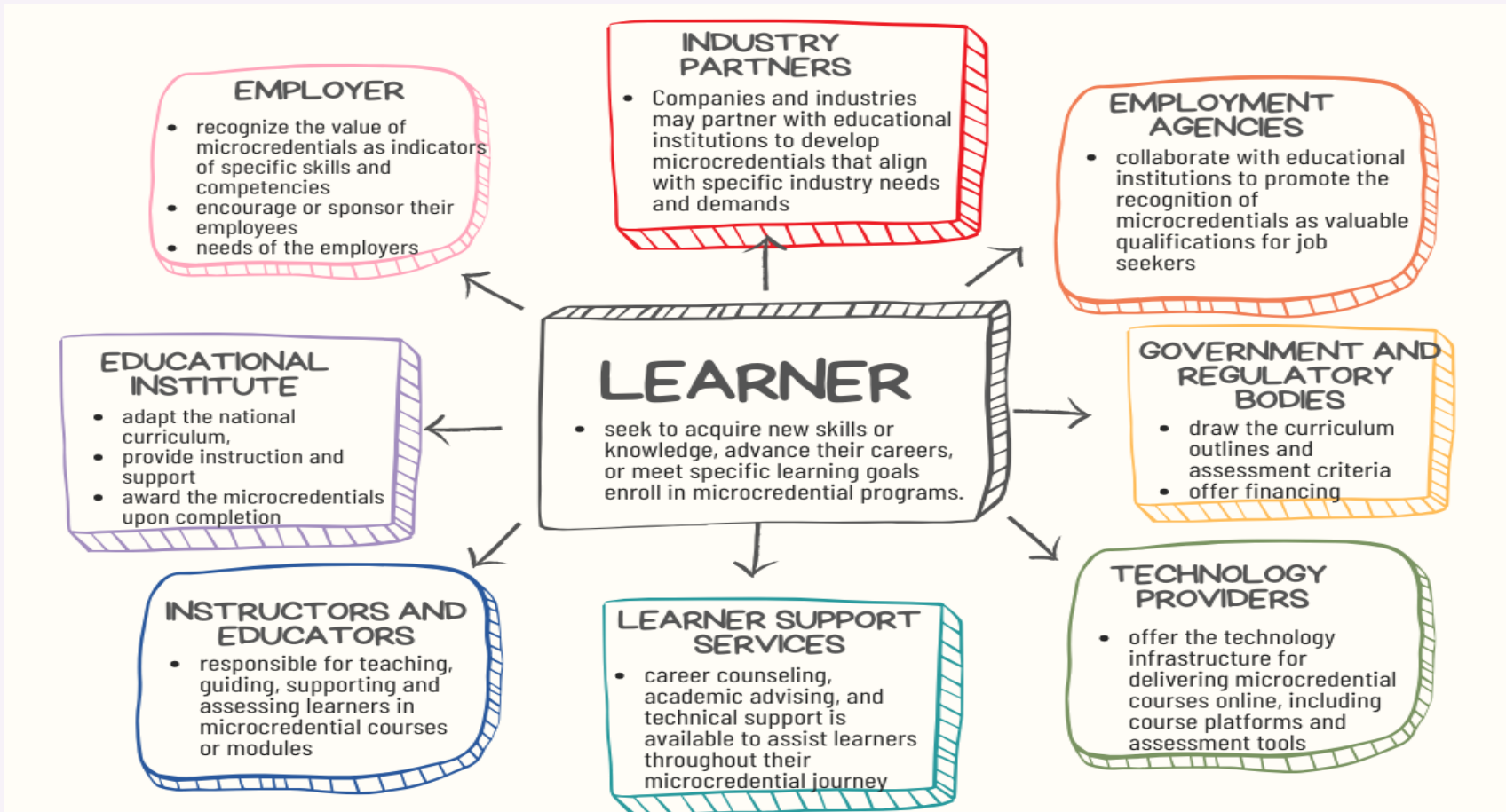
Skill-Based Learning

Digital Accessibility

Lower Cost and Time Commitment

Motivation and Confidence

Learner and involved stakeholders





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Meet the speakers



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Isabel Ladrón Arroyo, Policy Officer,
European Commission's DG EMPL, VET Unit

