



A Holistic Approach for Upskilling Competences of SMEs,
VET Institutions and VET Providers for Preparing the Future Works in the Digital Era
Turkey, Italy, Romania, Czech Republic, Spain, Portugal, Ireland



Co-funded by the
Creative Europe Programme
of the European Union

A Holistic Approach for Upskilling Competences of SMEs, VET Institutions and VET Providers for Preparing the Future Works in the Digital Era

- Hol Up -

2020-1-TR01-KA226-VET-097786

The Holistic Approach Guide for upskilling competences

O2/A1 - Development of Hol Up Skills Governance Model



A Holistic Approach for Upskilling Competences of SMEs,
VET Institutions and VET Providers for Preparing the Future Works in the Digital Era
Turkey, Italy, Romania, Czech Republic, Spain, Portugal, Ireland



Co-funded by the
Creative Europe Programme
of the European Union

O2/A1 - Development of Hol Up Skills Governance Model

According to the European Commission Skills Governance in the EU Member States Synthesis Report (2015: 5), *“skills governance is seen as a system aimed at balancing supply and demand of skills and to provide a good skills basis for further economic development. Stakeholders from the public, private and third sector are involved in implementing and using the skills governance system. It includes planning and controlling – to different degrees - the national, regional and local offer of education and training and designing mechanisms for assuring the quality of training. It seeks to build on and optimise the individual competences of the (future) workforce. It comprises a negotiation perspective, which represents the needs of employers’, (future) employees’ and the education system goals, from a short-term, medium-term and long-term perspective.”*

The European Training Foundation – ETF (2013: 2) report, *“good governance can be defined as the exercise of economic, political and administrative authority to manage a country’s affairs effectively at all levels. It requires mechanisms, processes and institutions, through which citizens and groups articulate their interests, exercise their legal rights, meet their obligations and mediate their differences.”*

In line with the European Commission Report (2015), skills governance is seen as a system aimed at balancing supply and demand of skills and to provide a “good skills” basis for further economic development. This model includes stakeholders from the public, private and third sector are involved in implementing and using the skills governance system. In this output, partners will suggest Skills Governance Model that covers planning and controlling – to different degrees - the national, regional and local offer of education and training and designing mechanisms for assuring the quality of training in partner countries. It will comprise a negotiation perspective, which represents to manage the needs of employers’, (future) employees’ and the VET education system goals, from a short-term, medium-term and long-term perspective via using multi-level governance approach.

In the Figure 1, the skills governance system is provided.

