

BlueEDU

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FOSTERING GROWTH IN THE BLUE ECONOMY BY DEVELOPING
AN ACTION PLAN FOR INNOVATIVE EUROPEAN AQUACULTURE
VET AND HARMONISED QUALIFICATIONS (2016-18)



PUBLICATIONS AND POLICY BACKGROUNDS

This is in the delivery phase of the project.

Based on the evidence collected and the analysis of the gaps between the current and future needs of the sector versus the existing situation, the project should deliver policy recommendations and an action plan.

Elements to be incorporated in the solution (not exhaustive):

- Work-based learning
- Cultural change
- EU tools, e.g. ECVET, EQF-European Qualifications Framework, ESCO, European Skills panorama

Key Success Factors:

- Big players must be on board
- Broad geographical coverage
- Targeted recommendations to policy makers, industry, education and training institutions, European Commission
- Targeted recommendations for whom? Not always one-size-fits-all possible. E.g. specific issues for SMEs, or for different countries



STEP 1: Get familiar with the New Skills Agenda for Europe.

The European Skills Agenda was announced in the 2016 Commission Work Programme. It will support upward social convergence and contribute to the European Commission's first political priority, "A New Boost for Jobs, Growth and Investment" by addressing three pressing challenges of today's economies: the lack of relevant skills to match labour market needs, the insufficient transparency of skills and qualifications, and the difficulty to anticipate and forecast skills.

The highlights are consisting of the 5 main drivers:

- Persistent levels of low skilled
- Digital transformation
- EU workforce ageing and shrinking
- Important influx of refugees, asylum seekers & migrants
- Skills mismatches

STEP 2: References in articles, reports, publications, etc.

They should be based up one or several of the 10 points below. The context of The New Skills Agenda for Europe consists of **3 Priority Areas**

and **10 actions**. The structure of the 10 actions in the new skills agenda is:

Skills formation (4)

- 1 Skills guarantee: Up-skilling Pathways (formerly Skills Guarantee)- adopted by the Council 19/12/2016
 - Skills assessment: Cooperation and Partnership
 - Tailored Education and Training offer: Outreach, Guidance and Support Measures
 - Validation and recognition: Monitoring and Evaluation
- 2 Key Competence Framework: Proposal for the review of the Key Competences - 2017
- 3 VET a first choice: Implementing the 2015 Riga Conclusions. VET deliverables 2015-2020 are
 - Work-based learning in all its forms (including Apprenticeships)
 - Quality assurance, feedback loop between LM outcomes and VET provision
 - Access to training and qualifications for all in a LLL perspective (C-VET)
 - Strengthen key competences in both I- and C-VET
 - Professional development of VET teachers and trainers
- 4 Digital Skills and Jobs coalition: Two competence frameworks already exist
 - [Digital Competence Framework for Citizens](#) (2015, version 2.0 in December 2016): 5 areas with 21 competences
 - [Entrepreneurship Competence Framework](#) (new 2016)

Visibility and comparability (2)

- 1 Revision of EQF: Proposal for the revision of the EQF, adopted. Consisting of
 - Commitment to regular update of referencing of NQFs
 - Common principles for quality assurance and credit systems
 - Encourage use of EQF
 - Coordination with Third Countries

- 2 Skills profile tool for 3rd country nationals: Early 2017

Skills intelligence (4)

- 1 Revision of EUROPASS: Proposal for the revision of the Europass Framework, adopted
- 2 Blueprint for Sectorial Cooperation on Skills: Ongoing
- 3 Best practice on brain drain: Analysis and sharing of best practice on brain drain - expected 2017
- 4 Initiative on graduate tracking: Proposal on Graduate Tracking - expected 2017

- 4 Refer to **EQF**
 - Compares the level of qualifications across borders
 - Provide with information about qualifications
 - Enhance mobility between countries
 - Don't say anything about the levels, e.g. in fish farming or construction
- 5 Refer to one or several of the VET deliverables in "VET a first choice" (Item no. 3 above)

STEP 4: The following logo and disclaimer should be part of every publication in the BlueEDU project reports, publications, etc. ?



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STEP 3: What is the procedure for how to refer to these 3 priority areas and the 10 actions within BlueEDU articles, reports, publications, etc. ?

- 1 Refer to Digital Competence Framework for Citizens (2015) (Item no. 4 above)
- 2 Refer to Entrepreneurship Competence Framework (new 2016) (Item no. 4 above)
- 3 Refer to **ESCO**
 - Taxonomy and vocabulary, launched May 2017
 - Defines occupations, skills/competences and qualifications
 - Maps them into qualifications in all European languages

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