Isabel Ladrón Arroyo is a policy officer in the Directorate-General for Employment, Social Affairs and Inclusion at the European Commission, working on skills for the green and digital transitions and on micro-credentials in the Vocational Education and Training unit. As part of the Junior Professionals Programme, she also has experience in the Commission working in the Directorate-General for Research and Innovation, in the Directorate-General for Energy and in the Legal Service. She studied an Erasmus Mundus Master in “Global Studies - A European Perspective”, taking the first year in Vienna and the second year in Copenhagen, and writing her master's thesis on youth inequalities in the EU. She has worked as a social innovation project manager in the field of youth and social inclusion, first in an NGO and later in a consultancy firm focused on sustainability and social impact. She also worked for 6 months in Nicaragua, at the Department of Communication for Development at the University UNAN-Managua, coordinating a project related to Feminism and Gender Studies. Her background is in Journalism and Film, TV and Media Studies. During her double bachelor's degree, she completed one year of Erasmus in Rome and she studied a minor in Economics. Her first language is Spanish, and she can fluently speak English, French and Italian

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A European approach to micro-credentials

How could micro-credentials be used to address skills shortages?

Brussels, 11 October 2023
Isabel Ladrón Arroyo, DG EMPL.B3

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Context

A European
approach
to micro-
credentials

Potential of
micro-
credentials

Context

Skills development in the EU and a European approach to micro-credentials

Some figures on skills shortages



38 occupations
were classified as having
shortages in 2022



77% of
companies
struggled to
find employees
with the required
skills in 2019



adult learning
participation rate
remains **low**,
around 37%



over 90% of jobs require
digital skills, however **54%**
of the adult population
in Europe has
basic digital skills