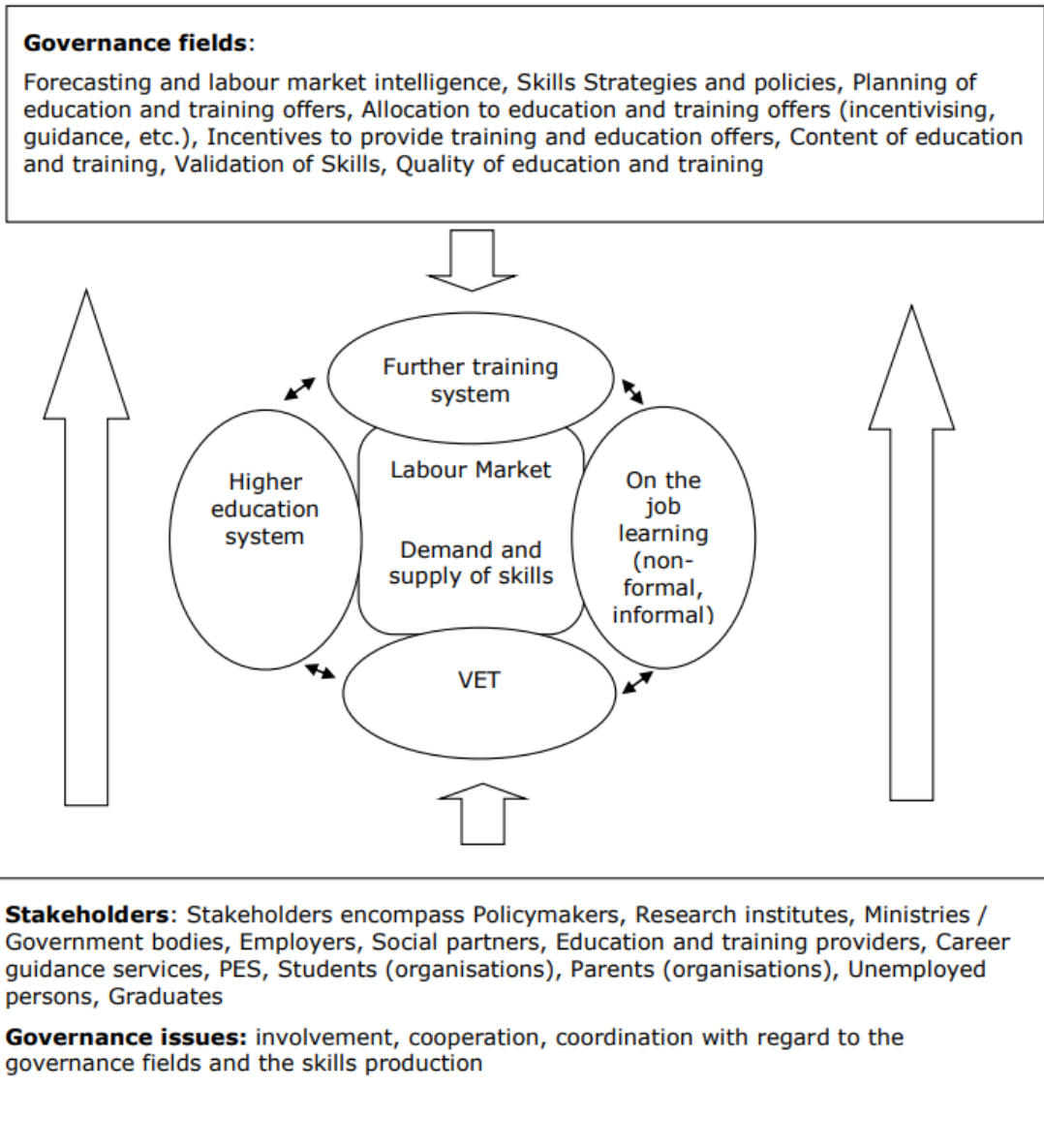


Figure 1 - Skills Governance System

Source: European Commission Skills Governance in the EU Member States Synthesis Report, 2015: 7

In order to provide good skills governance, as Figure 1 indicates, it is necessary for higher education institutions and VETs to evaluate the future education system and demand and supply in the labour market, both on the job and non-formal learning forms. In this process, it is especially important to manage the process based on the opinions of the stakeholders.

To implement an effective skills governance model, it will be possible to include all stakeholders at the sectoral, local, regional, national and international levels, and this will be possible by effectively including the implementation and surveillance processes, starting with the determination of the objectives. Thus, all stakeholders will be able to focus on skills and talent development in the current

labour market, as well as on the skills and talent developments needed in the future. In the figure below, it is possible to see the actors required for skills governance and their interaction.

In order to implement an effective skills governance model, all stakeholders at sectoral, local, regional, national and international levels should be included in the process. This will only be possible if these stakeholders are effectively included from the determination of the objectives and to the implementation and monitoring processes. Thus, all stakeholders will be able to focus on skills and talent development in the current labour market, as well as on the skills and talent developments needed in the future. In the Figure 2, it is possible to see the actors required for skills governance and their interaction.