Skills development in the EU

Lifelong upskilling and reskilling need to become the norm,

sustainable competitiveness

social fairness

strong resilience



EU targets by 2030 related to skills



**60% of the
adult
population to
participate in
training each
year**



**80% of
Europeans to
have at least
basic digital
skills**

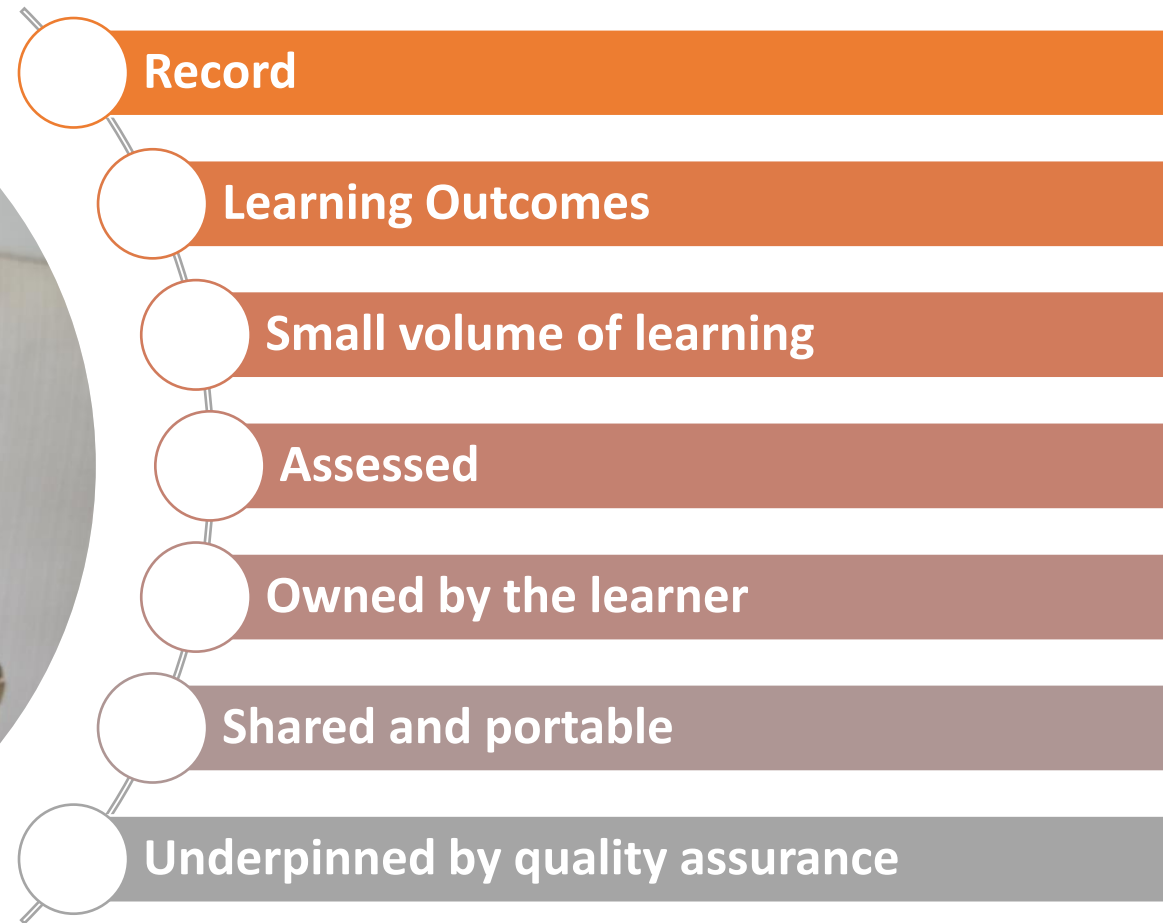
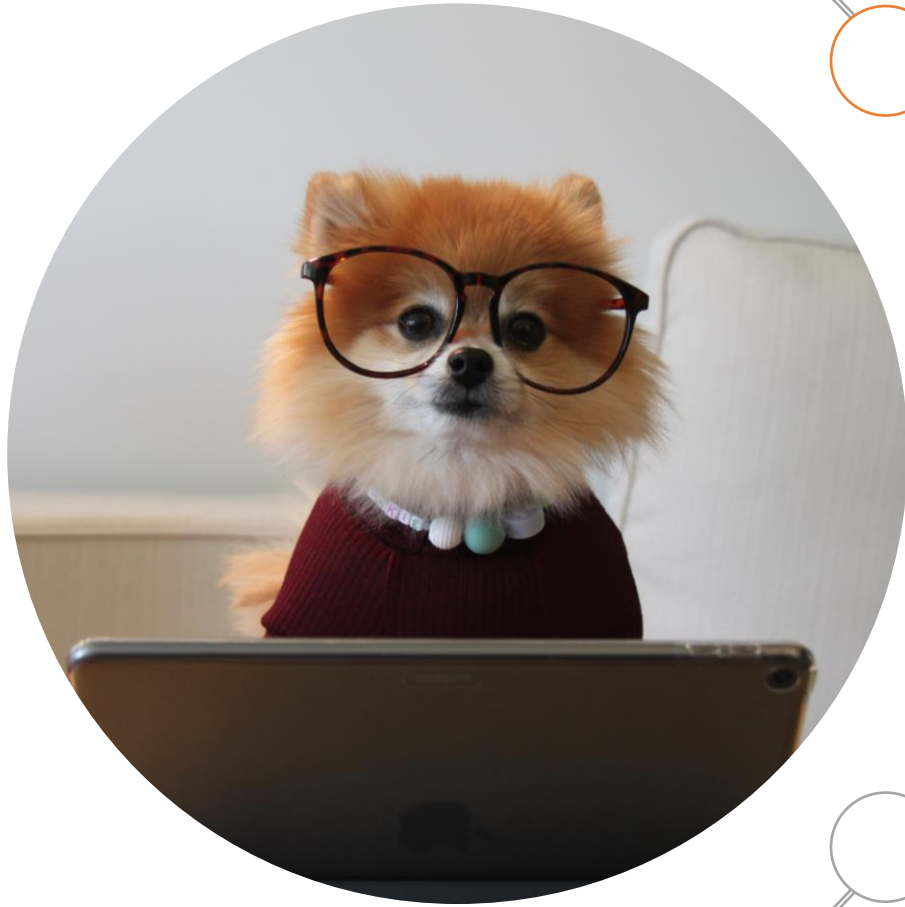