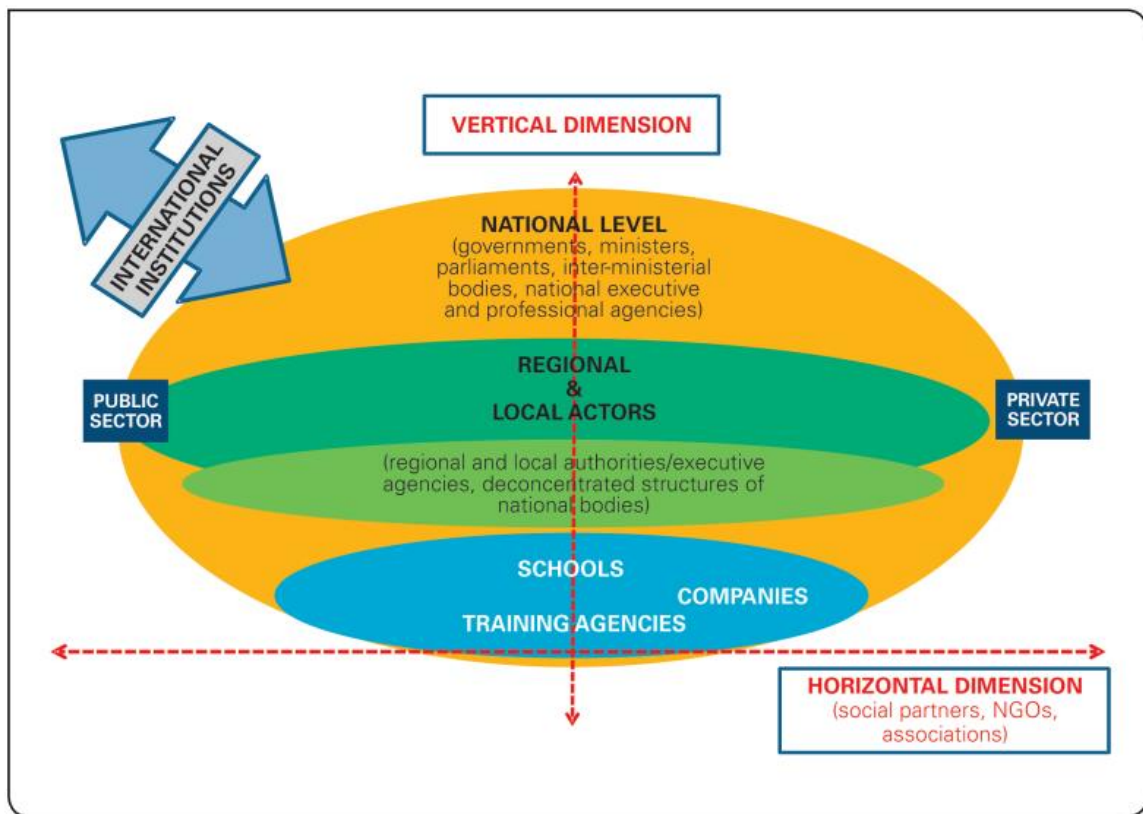


Figure 2: Actors in Skills Governance Model

Source: The European Training Foundation Report, 2013: 3

The **Hol Up Skills Governance Model**, which was prepared by taking into consideration the basic researches in the literature, is below:

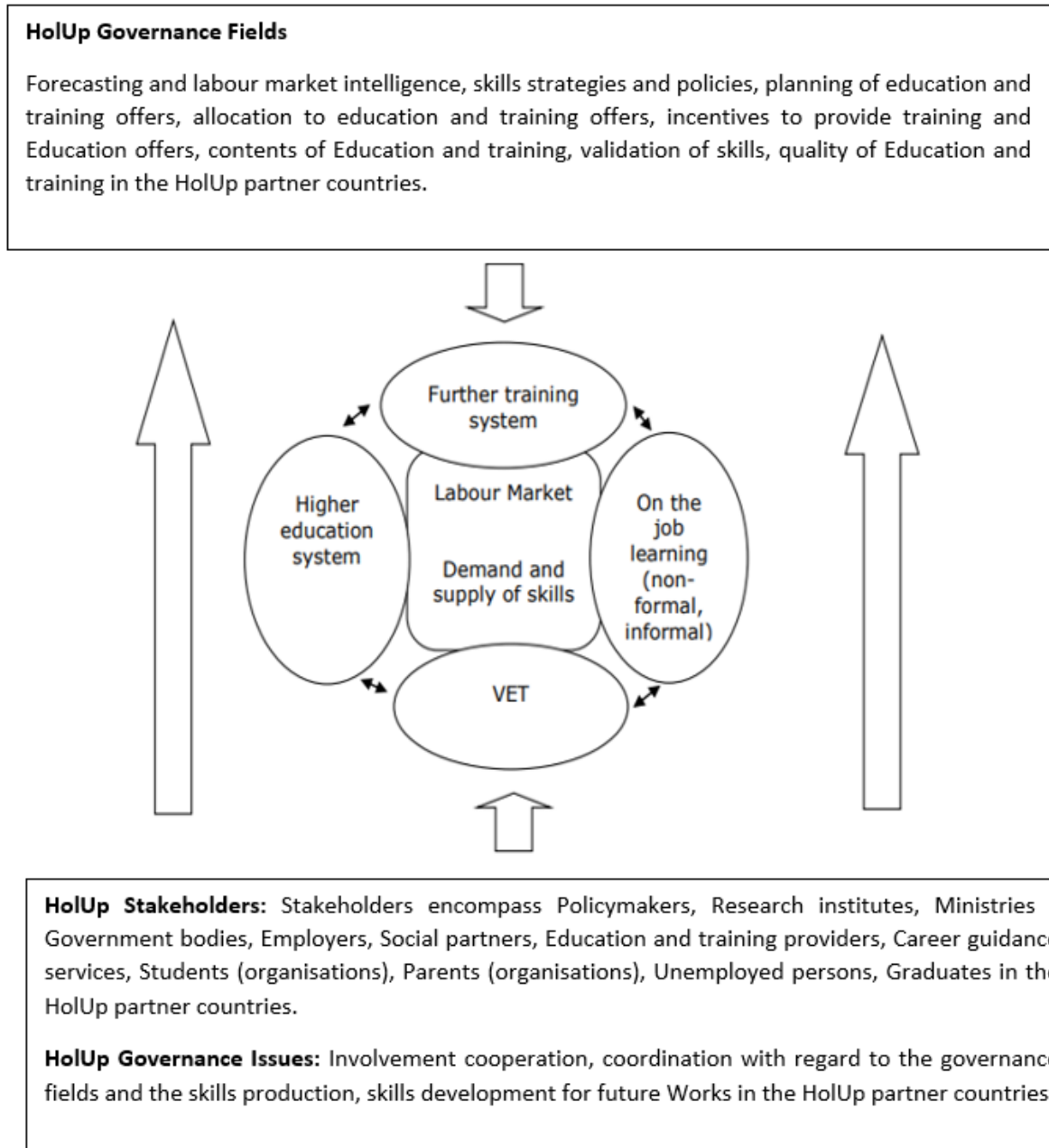


Figure 3: Hol Up Skills Governance Model

Source: Adapted from the European Commission Skills Governance in the EU Member States Synthesis Report, 2015: 7.

As Figure 3 indicates, the **Hol Up Skills Governance Model** offers a skills development process by taking into account the future works of the partners of the Hol Up project in their own countries and at the European Level. At this point, the European Commission's Skills Governance system proposal was taken into consideration and governance fields, stakeholders and governance issues were defined for the project. Then, the supply and demand processes in the current market in terms of the education system, labour market dynamics and skills that may be needed in the future for both higher education institutions and VETs are highlighted. Then, it was emphasized that the operation of this process should be constantly revised as a cycle, taking into account both formal and informal on-the-job learning processes. Especially at the point of defining the model it is also known that skills in any business should be supported by international, national, regional and local actors, , taking into account the jobs of the future and their changing demands.

References

European Commission Skills Governance in the EU Member States Synthesis Report. (2015).
<https://ec.europa.eu/social/BlobServlet?docId=15587&langId=en>

The European Training Foundation Report. (2013).
https://www.etf.europa.eu/sites/default/files/m/5C0302B17E20986CC1257C0B0049E331_Multilevel%20governance%20x%20VET.pdf