**20 million ICT
specialists
(+ gender
convergence)**

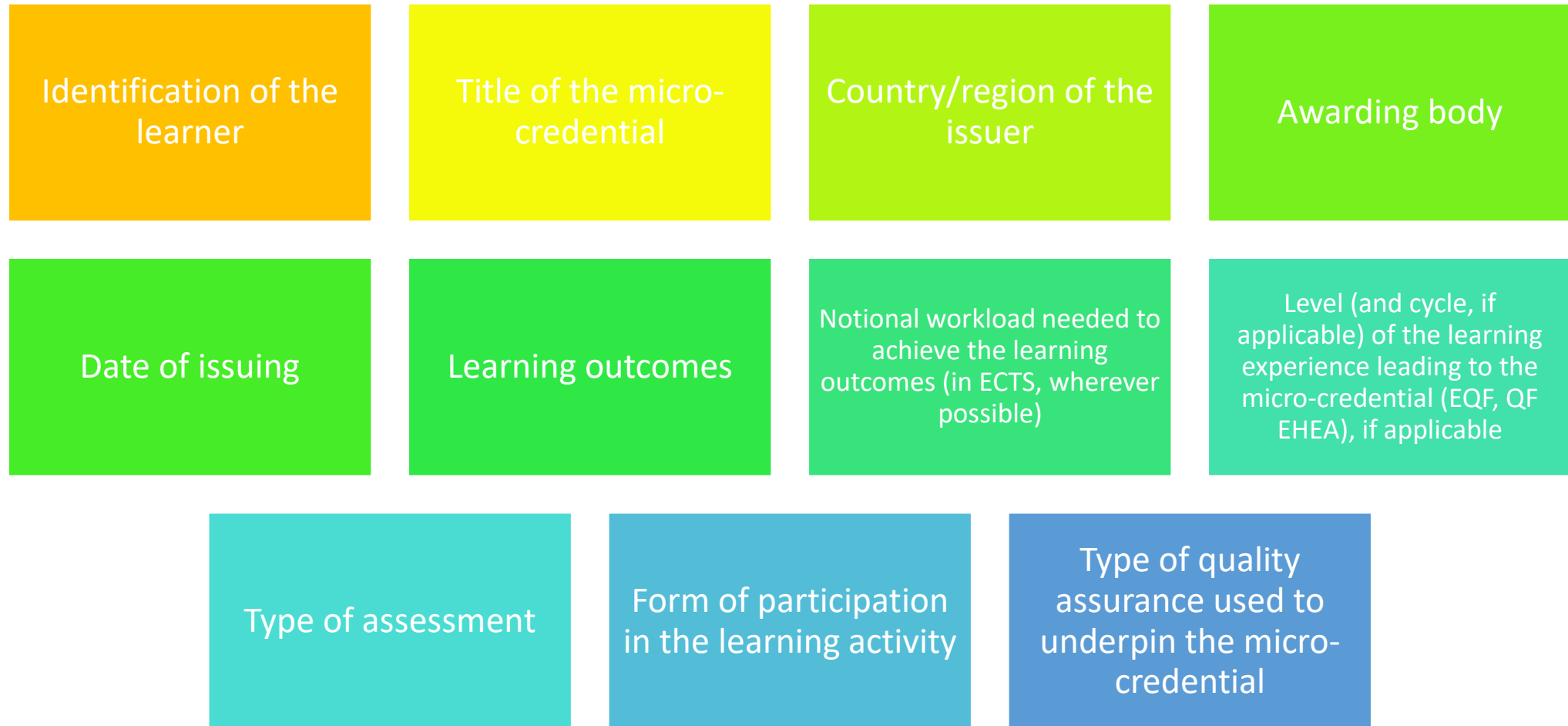
European approach to micro-credentials for lifelong learning and employability

A Council Recommendation to promote quality, trust and uptake

1. Common definition for micro-credentials



2. Standard elements to describe a micro-credential



3. Principles for design and issuance of micro-credentials

Quality

Transparency

Relevance

Valid assessment

Learning Pathways

Recognition

Portable

Learner Centred

Authentic

Information and Guidance

Potential of micro-credentials

Barriers for lifelong upskilling and reskilling



Time



Money



Motivation

How could micro-credentials be used to address skill shortages?

Quick

Targeted

Flexible
settings

Recognition
as motivation

Thank you



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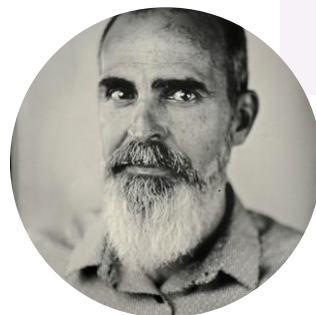


What can regional and local authorities do to tackle green skill issues? What role could micro-credentials play?

Meet the speakers



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Òscar Palazón, Regional Ministry of Education - Government of Catalonia



Generalitat de Catalunya
**Departament
d'Educació**

Òscar Palazón has a bachelor's degree in English and German Studies. He has worked as an English language teacher in secondary schools for more than 25 years. He is currently part of the International Unit at the Directorate General for VET of the Regional Ministry of Education of the Government of Catalonia, where he collaborates in the management of several KA1 and KA2 projects together with vocational training centres all over Catalonia.

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Let's start with a riddle.
Can you work it out?



Segons l'informe *Empleo Verde*, la majoria dels treballs verds a l'àmbit de l'Estat espanyol es concentren en quatre comunitats autònomes: Catalunya (93.660 persones), Andalusia (91.517 persones), Comunitat de Madrid (62.494) i Comunitat Valenciana (54.279 persones).



Figura 1. Mapa d'elaboració pròpia. Dades: informe *Empleo Verde*



Gràfic 6. Elaboració pròpia - Distribució, per sexe i edat, de les persones afiliades a la Seguretat Social als sectors de l'ocupació verda a Catalunya (2021). Dades: Idescat.

Women hold only 28% of jobs in the green employment sector

Green jobs with a significant percentage of women:

- research and development in biotechnology (57.3%)
- agricultural technical services (44%)
- other types of research and development in natural sciences and techniques (43.7%)

Green jobs with a significant percentage of men:

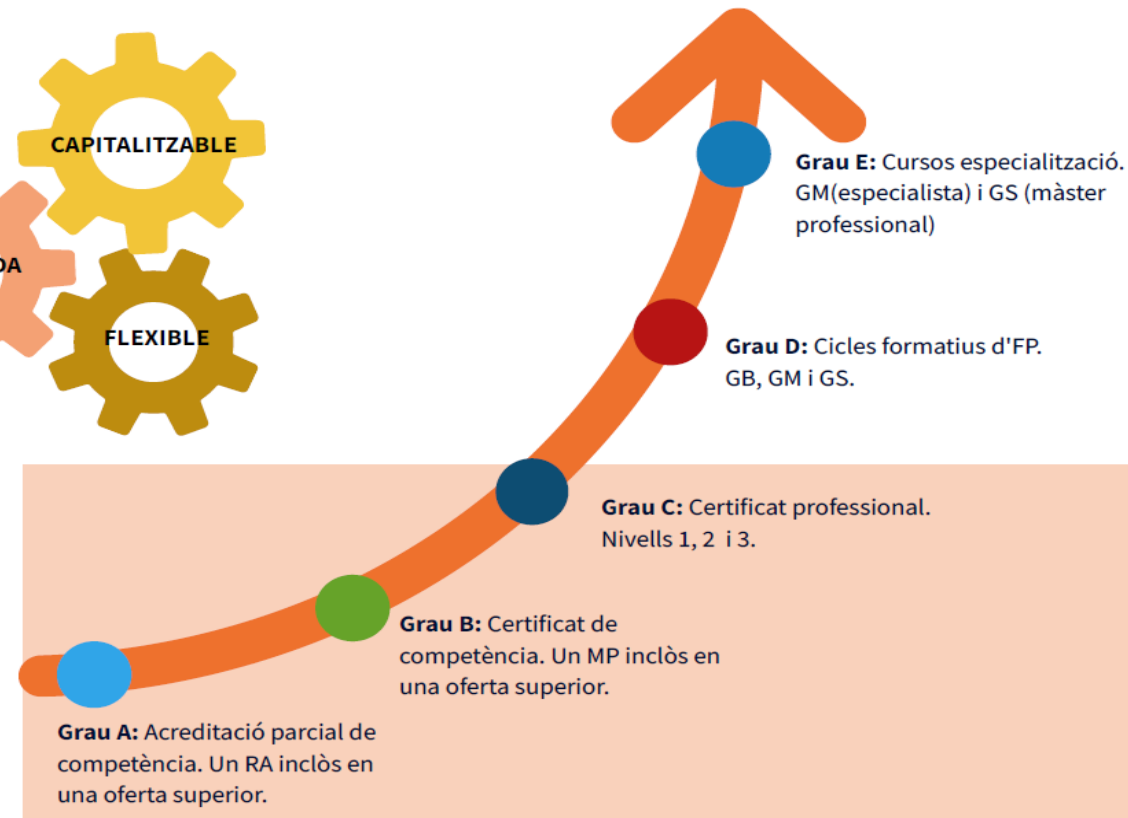
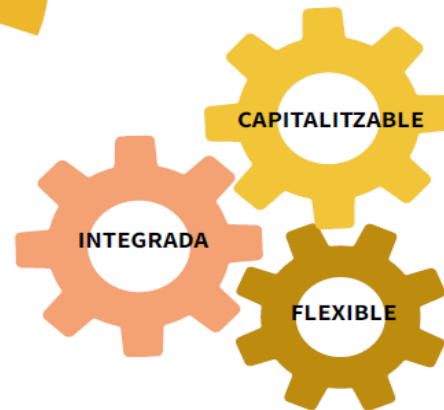
- engineering technical services and technical advice (28.5%)
- communication equipment repair (27%)
- vehicle maintenance and engine repair (13.8%)
- machinery repair (11.5%)

2024-2025 academic year

NOU MODEL DE FORMACIÓ PROFESSIONAL

LLEI ORGÀNICA

Definició d'un sistema integrat de Formació Professional



Accés no permès a menors de 16 anys



Grado A:
acreditación
parcial de
competencia

Un resultado
de aprendizaje
incluido en una
oferta superior



Grado B:
certificación de
competencia

Un módulo
profesional incluido
en una oferta
superior



Grado C:
Certificado
Profesional

Niveles 1, 2 y 3



Grado D:
Ciclos Formativos
de F.P.

Grados básico,
medio y superior



Grado E:
Cursos de
Especialización

En Grado Medio
o en Grado
Superior



Ofertas de Formación Profesional:

- Se establecen **nuevas ofertas** que permiten la adquisición de **microformaciones** (unidades coherentes de contenidos parciales) que, sumadas, **permitirán ascender por un continuo de formación y obtener sucesivas acreditaciones y titulaciones de mayor nivel.**
- **Permite a la ciudadanía:**
 - Programar su propio **itinerario formativo.**
 - **Encontrar la formación que, para cada caso, y en cada momento de su vida, resulte más adecuada** a sus circunstancias, expectativas y necesidades.
- Toda la formación, desde las microformaciones, **es acumulable y acreditable.**



III Jornades **orientafp**

Gènere


i formació professional

Esdeveniment híbrid.

Districte Administratiu de la Generalitat de Catalunya. Barcelona

22 de juny de 2023

Amb el patrocini de:

 Generalitat de Catalunya
Departament d'Educació
Direcció General de Formació Professional

 impulsfp

 CaixaBank

 dualitza

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Objectius de les jornades



1. Sensibilitzar el professorat d'FP i agents implicats en la formació per observar les seves pràctiques quotidianes des d'una perspectiva de gènere



2. Proporcionar recursos per aplicar als plans dels centres i a les polítiques i estratègies educatives i de formació.



3. Aportar elements al debat sobre gènere i educació i formació en el context general de l'FP, que puguin enriquir propostes i contribuir a una millor comprensió del problema.

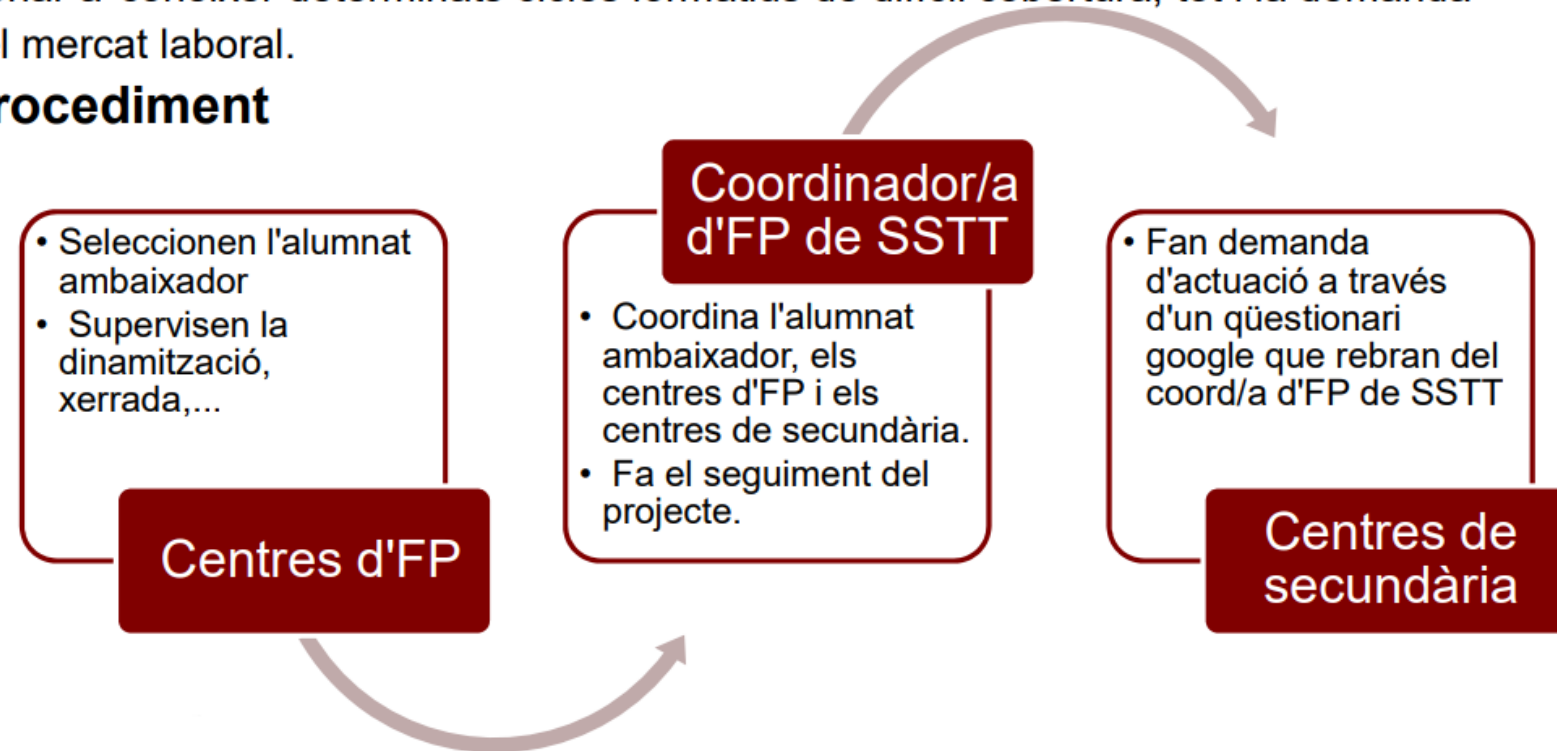
"Ambaixadors/es FP i ERE"

És una estratègia de difusió dels cicles de Formació Professional a través de l'experiència de l'alumnat i ex-alumnat del cicle formatiu

Objectiu:

Donar a conèixer determinats cicles formatius de difícil cobertura, tot i la demanda del mercat laboral.

Procediment





Private foundations

VET AMBASSADORS



Chambers of Commerce



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Batxillerat a
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Articles recents

- INICI DE CURS 2023-2024 ALUMNAT BATXILLERAT
- Llibres de text
- INICI DE CURS 2023-2024 ALUMNAT D'ESO
- Tancat per vacances
- Llibres de text curs 2023 – 2024

Comentaris recents

Etiquetes

Activitats Anglès Audiovisuals Ciències Escola verda

ESO Events Expressió escrita Expressió oral

Tastet d'oficis

admin 13/11/17

Ja han començat els tallers del tastet d'oficis d'aquest curs a Vapor Llonch. Alguns/es alumnes de 4t d'ESO s'han iniciat tant en l'automoció (desmuntatge i muntatge de motors, reparació i canvi de pneumàtics...) com en la fleca (elaboració de pa i croissants).



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EXPOTÈCNIC



TAULA RODONA

LA IMPORTÀNCIA DELS REFERENTS
FEMENINS EN EL MÓN AUDIOVISUAL

22 DE MARÇ
18:00 (ESPANYA)
12:00 (COLÒMBIA)

<https://meet.google.com/tqx-aopc-xfu>



**Iolanda
Tortajada**

Profesora i
investigadora
de la URV



**Marta
Bayarri**

Directora,
actriu i
guionista



**Diana
Montenegro**

Directora,
guionista i
productora



**Valeria Bedoya
y Paola Daza**

Sonidistes i
enginyeres de
SO



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Is there a possibility micro-credentials could be gender-focused?

- Sylvia Liuti



Group activity

- Whose role is it to implement Gender Equality in re-skilling and upskilling during the green transition?


Join at [menti.com](https://www.menti.com) use code 71 30 14 5

Mentimeter

Instructions

Go to
www.menti.com

Enter the code
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Or use QR code

👍

Conclusions



Stay in Contact!



**Next meeting on
LGBTQAI+ Safe Spaces, 17
November, 2pm
Get in contact at
gendertforce@gmail.com**

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